

**SPRINGFIELD**  
**COLLEGE**



School of Social Work

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

**Master of Social Work Program**

**Academic Year 2018-19**

**27<sup>th</sup> Edition**



September 1, 2018

Dear Social Work Graduate Students and Colleagues:

I am pleased to present the 2018-2019 Student Handbook of Policies and Procedures on behalf of the faculty of the School of Social Work. The Handbook includes twelve sections:

- Section I The School 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
  - Note: This section also includes the Code of Ethics Student Agreement, which must be signed and included in your graduate file.
- Section VIII Springfield College School 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 Educational Policy and Accreditation Standards

The Handbook is a supplement to the Graduate Catalog and to curriculum materials. It has been developed with input from faculty, field instructors, and students. Included is important information regarding the graduate social work program for students, faculty, and field instructors.

We look forward to the year ahead and seeking your input into the subsequent editions of the Student Handbook of Policies and Procedures. Warmest wishes to each of you as you begin the new academic year.

Sincerely,

Francine J. Vecchiolla, MSW, PhD

Dean and Professor

Springfield College School of Social Work

## **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) 2015 EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS)**

The CSWE uses the 2015 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 2015 EPAS is included in section X of this handbook and it is also available on-line at <http://www.cswe.org/File.aspx?id=81660>.

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# I. THE SCHOOL OF SOCIAL WORK PROGRAM

## A. INTRODUCTION

Springfield College is an independent, comprehensive, coeducational institution, founded in 1885, whose mission is *to educate students in spirit, mind, and body, for leadership in service to humanity*. The School of Social Work 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 School of Social Work enrolls a diverse population of graduate social work students in full-time and part-time graduate programs. Springfield College School of Social Work 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/child mental health, school social work, and gerontology and for direct practice, supervision, administration, and public policy-making activities. Seven unique characteristics distinguish Springfield College School of Social Work:

1. A concentration in Advanced Generalist Practice;
2. Full-time, two year, weekday MSW program in Springfield;
3. Part-time, three year, weekend MSW program in Springfield and Worcester;
4. Options for graduates of CSWE-accredited BSW programs to choose a four semester weekend advanced standing program or a three semester weekday advanced standing program;
5. An MSW/JD dual degree program in partnership with Western New England University School of Law completed in four years, full-time;
6. A BS/MSW accelerated degree program for Springfield College undergraduate students in the Social Sciences Department completed in five years and one summer; and
7. A Post-Master's Certificate in Trauma-Informed Practice with Children and Adolescents.

The school offers a variety of field internship assignments, completed weekdays during regular business hours, at agencies throughout New England and New York. The field 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 School of Social Work 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 2015 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 in to the workforce.

## **B. SPRINGFIELD COLLEGE MISSION**

*The mission of Springfield College is to educate students 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 value-centered. 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. SCHOOL OF SOCIAL WORK MISSION**

*Through the teaching of social work practice and knowledge, the Springfield College School of Social Work prepares individuals to meet universal human needs in order to engender mutually beneficial interaction between individuals and societal systems at all levels, based on principles of economic and social justice, dignity, and human rights.*

The mission of Springfield College School of Social Work (SCSSW) reflects the profession's history, purposes, and philosophy. Our 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. Our Master of Social Work program 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. SCHOOL 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 concentration embraces balance and wholeness in practice. We have identified six goals to realize our mission:

- Goal 1. Provide substantive theoretical knowledge and analytical skills pertaining to social work practice in its broadest sense at the micro, mezzo, and macro levels of practice.
- Goal 2. Promote the integration of social work values, ethical principles, and standards relative to clients, agencies and organizations, the social work profession, and society in general.
- Goal 3. Integrate into Advanced Generalist practice a special sensitivity to the struggles of vulnerable populations which includes an understanding of the dynamics of oppression and issues pertaining to cultural diversity.
- Goal 4. Develop practitioners who function autonomously in social work practice and assume leadership roles in public and private social service organizations.
- Goal 5. Promote both quantitative and qualitative research to increase the effectiveness of social work practice, policies, and programs.
- Goal 6. Inspire commitment to bringing about a socially just society through the promotion of public-spirited citizenship.

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

The Springfield College School of Social Work organizes its foundation and specialization curricula to directly reflect the 2015 Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE). Students who successfully complete the foundation curriculum are prepared to engage in more challenging learning experiences in the advanced generalist practice specialization classroom and field practicum courses.

### **FOUNDATION YEAR CURRICULUM COMPETENCIES**

The practice behaviors for the Foundation curriculum competencies parallel each of the EP practice behaviors as described in CSWE's Foundation Year and are consistent with the nine core EP competencies. SCSSW adopted CSWE's EP practice behaviors as its own.

CSWE's nine Social Work Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. 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**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the

role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

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

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

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

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

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

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know

the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

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

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

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

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

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

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

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

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

groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

## SPECIALIZATION YEAR CURRICULUM COMPETENCIES

The Advanced Generalist curriculum is based on the ten EP core competencies, which are tied directly to the Concentration courses and second-year field practicum. The practice behaviors are consistent with each of the nine core competencies and reflect the unique aspects of our Advanced Generalist program.

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

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

- Employ (model) conscious use of self, self-reflection, self-monitoring, and self-correction in practice
- Model professional demeanor in behavior and *written and oral* communications
- Articulate the mission of social work to multiple constituencies
- Consistently adhere to and model professional roles and boundaries
- Articulate and advocate social work values and ethics among interdisciplinary situations and settings
- Conduct oneself ethically and engage in ethical decision-making using different approaches and strategies, e.g. moral reasoning, cultural perspective, professionalism in research and practice
- Apply appropriate social work values to resolve ethical issues
- Analyze and communicate professional judgments, reasoning, and process in practice

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

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are

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

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

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

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

- Engage in practices that advance social, economic, and environmental justice in agencies and organizations
- Incorporate an understanding of regional and global interconnections of oppression and applies this understanding to social work practice
- Take action to redress mechanisms of oppression and discrimination
- Embrace the obligation to advance human rights and fosters social, economic, and environmental justice
- Engage in community collaborations that foster social, economic, and environmental justice and social change

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use evidence-based research findings to improve practice
- Evaluate social policies and programs
- Integrate qualitative and quantitative research in all aspects of advanced generalist practice

- 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**

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

Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Use empathy and other interpersonal skills
- Implement a mutually agreed upon focus of work and desired outcome

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

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

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

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

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

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

- Facilitate transitions and endings
- Critically analyze, monitor, and evaluate interventions
- Evaluate complex problems with systems of all sizes and types
- Synthesize and apply a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice

**F. PROGRAM OPTIONS**

The master of social work (MSW) program is offered in two formats: a weekday option (full-time) offered in Springfield and a weekend option (part-time) offered in Springfield and Worcester. The content and quality of the program is the same for both options. Both programs begin in September.

1. MSW Full-time Weekday Program - The 60 credit program is completed in two academic years or four semesters (September - May). In the weekday option, classes meet during the week on Tuesdays and Wednesdays. In addition to classroom work, a field practicum of fifteen hours per week is required in the first year and twenty hours per week in the second year. As part of the field practicum, participation in a field seminar is required. The field

practicum is completed during regular business hours. No field placements are available on weekends or after 5pm on weekdays.

2. MSW Part-time Weekend Program - In the extended degree program, the 60 credit program is completed in three calendar years or eight semesters (September - August). In the weekend option classes meet two weekends per month. Fifteen hours of field practicum is required per week in the second year and twenty hours per week in the third year. As part of the field practicum, participation in a field seminar is required. Field practicum is completed during regular business hours. No field placements are available on weekends or after 5pm on weekdays.

3. Advanced Standing MSW Program for qualified graduates of bachelor of social work (BSW) programs - Students from accredited BSW programs who demonstrate a mastery of course content and human service 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 late May.

4. Master of Social Work/Juris Doctor (MSW/JD) Dual Degree Program - Offered in partnership with Western New England University 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.

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 dual social work and law degrees, the student must successfully complete the academic requirements of each institution, totaling 122 credits. For the School of Social Work, 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 at the School of Social Work.

Those courses completed with a grade of B or better in the School of Social Work are eligible for transfer to the School of Law. In return, the School of Social Work 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 School of Social Work, the student must formally petition the Springfield College School of Social Work Dean. At the School of Law, the student must obtain permission from the Associate Dean to have the twelve credits transferred from the School of Social Work. 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.

5. Bachelor of Science/Master of Social Work (BS/MSW) Program - The BS/MSW degree program is for undergraduate students at Springfield College in the Department of Social Science who major in social work-related fields and wish to pursue the Master of Social Work degree at

Springfield College School of Social Work. The BS/MSW degree program is completed in four undergraduate academic years, one summer, and one academic year of graduate study.

*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 unusual circumstances, the standard scheduling of courses may be adjusted for a particular student. Any adjustment should be discussed with the student's faculty advisor.*

## **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)
- Foundation Field Practicum and Seminar (7.5 credits, 450 practicum hours)
- Concentration Field Practicum and Seminar (7.5 credits, 600 practicum hours)
- Electives (nine credit hours)

### **Generalist Foundation Curriculum:**

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

Field Practicum/Seminar affords students the opportunity to develop competency in knowledge, values, and skills as used in human service agencies. It is within the field 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 Foundation Year course and the field experience. Both the field practicum and Foundation courses require critical thinking and the scholarly pursuit of knowledge essential to attaining a beginning level of proficiency in social work.

In the Foundation Year curriculum, students take courses in each of the four social work sequences and two semesters of Field 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 Field Practicum and Field Seminar. Practice courses and the Field Practica are essential to the development of students' competency in integrating models of assessment and problem resolution with a range of populations.

### **Advanced Generalist Concentration:**

The practice behaviors emphasized in Concentration Year courses are listed in each syllabus. The Concentration Year 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 illness. In addition, in the Concentration Year students learn

complex social action skills and are expected to demonstrate competency in several research methodologies.

Similar to the Foundation Year, Field Practicum and Seminar in the Concentration Year 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 Foundation Year. The Concentration Year Field Practicum enhances the development of the professional use of self and respect for human diversity. Both the Concentration Year field practicum and courses require critical thinking and the scholarly pursuit of knowledge essential to attaining advanced social work practice skills.

In the Concentration Year 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 Field Practicum and Field Seminar.

**Areas of Emphasis:**

The area of emphasis enables students to choose to focus their advanced generalist concentration year of study including field internships, capstone assignments and elective course selections.

Students can learn more about the area of emphasis by contacting their faculty advisor or the faculty identified below:

**Gerontology:** Dr. Ann Roy

**School Social Work:** Dr. Anthony Hill

**Child Welfare and Child Mental Health:** Dr. Rhoda Smith and Dr. Joyce Taylor

**Adult Behavioral Health:** Dr. Efi Kokaliari, Dr. Walter Mullin, and Dr. Lisa Watson

**SPRINGFIELD COLLEGE SCHOOL OF SOCIAL WORK  
WEEKDAY CURRICULUM SEQUENCE FOR THE MSW PROGRAM**

<b><u>FALL OF FIRST YEAR</u></b>			<b><u>CREDITS</u></b>
MSSW	601	Human Behavior in the Social Environment 1	3
MSSW	611	Social Welfare Policy and Services 1	3
MSSW	631	Social Work Practice 1	3
MSSW	674	Field Seminar 1	.5
MSSW	684	Field Practicum 1 (first half)	3.5
<b>Semester Total</b>			<b>13</b>

<b><u>SPRING OF FIRST YEAR</u></b>			
MSSW	602	Human Behavior in the Social Environment 2	3
MSSW	612	Social Welfare Policy and Services 2	3
MSSW	621	Social Work Research 1	3
MSSW	632	Social Work Practice 2	3
MSSW	685	Field Practicum 1 (second half)	3.5
<b>Semester Total</b>			<b>15.5</b>

<b><u>FALL OF SECOND YEAR</u></b>			
MSSW	603	Human Behavior in the Social Environment 3	3
MSSW	623	Social Work Research 2	3
MSSW	633	Social Work Practice 3	3
MSSW	676	Field Seminar 2	.5
MSSW	686	Field Practicum 2 (first half)	3.5
		Elective	3
<b>Semester Total</b>			<b>16</b>

<b><u>SPRING OF SECOND YEAR</u></b>			
MSSW	613	Social Welfare Policy and Services 3	3
MSSW	634	Social Work Practice 4	3
MSSW	687	Field Practicum 2 (second half)	3.5
		Elective	3
		Elective	3
<b>Semester Total</b>			<b>15.5</b>

**Total Credits      60**

Coursework taken at Springfield College School of Social Work must total a minimum of 32 credits.

**SPRINGFIELD COLLEGE SCHOOL OF SOCIAL WORK  
WEEKEND CURRICULUM SEQUENCE FOR THE MSW PROGRAM**

<b><u>FALL OF FIRST YEAR</u></b>			<b><u>CREDITS</u></b>
MSSW	601	Human Behavior in the Social Environment 1	3
MSSW	611	Social Welfare Policy and Services 1	<u>3</u>
<b>Semester Total</b>			<b>6</b>

<b><u>SPRING OF FIRST YEAR</u></b>			
MSSW	602	Human Behavior in the Social Environment 2	3
MSSW	621	Social Work Research 1	<u>3</u>
<b>Semester Total</b>			<b>6</b>

<b><u>SUMMER OF FIRST YEAR</u></b>			
MSSW	612	Social Welfare Policy and Services 2	3
		Elective	<u>3</u>
<b>Semester Total</b>			<b>6</b>

<b><u>FALL OF SECOND YEAR</u></b>			
MSSW	603	Human Behavior in the Social Environment 3	3
MSSW	631	Social Work Practice 1	3
MSSW	674	Field Seminar 1	.5
MSSW	684	Field Practicum 1 (first half)	<u>3.5</u>
<b>Semester Total</b>			<b>10</b>

<b><u>SPRING OF SECOND YEAR</u></b>			
MSSW	632	Social Work Practice 2	3
MSSW	685	Field Practicum 1 (second half)	<u>3.5</u>
<b>Semester Total</b>			<b>6.5</b>

<b><u>SUMMER OF SECOND YEAR</u></b>			
		Elective	3
		Elective	<u>3</u>
<b>Semester Total</b>			<b>6</b>

<b><u>FALL OF THIRD YEAR</u></b>			
MSSW	623	Social Work Research 2	3
MSSW	633	Social Work Practice 3	3
MSSW	676	Field Seminar 2	.5
MSSW	686	Field Practicum 2 (first half)	<u>3.5</u>
<b>Semester Total</b>			<b>10</b>

<b><u>SPRING OF THIRD YEAR</u></b>			
MSSW	613	Social Welfare Policy and Services 3	3
MSSW	634	Social Work Practice 4	3
MSSW	687	Field Practicum 2 (second half)	<u>3.5</u>
<b>Semester Total</b>			<b>9.5</b>

**Total Credits      60**

Coursework taken at Springfield College School of Social Work must total a minimum of 32 credits.

**SPRINGFIELD COLLEGE SCHOOL OF SOCIAL WORK  
WEEKDAY CURRICULUM SEQUENCE FOR THE ADVANCED STANDING MSW  
PROGRAM**

<b><u>SUMMER</u></b>			<b><u>CREDITS</u></b>
MSSW	603	Human Behavior in the Social Environment 3	3
MSSW	604	Human Behavior in the Social Environment 4	2
MSSW	610	Practice 5	<u>2</u>
<b>Semester Total</b>			<b>7</b>
<b><u>FALL</u></b>			
MSSW	623	Social Work Research 2	3
MSSW	633	Social Work Practice 3	3
MSSW	676	Field Seminar 2	.5
MSSW	686	Field Practicum 2 (first half)	3.5
Elective			<u>3</u>
<b>Semester Total</b>			<b>13</b>
<b><u>SPRING</u></b>			
MSSW	613	Social Welfare Policy and Services 3	3
MSSW	634	Social Work Practice 4	3
MSSW	677	Field Seminar for Advanced Standing	.5
MSSW	687	Field Practicum 2 (second half)	3.5
Elective			<u>3</u>
<b>Semester Total</b>			<b>13</b>
<b>Total Credits</b>	<b>33</b>		

Coursework taken at Springfield College School of Social Work must total 33 credits.

**SPRINGFIELD COLLEGE SCHOOL OF SOCIAL WORK  
WEEKEND CURRICULUM SEQUENCE FOR THE ADVANCED STANDING MSW  
PROGRAM**

<b><u>SUMMER</u></b>			<b><u>CREDITS</u></b>
MSSW	603	Human Behavior in the Social Environment 3	3
MSSW	604	Human Behavior in the Social Environment 4	2
MSSW	610	Practice 5	<u>2</u>
<b>Semester Total</b>			<b>7</b>
<b><u>FALL</u></b>			
MSSW	623	Social Work Research 2	3
MSSW	633	Social Work Practice 3	3
MSSW	676	Field Seminar 2	.5
MSSW	686	Field Practicum 2 (first half)	<u>3.5</u>
<b>Semester Total</b>			<b>10</b>
<b><u>SPRING</u></b>			
MSSW	613	Social Welfare Policy and Services 3	3
MSSW	634	Social Work Practice 4	3
MSSW	677	Field Seminar for Advanced Standing	.5
MSSW	687	Field Practicum 2 (second half)	<u>3.5</u>
<b>Semester Total</b>			<b>10</b>
<b><u>SUMMER</u></b>			
		Elective	3
		Elective	<u>3</u>
<b>Semester Total</b>			<b>6</b>

**Electives** – Advanced Standing Students may take the electives in either the weekday or weekend program.

**Total Credits      33**

Coursework taken at Springfield College School of Social Work must total 33 credits.

**SPRINGFIELD COLLEGE SCHOOL OF SOCIAL WORK  
SAMPLE CURRICULUM SEQUENCE FOR THE MSW/JD COMBINED DEGREE  
PROGRAM**

<b><u>Year One or Two</u></b> (School of Social Work)			<b><u>CREDITS</u></b>
MSSW	601 & 602	Human Behavior in the Social Environment 1 and 2	6
MSSW	611 & 612	Social Welfare Policy and Services 1 and 2	6
MSSW	621	Social Work Research 1 (if needed)	3
MSSW	631 & 632	Social Work Practice 1 and 2	6
MSSW	674	Field Seminar 1	.5
MSSW	684 & 685	Field Practicum 1 (first and second half)	7
Elective (Fall Semester)			3
<b>Total</b>			<b><u>28.5 or 31.5</u></b>

<b><u>Year One or Two</u></b> (School of Law)			
Introduction to Law			1
Constitutional Law I			4
Contracts			4
Criminal Law			4
Civil Procedure			4
Property			4
Torts			4
Legal Research and Writing			4
Introduction to the Legal Profession			1
<b>Total</b>			<b><u>30</u></b>

<b><u>Year Three</u></b> (School of Law)			
Business Organization			3
Income Taxation			3
Evidence			3
Electives and other requirements towards JD			23
<b>Total</b>			<b><u>32</u></b>

<b><u>Year Four</u></b> (School of Social Work & School of Law)			
MSSW	603	Human Behavior in the Social Environment 3	3
MSSW	613	Social Welfare Policy and Services 3 <b>OR</b>	
MSSW	623	Research 2 <sup>1</sup>	3
MSSW	633 & 634	Social Work Practice 3 and 4	6
MSSW	676	Field Seminar 2	.5
MSSW	686 & 687	Field Practicum 2 (first and second half)	7
Electives in Law <sup>2</sup>			12
<b>Total</b>			<b><u>31.5</u></b>

- MSW/JD students must be full-time students and matriculated in both the Springfield College School of Social Work and the Western New England University School of Law. If accepted at the School of Social Work first, students have until mid-March of the first year at the School of Social Work to apply to the program at School of Law. If accepted to the School of Law, students have until mid-March of the first year at the School of Law to apply to the program at School of Social Work.
- MSW/JD students take courses in the Weekday Program at the School of Social Work.
- <sup>1</sup>Students will take either MSSW 613 Social Policy 3 or MSSW 623 Research 2.
  - Students who take MSSW 613 Social Policy 3 must take LAWS 684 Advanced Research, LAW 951 Independent Study: Tutorial, or LAW 952 Advanced Research as an elective course in the School of Law.
  - Students who take MSSW 623 Research 2 must take LAW 642 Law and Social Change or LAW 732 Poverty Law as an elective course in the School of Law.
- <sup>2</sup>There is an approved list of elective courses that can be transferred from the School of Law (see next page). A total of 12 credits are required.

**MSW/JD COMBINED DEGREE PROGRAM  
LAW ELECTIVES APPROVED FOR TRANSFER TO THE  
SCHOOL 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 from time, 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	

**SPRINGFIELD COLLEGE SCHOOL OF SOCIAL WORK  
CURRICULUM SEQUENCE FOR THE BS/MSW PROGRAM**

**Fourth Undergraduate Year**

			<b><u>CREDITS</u></b>
<b><u>FALL</u></b>			
MSSW	501	Human Behavior in the Social Environment 1	3
MSSW	511	Social Welfare Policy and Services 1	3
		Designated Introductory Elective	3
<b><u>SPRING</u></b>			
MSSW	502	Human Behavior in the Social Environment 2	3
MSSW	512	Social Welfare Policy and Services 2	3
MSSW	521	Social Work Research 1	<u>3</u>
<b>Total</b>			<b>18</b>

**(All of the courses listed above serve as credits for both the undergraduate degree and the masters of social work degree.)**

**SUMMER**

MSSW	610	Social Work Practice 5	2
MSSW	692	Independent Study, Social Work Practice 6	4
MSSW	674	Field Seminar 1	.5
MSSW	684 & 685	Field Practicum 1 (first and second half)	<u>7</u>
<b>Semester Total</b>			<b>13.5</b>

**Hours for Practicum:** approximately May 31 through August 20; 7.5 hours/day (8:30 a.m. – 4:30 p.m.); 37.5 hours/week for 12 weeks = 450 hours

**FALL**

MSSW	603	Human Behavior in the Social Environment 3	3
MSSW	623	Social Work Research 2	3
MSSW	633	Social Work Practice 3	3
MSSW	676	Field Seminar 2	.5
MSSW	686	Field Practicum 2 (first half)	3.5
		Elective	<u>3</u>
<b>Semester Total</b>			<b>16</b>

**SPRING**

MSSW	613	Social Welfare Policy and Services 3	3
MSSW	634	Social Work Practice 4	3
MSSW	687	Field Practicum 2 (second half)	3.5
		Elective	<u>3</u>
<b>Semester Total</b>			<b>12.5</b>

**Total Credits      60**

(Includes 18 credits taken at the School of Social Work, but applied to the undergraduate degree).

## **H. ACADEMIC AND FIELD ADVISEMENT**

Each student is assigned a faculty member as an advisor for academic purposes and field practicum. Faculty advising assignments are made soon after the student enters the program and the student is notified about their faculty advisor before the beginning of the Fall 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 plan courses for the subsequent semester (including possible summer courses). Students should seek out their advisor to arrange these meetings.

Full-time faculty maintain regular office hours during which time advising meetings may be scheduled. Advisors who are part-time faculty are available by appointment.

Field advising meetings take place at least once each semester at the field agency to provide an opportunity for the student, field practicum supervisor, and faculty advisor to assess and evaluate the student's progress in the field practicum experience. Further information concerning field practicum is included in the Field Practicum Manual.

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

The role of the advisor is to:

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 overall assessment of the field placement experience by making a minimum of one visit each semester to the field placement agency, reviewing field progress and the learning contract and grading the field practicum.
6. Provide information and recommendations to the field office concerning the selection of field settings that will best meet the student's stated goals and career plan in relation to their educational program.
7. Perform other field placement advising responsibilities as described in the Field Practicum Manual.

### **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 signature on the Advising Check Sheet.

3. Inform their advisor of academic progress and standing (includes course and field work).
4. Maintain up-to-date materials in field file.

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

- Guidance on course selection
- Dropping and adding courses
- Requests to transfer or waive credit(s)
- Career and academic goals
- Learning contract development for field practicum
- Academic or field work progress problems/issues/questions
- Leaves of absence

**I. PROGRAM PLANNING AND REGISTRATION**

The Advising Sheets (Section VI) should be used by the student and faculty advisor for outlining a program of courses which the student will follow in completing degree requirements. This is particularly important for students whose schedule of courses varies from the norm. It is important for the student to maintain close contact with his or her faculty advisor regarding academic planning and progress in the program. The advisor must be consulted on such matters as schedule planning, waiver of courses, leaves of absence, etc. The student is responsible for contacting his or her advisor each semester prior to registration.

Online registration for courses occurs in the following sequence:

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

Students' accounts must have no holds in order to register.

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

1. Add/Drop Forms must be completed in full, signed by the faculty advisor and returned to the School of Social Work.
2. The School of Social Work 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.

All steps in the registration process must be completed by posted dates to avoid a late fee.

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

## **J. GRADUATE COMMENCEMENT**

Degrees are conferred three times per calendar year, once at the annual commencement ceremony following spring semester and again following both the summer and fall academic terms. Students who have completed requirements for a Master's degree, Doctoral degree, or Certificate of Advanced Graduate Study 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.

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.

Students who successfully defend their thesis, dissertation or independent study in programs where such requirements exist, and are registered for any remaining requirements in the subsequent summer term are eligible to participate in the May ceremony. While students may be granted permission to march in May, conferral of the degree will occur at the end of the academic term in which all degree requirements are completed.

Students who have successfully defended their thesis, dissertation or independent study, but are not registered for remaining requirements in the subsequent summer term, will need to complete a Permission to March Early Request, documenting their plan for completion. The form will be distributed by the Office of the Registrar and must be signed by the student, the student's academic advisor, and program director / department chair, and approved by the Associate Vice President for Academic Affairs.

## **K. INDEPENDENT STUDY (MSSW 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 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 2015 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 MSSW 692 for 1-4 SH 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 Dean of the School of Social Work.
  5. Except in unusual circumstances approved by the Dean, independent study is undertaken with full-time faculty members of the School of Social Work.

#### **L. JOURNAL OF ADVANCED GENERALIST SOCIAL WORK PRACTICE**

The Journal of Advanced Generalist Social Work Practice is an annual publication comprised of articles written by students at the School of Social Work. The journal has three goals. The first is to showcase the academic work of Springfield College School of Social Work students. The second is to provide a real life publishing opportunity for students that emphasizes the importance of professional writing. The third goal is to advance the conceptual framework for advanced generalist social work, the perspective used at the school. The articles in the journal demonstrate that social work practice is more effective when it incorporates micro, mezzo and macro influences. Each year students submit school papers or other original writing for consideration for publication. Once received, the names of the authors are removed so that the faculty can review the papers without knowledge of the author.

## II. ACADEMIC AND PROFESSIONAL STANDARDS

### A. MSW ACADEMIC AND PROFESSIONAL STANDARDS

#### 1. MSW Student Advancement Policy

The goal of the School is to prepare students for the professional practice of social work. The School has an interest, therefore, in its 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 each person who graduated from the School of Social Work 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 each year. Evaluation of student progress in classroom courses and in practicum is based on examinations and tests 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 field practicum.
- Adherence to the NASW Code of Ethics (1996, revised 2008), 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 human service function of the social work profession, this behavior is part of academic requirements and standards. Student misconduct 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 offending students.

Student misconduct, on or off campus and directed toward other students, faculty, or school staff will, at the discretion of the dean or the faculty, 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 School'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 field 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 field 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 field practicum while under the influence of drugs and/or alcohol.
- l. Failure to adhere to the Student Conduct Code of Springfield College.

## **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

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 the field, 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 (95 to 100)	<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- (90 to 94.999)	Attributes would be similar to the above, but to a lesser degree. There might be somewhat more unevenness than in the A performance.
B+ (87 to 89.999)	Performance on attributes would be somewhat above B level, but less than in an otherwise good level of functioning.

B (83 to 86.999)	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- (80 to 82.999)	Barely acceptable performance in attributes described in A and B categories.
C+ (77 to 79.999)	Some area(s) might be below expectation. The work has been done, but there are a number of gaps and some superficiality in grasp of material.
C (73 to 76.999)	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- (70 to 72.999)	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+ (67 to 69.999)	Grades of a D cannot be awarded at the graduate level.
D (63 to 66.999)	
D- (60 to 62.999)	
F (0 to 59.999)	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	Field Practicum is graded Pass/Fail and is accompanied by a narrative evaluation. For further information, please refer to the Field Practicum Manual.

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

Professional Development

Student's progress during the semester in his/her own professional development should be taken into consideration.

### Absences and Tardiness

Extent of absences and/or lateness should be taken into consideration.

### Completion and Submission of Make-Up Assignments

It is expected that a student will attend all classes. If a class is missed, the student must submit a make-up written assignment. The instructor and the student will decide on which type of assignment will be completed.

### Attendance Expectations

If a student is absent from 2 weekend or 4 weekday classes during the fall or spring term, the student is required 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 must 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. There are no exceptions to this policy.

### Academic Honesty

Our policy on academic honesty is consistent with the policy put forth by Springfield College. All work submitted must be students' own original work

### Collegiality

Lively classroom discussions are important to the learning process in social work education and will be encouraged. Appropriate sharing, humor, kindness and generosity of spirit are part of the art of social work and will be supported. Students are expected to respect the opinions and feelings of other students, the instructor and guest speakers, even when they differ from their own. Learning to air difference with honesty, consideration and intelligence is a hallmark of a professional social worker. Uncollegial behavior (passing notes, sub-grouping, whispering while someone else is speaking, sleeping, calling out of turn, etc.) is not acceptable and points will be deducted from the participation portion of students' grades if it occurs on a regular basis. A pattern of uncollegial and/or unprofessional behavior may result in a "Letter of Concern" and referral to the Educational Advisory Committee in accordance with the student handbook.

#### 4. Accommodation Planning

If you have a documented physical, learning, or psychological disability on record with the Academic Success Center's Learning Support Services, you may be eligible for reasonable academic accommodations to help you succeed in this course. It is your responsibility to request such accommodation in advance and to provide appropriate documentation. Students on the main campus should contact the Director of Disability & Support Services, who is located on the third floor of the Learning Commons, and can be contacted at (413) 748-3389. Please let your professor know of your request as soon as possible so that he or she can work with you and the Director to arrange for appropriate and reasonable accommodations.

#### 5. Incompletes

The Springfield College policy regarding Incomplete grades is as follows:

An instructor may give a grade of Incomplete (I) following a student's request in situations where incapacitating illness or exceptional circumstances beyond the control of the student prevent the student from completing course requirements as determined at the sole discretion of the

instructor. A student will have a specified period of time, not to exceed two semesters exclusive of summer or prior to graduation, to complete incomplete work.

*A contract for Incomplete grades must be completed.* A copy of this contract will remain with the student, the instructor, the registrar, and the School of Social Work 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 negotiate with the instructor the conditions for removal of the Incomplete.

Students in the School of Social Work are expected to provide their instructor with a signed written proposal concerning the student's plan and time line 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 Admissions Coordinator at the School of Social Work 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 School 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 Coordinator of Social Work Admissions, and the Director of the Field Education, 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.

#### *Administrative Incompletes*

If a student fails to meet attendance requirements, an administrative Incomplete is given and the student is expected to repeat the course the next time it is offered. The initial registration fee for the course is applied to the repeated course.

#### 6. Probation Status

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

Upon 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, when there is convincing evidence, in examining their undergraduate academic record, that they will meet the academic standards at 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 at the School of Social Work. 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.

7. Plagiarism

All written work must be an individual's work unless the instructor specifies that the assignment is to be done in groups. Plagiarism or any other form of cheating is against school policy and can be cause for dismissal from the program.

8. Grade Reports

Students who expect to receive complete grade reports must submit all assignments by the last class. Grades are submitted to the Registrar's Office three days after the last class meeting. Students must negotiate with the instructor for an extension if an assignment is late.

### 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. *The following resources are available to address issues related to student advancement. The components are not linear but are employed based on the unique circumstances.* For further information, contact the Office of the Dean.

1. Advancement

Students are automatically advanced and should consider themselves advanced unless they are informed otherwise.

2. Letter of Information and Faculty Advisor/Student Conference/ Educational Advisory Committee Consultation

- a. When members of the faculty and/or field instructor become aware that a student is having difficulty meeting the standards of the MSW Program, the faculty member(s)/field instructor 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 Advisor. The Advisor contacts the student and schedules a conference to discuss the concerns and develop a plan to resolve the difficulties.
- b. The purpose of the Faculty Advisor/Student Conference is to provide timely guidance to the student and resolution of problems before they necessitate a Letter of Concern and possible EAC involvement.
- c. Regular, monthly Faculty Meetings of the SCSSW will include on the agenda an opportunity for faculty members to identify students who may benefit from a Letter of Information and Faculty Advisor/Student Conference.
- d. In certain circumstances, it is appropriate for the Faculty Advisor to request a consultation meeting with an EAC chair. This consultation meeting is attended by the student, the Faculty Advisor, the EAC chair, and possibly other faculty members and/or the student's field supervisor. The consultation meeting is meant to establish and reinforce any plan that is developed for the student. Notes from

the meeting are maintained in the student's file as a record of the decisions made. Some student circumstances that might require an EAC consultation are: students returning from leave of absence, students encountering difficulty in the field experience, and students requiring assistance with completing previously developed academic plans meant to rectify a difficulty. An EAC consultation may also occur as part of Faculty Concern, as requested by the Faculty Advisor.

3. Faculty Concern

- a. Whenever a faculty member or field instructor has a concern(s) regarding a student's academic performance (classroom and/or field practicum), professional behavior, or ethical conduct, she/he shall immediately notify in writing the student, the student's advisor, and the Dean. In the Letter of Concern, the advisor will specify in what ways the student is failing to meet the advancement requirements. A copy of this Letter of Concern will be placed in the student's file and a copy sent to the Dean.
- b. The faculty member having the concern shall meet with the student and the student's advisor, and they shall develop a plan to remediate the academic and/or professional behavior deficiencies. The written plan shall specify the concern(s) of the faculty, the actions to be undertaken by the student, and the date by which the student must demonstrate the required level of skill and competency. The plan must allow a reasonable period of time for remediation but shall not allow more than one term beyond the term in which the concern is expressed. The plan must be signed by the student and the student's advisor. Students have the option of: 1) acknowledging the plan or 2) agreeing with the plan.
- c. When a student has a GPA below 3.0 or an unresolved Faculty Concern(s) on file at the end of a term, the student will be notified by the Dean that he/she is advanced to the next term on a probationary basis. Students will not graduate if they have unresolved Faculty Concerns on file.
- d. The student's advisor shall, on or before the date specified in the plan for completion of the remediation, consult with the faculty member who had the concern. The faculty member shall decide whether or not the student remediated the cause of the concern and shall report this decision in writing to the Dean.
  - (1) If the concern(s) is alleviated, the Dean shall provide the student and the student's advisor a copy of the faculty member's report.
  - (2) If the concern(s) is not alleviated, the Dean shall so notify the student and the student's advisor in writing and provide them a copy of the faculty member's report. The faculty member shall then prepare a Faculty Reservation concerning the student.

4. Faculty Reservation

- a. Whenever a faculty member or field instructor has knowledge of professional or ethical misconduct on the part of the student, she/he shall write a Letter of Reservation to the student, and send a copy to the student's advisor and the Dean. The Letter of Faculty Reservation shall specify in what ways the requirements listed have been violated. The Letter of Reservation will be placed in the student's academic file.

- b. Whenever a faculty member or field instructor does not receive satisfactory resolution of his/her concern (see Faculty Concern) about academic performance, including professional behavior, or ethical misconduct, she/he shall write a Letter of Faculty Reservation and send it to the student, the student's advisor, and the Dean. The Letter of Faculty Reservation shall specify in what ways the requirements have not been met.
- c. Upon receiving a Letter of Faculty Reservation, the advisor will refer the student to the Educational Advisory Committee.

## D. MSW STUDENT REVIEW PROCEDURES

### 1. Educational Advisory Committee

#### a. Purpose

The purpose of the Educational Advisory Committee is to provide consultation when a student is in jeopardy of not completing the academic or field requirements of the MSW Program. The committee makes decisions regarding how and whether or not students may complete the requirements of the program. Faculty can refer conflicts and grievances to the EAC (see Section III. D.)

The committee is available to assist students with issues related both to academic and field practicum performance. Except in extraordinary circumstances, students should be referred to the Committee no later than: (1) six weeks before the end of their second semester of field work, if they are first-year students, and (2) six weeks into their first semester of field work, if they are second-year students. Any committee member who identifies a conflict of interest in their role as a committee member will be replaced by an alternate.

#### b. Composition

The EAC is co-chaired by full-time faculty members who alternate responsibilities for chairing. The Educational Advisory Committee shall consist of five members: a chairperson (full-time faculty member), one additional faculty member (*who will be the faculty advisor or another faculty member*) and a field faculty member. Each member shall be appointed on an annual basis by the Dean. *Two* second-year students *who are in good standing will be appointed by the EAC Chair*. In addition, the student under review may invite a student advocate to attend the committee hearing. This advocate must be a member of the Springfield College School of Social Work.

#### c. Preliminary Conference with the Student

The student confers with the chairperson of the Educational Advisory Committee at least five school days before the convening of the Committee to discuss the School's policies and procedures and to advise the student about the appropriate material to be submitted to the Committee.

#### d. Materials to be Submitted

Written material may be submitted by the faculty advisor, and the field supervisor, as well as by classroom instructors and the student.

All material presented by the student from the field, such as process recordings,

psycho-social assessments, and summaries, should be disguised and be initialed by the field supervisor and the faculty advisor. Both the student and the field supervisor shall have the right to select material for presentation. The student shall be made aware in advance of the material to be presented to the Committee and the student will be asked to write a statement regarding his/her perception of the problems.

Faculty and students shall be required to supply information to the Committee upon request of the chairperson. Other statements may be submitted at the request of the student and/or other participants.

Written material available to the Committee may be seen by the student three days before and during the Committee proceedings.

All members of the Committee as well as the faculty advisor and student shall have access to the field practicum and academic folders of the student.

All materials are to be submitted to the Committee as promptly as possible, and in no case less than three school days before the meeting.

e. Hearing Process

Committee members will have the option of voting by either open or closed ballot.

The Committee may determine that the student's performance is satisfactory and does not warrant action on the part of the Committee and so notify the student; or the Committee may recommend a change of Field Supervisor, field placement, or extended field hours.

First year students who need to repeat a semester of field work may receive an Incomplete. When such a plan is arranged, the student shall be brought back to the Educational Advisory Committee or a note will be sent by the faculty advisor regarding completion of field work if progress is satisfactory. If satisfactory performance has been demonstrated, the Incomplete grade for field work will then be changed to Pass. If the student is not performing satisfactorily, the Incomplete grade will be changed to an F and the student will withdraw from all classes.

In some cases where it is deemed that the performance deficits are serious enough to be characterized as unsatisfactory and below minimal standards, the Committee will retain the right to recommend dismissal of the student or institute a probationary period subject to the procedures listed below.

After a decision has been made, the student and faculty advisor will immediately be informed of the decision in the presence of the Committee members. The feasibility of recommendations about change in field placement should be established with the Director of Field Education. The feasibility of recommendations about any special administrative or academic changes should be established with the Dean. This is to be done before decisions are finalized.

In order to protect confidentiality, all materials used by the Committee shall be returned to the chairperson by all participants, including the student, with the exception that the student may retain his/her own statement and his/her own

notes. The chairperson will retain one set of all material used.

f. Reports

A summary of the Committee's meeting and decisions shall be sent to all concerned, including the student, Committee members, the faculty advisor, the Director of Field Education, and the Dean. A copy of this statement shall also go into the student's folder. The summary shall reflect the deliberations of the Committee and be prepared within four school days following the day of the meeting.

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

2. Educational Appeals Committee

a. Purpose

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

The chairperson must receive such a request within five school days after a decision or recommendation has been rendered by the Educational Advisory Committee, and the Educational Appeals Committee shall convene within ten school days of receipt of such a request.

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

b. Composition of Appeals Committee

The Educational Appeals Committee shall consist of four standing members: A chairperson (full-time faculty), two full-time faculty members, appointed by the Dean on an annual basis, and a second-year student, recommended by the Graduate Student Organization and approved by the Dean.

The persons attending the Appeals Committee meeting will include the Committee members, the faculty advisor, the student, and, if desired by the student, an informal student advocate.

No more than two additional persons may be called by any other participant.

The chairperson shall rule on the appropriateness of all such requests 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.

The student whose appeal is being considered shall have the right to exclude all other students from the Committee process, including the student members of the Committee.

Exercise of this right must be in writing to the Committee chairperson.

c. Preliminary Conference with Student

The chairperson should meet with the student at least five school days before the convening of the Committee to discuss the School's policies and procedures and to advise the student about the appropriate material that is to be submitted to the Committee.

d. Appeals Committee Process

The Committee meeting provides the student requesting the appeal an opportunity to present the basis for his/her 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.

Committee members will vote by an open ballot.

After a decision has been made, the student and faculty advisor will immediately be informed of the decision in the presence of the Committee members. The feasibility of recommendations about any special administrative or academic changes should be established with the Dean. This is to be done before decisions are finalized.

The meeting will normally be scheduled for two hours. If more time is required, agreement will be sought from all parties to continue, not to exceed one additional hour.

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

e. Reports

A summary of the Committee's decisions shall be sent to all concerned, including the student requesting consultation with the Committee, Committee members, faculty advisor, Director of Field Education, and the Dean. A copy of this statement shall also go into the student's folder. This report shall be prepared within four school days following the day of the meeting.

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

In the case of a student who withdraws or takes a Leave of Absence, it should be noted that the final summary for the student is not prepared by the Committee, but by the faculty advisor in consultation with the student and according to the regulations governing final summaries.

3. Appeal to Dean

If the student rejects the Educational Appeals Committee decision, the student can appeal to the Dean, 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 Dean. 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. Following the leave, the student must send a letter to the faculty advisor and Dean 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 Dean. 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 Dean; 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 School of Social Work will not grant transfer credit for graduate courses that were already 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 field 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 Field Practicum/Seminar will be considered if:

- such courses were part of an accredited master's 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 Dean.

To meet the requirements of the Springfield College School of Graduate Studies and the School of Social Work, the transcript must show 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 transitional faculty advisor and should be accompanied by course descriptions, syllabi, reading lists and other relevant material. See form in Section VI.
- The transitional faculty advisor 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 transitional faculty advisor develop a plan for study based on degree requirements and the courses to be transferred.
- The plan is presented to the Dean for approval or amendment.
- Upon approval, the plan becomes a permanent part of the student's file and serves as the basis for awarding the degree.
- Typically, no course credit will be transferred for courses a student enrolls in after admission to the Springfield College School of Social Work for courses taken at other schools which are already offered at Springfield College.

## **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 Dean of the School of Social Work 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 imposed.

## **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.

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

The School of Social Work offers the Master of Social Work degree through two programs, a four-semester Weekday program and an eight-semester 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 semester. Each request will be reviewed by the faculty advisor who will make a recommendation to the Dean of Social Work.

## **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 School of Social Work respects each student's right to confidentiality. A student may request that specific information shared with a faculty member, field instructor, 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, School of Social Work and Springfield College policies (see Springfield College Student Handbook for a review of relevant college policy). Faculty, faculty advisors, field instructors, 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.

The faculty of the School of Social Work values 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. USE OF ELECTRONIC DEVICES**

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 may include emailing, texting, social networking, and use of the internet. Phone calls during class time are prohibited and phones 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 the School of Social Work's Handbook of Policies and Procedures and Field 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 School of Social Work's Handbook of Policies and Procedures and Field 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 in Social Work Program follows Springfield College policy. The College is in compliance with federal, state, and local laws and regulations regarding discrimination. The School of Social Work 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 School of Social Work's compliance with anti-discrimination laws may be addressed to the Springfield College Office of Human Resources.

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

All students enrolled at the School of Social Work are members of the Student Organization, which is represented by the elected Student Organization Officers. The purposes of this organization are to unify and strengthen the student body at the School of Social Work by providing the opportunities to organize around the student interests and to develop student activities. The Student Organization Officers represent students in major decisions at the School of Social Work 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 Dean 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. Each individual graduate course taught in the MSW Program is evaluated by each student taking that course through comprehensive course evaluations at the end of the course. Students provide yearly evaluations of field placements and faculty advisors.

There are student representatives to the Educational Advisory Committee, and Diversity Committee. From time to time, students are invited to meet with the faculty as a whole. Students are encouraged to provide input on all policies affecting academic and student affairs. Since May 2001, the Dean has conducted an exit survey of graduates requesting input on policies, procedures, and curriculum. Students are free to discuss their concerns with the Dean

and to engage in problem solving around their concerns. The Student Organization is the mechanism through which students are encouraged to provide collective input to the School.

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

Since 2005 Springfield College School of Social Work in partnership with the Student Organization has sponsored a chapter of Phi Alpha, named Nu Tau, to foster high standards of education for social work and to invite into membership those students who have arraigned excellence in scholarship and distinction of achievement as students of social work. 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 MSW degree requirements. The student must have no incomplete grades and must be in good standing in Field Education. Each February, applications are made available to students. Students who are eligible for induction are invited to attend the annual indication ceremony in April which is a part of the School of Social Work Academic Awards ceremony. Further information is available in the Phi Alpha Constitution and By-Laws (see Section IX).

#### **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 Dean of the School of Social Work.

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 in the School of Social Work. Students are encouraged to collect their mail on a regular basis. The School of Social Work announces important information and events on the video monitors and bulletin boards in the School of Social Work.

#### **G. NASW CODE OF ETHICS/STUDENT AGREEMENT FORM**

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.



enriched educational experience and a lifelong commitment to community engagement. Service positions include:

- Academic Coach (900 hours)
- Academic Coach: Leaders in Academics, Community Engagement, and Service (900 hours)
- Academic Support Specialist (1,700 hours)
- School Counselor (900 hours, open only to graduate students in School Counseling, Social Work, or other counseling-based programs)
- School Volunteer Coordinator (900 hours)
- Literacy Tutor (450 or 900 hours)

### C. ARAMARK DINING SERVICES

*Contact:* Tabitha Mahoney                      *Phone:* (413) 748-3806  
*Location:* Cheney Hall  
*Website:* <https://springfield.campusdish.com/>

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!

#### Dining Facilities

**Cheney Hall:** The Fresh Food Company is our all-you-care-to-enjoy dining facility located in Cheney Hall. You can select one of your home-style traditional favorites or try something new like a Korean beef taco. Have a special dietary need like a food allergy or choosing to live vegan or vegetarian? We have multiple options available every day to fill your needs. A full produce bar, deli, homestyle soups and fresh baked desserts round out your unforgettable dining experience.

Monday – Friday	7 a.m. – 8 p.m.
Saturday – Sunday	10 a.m. – 8 p.m.

**Union Station:** The Station is a great place to grab a quick bite or get together with friends. This retail food court features Burger Studio, Asian Creation, Brick Oven Pizza, Dunkin Donuts, Subway, Fresh Mix tossed-to-order salads and sushi. Union Station is the perfect place to grab a meal using your Dining Dollars.

Monday – Thursday	8 a.m. – 12 a.m.
Friday	8 a.m. – 2 a.m.
Saturday	11 a.m. – 2 a.m.
Sunday	11 a.m. – 12 a.m.

**The P.O.D. Market:** Visit the P.O.D. Market. Provisions on Demand, which is located in the Richard B. Flynn Campus Union. The P.O.D. offers all of the snack, housekeeping and personal items you need and want. Stop by after class to pick up what you're looking for, without ever having to leave campus. Don't forget to check out our specials flyer posted on the entrance featuring our monthly sale items!

Monday – Friday	9 a.m. – 11:00 p.m.
Saturday	3 p.m. – 10 p.m.
Sunday	3 p.m. – 7 p.m.



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**

*Contact:* Scott Dranka *Phone:* (413) 748-3226  
*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.  
*Email:* sdranka@springfield.edu  
*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**

*Contact:* Charlene Elvers *Phone:* (413) 748-3394  
*Location:* Richard B. Flynn Campus Union, Room 350  
*Hours:* Monday – Friday 8:30 a.m. – 4:30 p.m.  
*Email:* celvers@springfield.edu  
*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



## **J. FINANCIAL AID**

*Contact:* TJ Griffis *Phone:* (413) 748-3108  
*Location:* Administration Building  
*Hours:* Monday – Friday 8:30 a.m. – 4:30 p.m.  
*Email:* tgriffis@springfield.edu  
*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**

*Contact:* Kathleen Hogan-Soltys *Phone:* (413) 748-3175  
*Location:* Towne Student Health Center  
*Hours:* Monday – Friday 8 a.m. – 5 p.m.  
*Email:* 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 at a cost of \$2,995 for the year.

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.

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

*Contact:* Elisabeth Poling Maberry      *Phone:* (413) 748-3102  
*Location:* Richard B. Flynn Campus Union, Room 331  
*Hours:* Monday – Friday                      8:30 a.m. – 4:30 p.m.  
*Email:* reslife@springfield.edu  
*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**

*Contact:* Don Martin                              *Phone:* (413) 748-3074  
*Location:* Harold C. Smith Learning Commons  
*Hours:* Monday – Friday                      8:30 a.m. – 4 p.m.  
*Email:* dmartin2@springfield.edu

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

*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**

*Contact:* Deborah Alm *Phone:* (413) 748-3216

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

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

*Email:* dalm@springfield.edu

*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:* Sheri Sochrin *Phone:* (413) 748-3377

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

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

*Email:* ssochrin@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. MULTICULTURAL AFFAIRS**

*Contact:* Felicia Lundquist *Phone:* (413) 748-3289

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

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

*Email:* flundquist@springfield.edu  
*Website:* <https://springfield.edu/inclusion-and-community-engagement/multicultural-affairs>

The Multicultural Affairs Center (MCA) 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, MCA develops and coordinates support services for students from diverse backgrounds, with a strong emphasis on historically under-represented groups.

MCA 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, MCA 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 Multicultural Affairs Center 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

*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 School of Social Work 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 <http://springfieldcollege.thepermitstore.com/>. The parking permit fee is waived for School of Social Work students.

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

<i>Contact:</i>	Don Dantzler	<i>Phone:</i>	(413) 748-3597
<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="http://www.bkstr.com/springfieldstore/home">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.

## Faculty List

<i>Last Name</i>	<i>First</i>	<i>Work Phone</i>	<i>Email</i>
Anderson-Diaz	Teodoro	(860) 528-1359 ext. 122	tandersondiaz@springfield.edu
Arce	Miguel	(413) 748-3488	marce@springfield.edu
Bogatz	Steven	(203) 639-2880 ext. 24	sbogatz@aol.com
Brainerd	Mary	(413) 848-2332	mbrainerd@springfield.edu
Cain	Theresa	(413) 813-7021	terrincainlicsw@yahoo.com
Carosella	Jean	(860) 242-0735	jean.carosella@davita.com
Clark-Hoey	Karen	(413) 748-3060	kclark6@springfield.edu
Esaki	Nina	(413) 748-3060	nesaki@springfield.edu
Fisher	William	(413) 748-3058	wfisher@springfield.edu
Foresta	Doug	(413) 883-5518	douglasclayton1@hotmail.com
Franco	Mary Ann	(508) 272-5943	maryannfranco1958@gmail.com
Gilberti	Margie	(413) 775-5057	margie.gilberti@state.ma.us
Harrigan	Thomas	(413) 748-3436	tharrigan@springfield.edu
Hill	Anthony	(413) 748-3068	ahill@springfield.edu
Irizarry	Aura	(413) 885-1607	irizarryja@comcast.com
Johnson Van Wright	Constance	(413) 241-7336	cjohnson@springfield.edu
Johnson Van Wright	Sally	(413) 781-2050 ext.8344	sjohnsonvanwright@springfield.edu
Kokaliari	Efrosini	(413) 748-3066	ekokaliari@springfield.edu
Mullin	Walter	(413) 748-3062	wmullin@springfield.edu
O'Neil	Brendan	(508) 867-6505 ext. 14	b.oneil@valleyviewschool.org
Pearlman	Ruth	N/A	ruth.pearlman@yahoo.com
Reiniger	Karen	(413) 774-6252 ext. 114	kreiniger@chd.org
Robinson	Dora	N/A	drobinson@uwpv.org
Robinson	Frank	(413) 794-7740	frank.robinson@bhs.org
Roy	Ann	(413) 748-3063	aroy@springfield.edu
Smith	Michael	(413) 748-3057	msmith13@springfield.edu
Smith	Rhoda	(413) 748-3060	rsmith18@springfield.edu
Taylor	Joyce	(413) 748-3054	jtaylor4@springfield.edu
Vecchioilla	Francine	(413) 748-3057	fvecchioilla@springfield.edu
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## V. FORMS

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**Weekday Program Advising Check Sheet**

(For students entering Fall 2014 and thereafter. Reflects 2014-15 curriculum changes.)

Name: \_\_\_\_\_ ID #: \_\_\_\_\_ Advising Date: \_\_\_\_\_

Semester/Year of Admission: \_\_\_\_\_ Anticipated Graduation Date: \_\_\_\_\_

**Curriculum Sequence**

**I. Fall of First Year**

Course	Title	Credits	Grade	Notes
MSSW 601	Human Behavior in the Social Environment 1	3		
MSSW 611	Social Policy 1	3		
MSSW 631	Social Work Practice 1	3		
MSSW 674	Field Seminar 1	.5		
MSSW 684	Field Practicum 1 (1 <sup>st</sup> half)	3.5		
<b>Expected Semester Total:</b>		<b>13</b>		
<b>Actual Semester Total Completed:</b>				

**II. Spring of First Year**

Course	Title	Credits	Grade	Notes
MSSW 602	Human Behavior in the Social Environment 2	3		
MSSW 612	Social Policy 2	3		
MSSW 621	Research 1	3		
MSSW 632	Social Work Practice 2	3		
MSSW 685	Field Practicum 1 (2 <sup>nd</sup> half)	3.5		
<b>Expected Semester Total:</b>		<b>15.5</b>		
<b>Actual Semester Total Completed:</b>				

**III. Fall of Second Year**

Course	Title	Credits	Grade	Notes
MSSW 603	Human Behavior in the Social Environment 3	3		
MSSW 623	Research 2	3		
MSSW 633	Social Work Practice 3	3		
MSSW 676	Field Seminar 2	.5		
MSSW 686	Field Practicum 2 (1 <sup>st</sup> half)	3.5		
MSSW	Elective (3 electives are required for a total of 9 credits)	3		
<b>Expected Semester Total:</b>		<b>16</b>		
<b>Actual Semester Total Completed:</b>				

**IV. Spring of Second Year**

Course	Title	Credits	Grade	Notes
MSSW 613	Social Policy 3	3		
MSSW 634	Social Work Practice 4	3		
MSSW 687	Field Practicum 2 (2 <sup>nd</sup> half)	3.5		
MSSW	Elective (3 electives are required for a total of 9 credits)	3		
MSSW	Elective (3 electives are required for a total of 9 credits)	3		
<b>Expected Semester Total:</b>		<b>15.5</b>		
<b>Actual Semester Total Completed:</b>				

**Other coursework taken (e.g., Independent Study, Special Topics Courses)**

*Note to Advisors and Students: Please also indicate any transfer credits*

Course	Title	Credits	Grade	Notes

Total Completed:

Program Completion Total:  Credit Hours  
 Total Completed to Date:  Credit Hours

**At least 32 Credit Hours must be completed through courses offered by the Springfield College School of Social Work.**

Rev. 5/2016

**Weekend Program Advising Check Sheet**

(For students entering Fall 2013 and thereafter. Reflects 2014-15 curriculum changes.)

Name: \_\_\_\_\_ ID #: \_\_\_\_\_ Advising Date: \_\_\_\_\_

Semester/Year of Admission: \_\_\_\_\_ Anticipated Graduation Date: \_\_\_\_\_

**Curriculum Sequence**

**I. Fall of First Year**

Course	Title	Credits	Grade	Notes
MSSW 601	Human Behavior in the Social Environment 1	3		
MSSW 611	Social Policy 1	3		
<b>Expected Semester Total:</b>		<b>6</b>		
<b>Actual Semester Total Completed:</b>				

**II. Spring of First Year**

Course	Title	Credits	Grade	Notes
MSSW 602	Human Behavior in the Social Environment 2	3		
MSSW 621	Research 1	3		
<b>Expected Semester Total:</b>		<b>6</b>		
<b>Actual Semester Total Completed:</b>				

**III. Summer of First Year**

Course	Title	Credits	Grade	Notes
MSSW 612	Social Policy 2	3		
MSSW	Elective (3 electives are required for a total of 9 credits)	3		
<b>Expected Semester Total:</b>		<b>6</b>		
<b>Actual Semester Total Completed:</b>				

**IV. Fall of Second Year**

Course	Title	Credits	Grade	Notes
MSSW 603	Human Behavior in the Social Environment 3	3		
MSSW 631	Social Work Practice 1	3		
MSSW 674	Field Seminar 1	.5		
MSSW 684	Field Practicum 1 (1 <sup>st</sup> half)	3.5		
<b>Expected Semester Total:</b>		<b>10</b>		
<b>Actual Semester Total Completed:</b>				

**V. Spring of Second Year**

Course	Title	Credits	Grade	Notes
MSSW 632	Social Work Practice 2	3		
MSSW 685	Field Practicum 1 (2 <sup>nd</sup> half)	3.5		
<b>Expected Semester Total:</b>		<b>6.5</b>		
<b>Actual Semester Total Completed:</b>				

**VI. Summer of Second Year**

Course	Title	Credits	Grade	Notes
MSSW	Elective (3 electives are required for a total of 9 credits)	3		
MSSW	Elective (3 electives are required for a total of 9 credits)	3		
<b>Expected Semester Total:</b>		<b>6</b>		
<b>Actual Semester Total Completed:</b>				

**VII. Fall of Third Year**

Course	Title	Credits	Grade	Notes
MSSW 623	Research 2	3		
MSSW 633	Social Work Practice 3	3		
MSSW 676	Field Seminar 2	.5		
MSSW 686	Field Practicum 2 (1 <sup>st</sup> half)	3.5		
<b>Expected Semester Total:</b>		<b>10</b>		
<b>Actual Semester Total Completed:</b>				

**VIII. Spring of Third Year**

Course	Title	Credits	Grade	Notes
MSSW 613	Social Policy 3	3		
MSSW 634	Social Work Practice 4	3		
MSSW 687	Field Practicum 2 (2 <sup>nd</sup> half)	3.5		
<b>Expected Semester Total:</b>		<b>9.5</b>		
<b>Actual Semester Total Completed:</b>				

**Other coursework taken (e.g., Independent Study, Special Topics Courses)**

<i>Note to Advisors and Students: Please also indicate any transfer credits</i>				
Course	Title	Credits	Grade	Notes
<b>Total Completed:</b>				

**Program Completion Total:**

<b>60</b>
-----------

**Credit Hours**  
**Total Completed to Date:**

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**Credit Hours**

**At least 32 Credit Hours must be completed through courses offered by the Springfield College School of Social Work.**

Rev. 5/2016



**Weekday Advanced Standing Program Advising Check Sheet**

(For students entering Summer 2014 and thereafter. Reflects 2014-15 curriculum changes.)

Name: \_\_\_\_\_ ID #: \_\_\_\_\_ Advising Date: \_\_\_\_\_

Semester/Year of Admission: \_\_\_\_\_ Anticipated Graduation Date: \_\_\_\_\_

**Curriculum Sequence**

**I. Summer**

Course	Title	Credits	Grade	Notes
MSSW 603	Human Behavior in the Social Environment 3	3		
MSSW 604	Human Behavior in the Social Environment 4	2		
MSSW 610	Social Work Practice 5	2		
<b>Expected Semester Total:</b>		<b>7</b>		
<b>Actual Semester Total Completed:</b>				

**II. Fall**

Course	Title	Credits	Grade	Notes
MSSW 623	Research 2	3		
MSSW 633	Social Work Practice 3	3		
MSSW 676	Field Seminar 2 (1 <sup>st</sup> half)	.5		
MSSW 686	Field Practicum 2 (1 <sup>st</sup> half)	3.5		
MSSW	Elective (2 electives are required for a total of 6 credits)	3		
<b>Expected Semester Total:</b>		<b>13</b>		
<b>Actual Semester Total Completed:</b>				

**III. Spring**

Course	Title	Credits	Grade	Notes
MSSW 613	Social Policy 3	3		
MSSW 634	Social Work Practice 4	3		
MSSW 677	Field Seminar 2 (2 <sup>nd</sup> half)	.5		
MSSW 687	Field Practicum 2 (2 <sup>nd</sup> half)	3.5		
MSSW	Elective (2 electives are required for a total of 6 credits)	3		
<b>Expected Semester Total:</b>		<b>13</b>		
<b>Actual Semester Total Completed:</b>				

**Other coursework taken (e.g., Independent Study, Special Topics Courses)**

Course	Title	Credits	Grade	Notes
<b>Total Completed:</b>				

**Program Completion Total:** 33 **Credit Hours**  
**Total Completed to Date:**   **Credit Hours**

**At least 33 Credit Hours must be completed through courses offered by the Springfield College School of Social Work.**

**Weekend Advanced Standing Program Advising Check Sheet**

(For students entering Summer 2014 and thereafter. Reflects 2014-15 curriculum changes.)

Name: \_\_\_\_\_ ID #: \_\_\_\_\_ Advising Date: \_\_\_\_\_

Semester/Year of Admission: \_\_\_\_\_ Anticipated Graduation Date: \_\_\_\_\_

**Curriculum Sequence**

**I. Summer**

Course	Title	Credits	Grade	Notes
MSSW 603	Human Behavior in the Social Environment 3	3		
MSSW 604	Human Behavior in the Social Environment 4	2		
MSSW 610	Social Work Practice 5	2		
<b>Expected Semester Total:</b>		<b>7</b>		
<b>Actual Semester Total Completed:</b>				

**II. Fall**

Course	Title	Credits	Grade	Notes
MSSW 623	Research 2	3		
MSSW 633	Social Work Practice 3	3		
MSSW 676	Field Seminar 2 (1 <sup>st</sup> half)	.5		
MSSW 686	Field Practicum 2 (1 <sup>st</sup> half)	3.5		
<b>Expected Semester Total:</b>		<b>10</b>		
<b>Actual Semester Total Completed:</b>				

**III. Spring**

Course	Title	Credits	Grade	Notes
MSSW 613	Social Policy 3	3		
MSSW 634	Social Work Practice 4	3		
MSSW 677	Field Seminar 2 (2 <sup>nd</sup> half)	.5		
MSSW 687	Field Practicum 2 (2 <sup>nd</sup> half)	3.5		
<b>Expected Semester Total:</b>		<b>10</b>		
<b>Actual Semester Total Completed:</b>				

**IV. Summer**

Course	Title	Credits	Grade	Notes
MSSW	Elective (2 electives are required for a total of 6 credits)	3		
MSSW	Elective (2 electives are required for a total of 6 credits)	3		
<b>Expected Semester Total:</b>		<b>6</b>		
<b>Actual Semester Total Completed:</b>				

**Other coursework taken (e.g., Independent Study, Special Topics Courses)**

Course	Title	Credits	Grade	Notes
<b>Total Completed:</b>				

**Program Completion Total:**

<b>33</b>
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**Credit Hours**  
**Total Completed to Date:**

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**Credit Hours**

**At least 33 Credit Hours must be completed through courses offered by the Springfield College School of Social Work.**

**MSW/JD Program Advising Check Sheet**

(For students entering Fall 2014 and thereafter. Reflects 2014-15 curriculum changes.)

Name: \_\_\_\_\_ ID #: \_\_\_\_\_ Advising Date: \_\_\_\_\_

Semester/Year of Admission: \_\_\_\_\_ Anticipated Graduation Date: \_\_\_\_\_

- Year 1 or Year 2 may occur at either the Springfield College School of Social Work (SSW) or at Western New England University School of Law (SoL).
- MSW/JD students must be full-time students and matriculated in both the SSW and the SoL. If accepted to the SSW, students have until mid-March of the first year to apply to the program at the SoL. If accepted to the SoL, students have until mid-March of the first year to apply to the program at the SSW.

**Curriculum Sequence**

**I. First or Second Year at Springfield College School of Social Work**

Fall				
Course	Title	Credits	Grade	Notes
MSSW 601	Human Behavior in the Social Environment 1	3		
MSSW 611	Social Policy 1	3		
MSSW 631	Social Work Practice 1	3		
MSSW 674	Field Seminar 1	.5		
MSSW 684	Field Practicum 1 (1 <sup>st</sup> half)	3.5		
MSSW	Social Work Elective (1 SW elective is required, suggested to take in Fall)	3		
Spring				
MSSW 602	Human Behavior in the Social Environment 2	3		
MSSW 612	Social Policy 2	3		
MSSW 621	Research 1 (if needed) <sup>1</sup>	3		
MSSW 632	Social Work Practice 2	3		
MSSW 685	Field Practicum 1 (2 <sup>nd</sup> half)	3.5		
<b>Expected Year Total:</b>		<b>28.5 or 31.5</b>		
<b>Actual Year Total Completed:</b>				

<sup>1</sup>Students may be waived out of MSSW 621 if they have previously taken a comparable course with a grade of B or above. Students who need MSSW 621 will take this course and complete the MSW/JD with 3 additional Credit Hours.

**II. First or Second Year at Western New England University School of Law**

Course Title	Credits	Grade	Notes
Introduction to Law	1		
Constitutional Law I	4		
Contracts	4		
Criminal Law	4		
Civil Procedure	4		
Property	4		
Torts	4		
Legal Research and Writing	4		
Introduction to the Legal Profession	1		
<b>Expected Year Total:</b>		<b>30</b>	
<b>Actual Year Total Completed:</b>			

**III. Third Year at Western New England University School of Law**

Course Title	Credits	Grade	Notes
Business Organizations	3		
Income Taxation	3		
Evidence	3		
Electives and other requirements towards JD	23		
<b>Expected Year Total:</b>		<b>32</b>	
<b>Actual Year Total Completed:</b>			

**IV. Fourth Year at Springfield College School of Social Work and Western New England University School of Law**

Course	Title	Credits	Grade	Notes
<b>Springfield College School of Social Work Fall</b>				
MSSW 603	Human Behavior in the Social Environment 3	3		
MSSW 633	Social Work Practice 3	3		
MSSW 676	Field Seminar 2	.5		
MSSW 686	Field Practicum 2 (1 <sup>st</sup> half)	3.5		
<b>Springfield College School of Social Work Spring</b>				
MSSW 613	Social Policy 3 <b>OR</b> MSSW 623 Research 2 <sup>1</sup> (Qualitative Research)	3		
MSSW 634	Social Work Practice 4	3		
MSSW 687	Field Practicum 2 (2 <sup>nd</sup> half)	3.5		
<b>Western New England University School of Law</b>				
Electives in Law (total of 12 credits) <sup>2</sup>				
Elective				
<b>Expected Year Total:</b>		<b>31.5</b>		
<b>Actual Year Total Completed:</b>				

<sup>1</sup>Students will take either MSSW 613 Social Policy 3 or MSSW 623 Research 2.

- Students who take MSSW 613 Social Policy 3 must take LAWS 684 Advanced Research, LAW 951 Independent Study: Tutorial, or LAW 952 Advanced Research as an elective course in the School of Law.
- Students who take MSSW 623 Research 2 must take LAW 642 Law and Social Change or LAW 732 Poverty Law as an elective course in the School of Law.

<sup>2</sup>There is an approved list of electives that can be transferred from the School of Law in the SSW Student Handbook.

**Other coursework taken at SSW or SoL (e.g., Independent Study, Special Topics Courses)**

<i>Note to Advisors and Students: Please also indicate any transfer credits</i>				
Course	Title	Credits	Grade	Notes
<b>Total Completed:</b>				

**SSW Program Completion Total:**  C.H.  
**Total Completed to Date:**  C.H.

**SoL Program Completion Total:**  C.H.  
**Total Completed to Date:**  C.H.

**At least 32 Credit Hours must be completed through courses offered by the Springfield College School of Social Work.**

**MSW/JD Program Advising Check Sheet**

(For students who completed the 1<sup>st</sup> SSW year in 2013-14. Reflects 2013-14 & 2014-15 curricula.)

Name: \_\_\_\_\_ ID #: \_\_\_\_\_ Advising Date: \_\_\_\_\_

Semester/Year of Admission: \_\_\_\_\_ Anticipated Graduation Date: \_\_\_\_\_

- Year 1 or Year 2 may occur at either the Springfield College School of Social Work (SSW) or at Western New England University School of Law (SoL).
- MSW/JD students must be full-time students and matriculated in both the SSW and the SoL. If accepted to the SSW, students have until mid-March of the first year to apply to the program at the SoL. If accepted to the SoL, students have until mid-March of the first year to apply to the program at the SSW.

**Curriculum Sequence**

**I. First or Second Year at Springfield College School of Social Work**

Fall				
Course	Title	Credits	Grade	Notes
MSSW 601	Human Behavior in the Social Environment 1	3		
MSSW 611	Social Policy 1	3		
MSSW 621	Research 1 (if needed) <sup>1</sup>	3		
MSSW 631	Social Work Practice 1	3		
MSSW 674	Field Seminar 1 (1 <sup>st</sup> half)	0.5		
MSSW 684	Field Practicum 1 (1 <sup>st</sup> half)	3.5		
Spring				
MSSW 602	Human Behavior in the Social Environment 2	3		
MSSW 612	Social Policy 2	3		
MSSW 623	Research 2 <b>OR</b> MSSW 625 Program Evaluation	2		
MSSW 632	Social Work Practice 2	3		
MSSW 675	Field Seminar 1 (2 <sup>nd</sup> half)	0.5		
MSSW 685	Field Practicum 1 (2 <sup>nd</sup> half)	3.5		
<b>Expected Year Total:</b>		<b>28 or 31</b>		
<b>Actual Year Total Completed:</b>				

<sup>1</sup>Students may be waived out of MSSW 621 if they have previously taken a comparable course with a grade of B or above. Students who need MSSW 621 will take this course and complete the MSW/JD with 3 additional Credit Hours.

**II. First or Second Year at Western New England University School of Law**

Course Title	Credits	Grade	Notes
Introduction to Law	1		
Constitutional Law I	4		
Contracts	4		
Criminal Law	4		
Civil Procedure	4		
Property	4		
Torts	4		
Legal Research and Writing	4		
Introduction to the Legal Profession	1		
<b>Expected Year Total:</b>		<b>30</b>	
<b>Actual Year Total Completed:</b>			

**III. Third Year at Western New England University School of Law**

Course Title	Credits	Grade	Notes
Business Organizations	3		
Income Taxation	3		
Evidence	3		
Electives and other requirements towards JD	23		
<b>Expected Year Total:</b>		<b>32</b>	
<b>Actual Year Total Completed:</b>			

**IV. Fourth Year at Springfield College School of Social Work and Western New England University School of Law**

Course	Title	Credits	Grade	Notes
<b>Springfield College School of Social Work Fall</b>				
MSSW 603	Human Behavior in the Social Environment 3	3		
MSSW 633	Social Work Practice 3	3		
MSSW 676	Field Seminar 2	0.5		
MSSW 686	Field Practicum 2 (1 <sup>st</sup> half)	3.5		
<b>Springfield College School of Social Work Spring</b>				
MSSW 613 Social Policy 3	<b>OR</b>			
MSSW 623 Research 2	Research 2 (formerly titled Research 3) <sup>1</sup>	3		
MSSW 634	Social Work Practice 4	3		
MSSW 677	Field Seminar 2 (2 <sup>nd</sup> half)	.5		
MSSW 687	Field Practicum 2 (2 <sup>nd</sup> half)	3.5		
<b>Western New England University School of Law</b>				
Electives in Law (total of 12 credits) <sup>2</sup>				
Elective				
<b>Expected Year Total:</b>		<b>32</b>		
<b>Actual Year Total Completed:</b>				

<sup>1</sup>Students will take either MSSW 613 Social Policy 3 or MSSW 623 Research 2.

- Students who take MSSW 613 Social Policy 3 must take LAWS 684 Advanced Research, LAW 951 Independent Study: Tutorial, or LAW 952 Advanced Research as an elective course in the School of Law.
- Students who take MSSW 623 Research 2 must take LAW 642 Law and Social Change or LAW 732 Poverty Law as an elective course in the School of Law.

<sup>2</sup>There is an approved list of electives that can be transferred from the School of Law in the SSW Student Handbook.

**Other coursework taken at SSW or SoL (e.g., Independent Study, Special Topics Courses)**

<b>Note to Advisors and Students: Please also indicate any transfer credits</b>				
Course	Title	Credits	Grade	Notes
<b>Total Completed:</b>				

**SSW Program Completion Total:**  C.H.  
**Total Completed to Date:**  C.H.

**SoL Program Completion Total:**  C.H.  
**Total Completed to Date:**  C.H.

**At least 32 Credit Hours must be completed through courses offered by the Springfield College School of Social Work.**

**BS/MSW Program Advising Check Sheet**

(For students matriculating Summer 2015 and thereafter. Reflects 2014-15 curriculum changes.)

Name: \_\_\_\_\_ ID #: \_\_\_\_\_ Advising Date: \_\_\_\_\_

Semester/Year of Admission: \_\_\_\_\_ Anticipated Graduation Date: \_\_\_\_\_

**Curriculum Sequence (Notes only courses to be credited toward M.S.W.)**

**I. Fall of First Year / Fourth Undergraduate Year**

Course	Title	Credits	Grade	Notes
MSSW 601	Human Behavior in the Social Environment 1	3		
MSSW 611	Social Policy 1	3		
MSSW	Designated Introductory Elective	3		
<b>Expected Semester Total:</b>		<b>9</b>		
<b>Actual Semester Total Completed:</b>				

**II. Spring of First Year / Fourth Undergraduate Year**

Course	Title	Credits	Grade	Notes
MSSW 602	Human Behavior in the Social Environment 2	3		
MSSW 612	Social Policy 2	3		
MSSW 621	Research 1	3		
<b>Expected Semester Total:</b>		<b>9</b>		
<b>Actual Semester Total Completed:</b>				

**III. Summer Following Matriculation in the School of Social Work**

Course	Title	Credits	Grade	Notes
MSSW 610	Social Work Practice 5	2		
MSSW 692	Independent Study: Social Work Practice 6	4		
MSSW 674	Field Seminar 1	.5		
MSSW 684	Field Practicum 1 (1 <sup>st</sup> half)	3.5		
MSSW 685	Field Practicum 1 (2 <sup>nd</sup> half)	3.5		
<b>Expected Semester Total:</b>		<b>13.5</b>		
<b>Actual Semester Total Completed:</b>				

**IV. Fall of Full Year in School of Social Work**

Course	Title	Credits	Grade	Notes
MSSW 603	Human Behavior in the Social Environment 3	3		
MSSW 623	Research 2	3		
MSSW 633	Social Work Practice 3	3		
MSSW 676	Field Seminar 2	.5		
MSSW 686	Field Practicum 2 (1 <sup>st</sup> half)	3.5		
MSSW	Elective (3 electives are required for a total of 9 credits)	3		
<b>Expected Semester Total:</b>		<b>16</b>		
<b>Actual Semester Total Completed:</b>				

**IV. Spring of Full Year in School of Social Work**

Course	Title	Credits	Grade	Notes
MSSW 613	Social Policy 3	3		
MSSW 634	Social Work Practice 4	3		
MSSW 687	Field Practicum 2 (2 <sup>nd</sup> half)	3.5		
MSSW	Elective (3 electives are required for a total of 9 credits)	3		
<b>Expected Semester Total:</b>		<b>12.5</b>		
<b>Actual Semester Total Completed:</b>				

**Other coursework taken (e.g., Independent Study, Special Topics Courses)**

*Note to Advisors and Students: Please also indicate any transfer credits*

Course	Title	Credits	Grade	Notes
<b>Total Completed:</b>				

**Program Completion Total**  
**(Including M.S.W. course work credited to B.S. degree):**  **Credit Hours**  
**Total Completed to Date:**  **Credit Hours**

**At least 32 Credit Hours must be completed through courses offered by the Springfield College School of Social Work.**

Rev. 6/2014



# Graduate Transfer Credit Approval Form Springfield College

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

(Available for matriculated students only, traditional and School of Professional & Continuing Studies)

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: _____ Campus Director (PCS)

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: _____ Campus Director (PCS)

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dept. Chair/  
Associate Dean (PCS) signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date



# Leave of Absence Request Form Graduate/Doctoral

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

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

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

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

Division: Graduate / Doctoral

Phone: \_\_\_\_\_

(Circle one): Resident    Commuter

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

(Circle one): Full-time    Part-time

Campus Location (applicable to SHS only): \_\_\_\_\_

**Leave of Absence (This is an official request to temporarily exit the College with the intent of returning at a later date.)**

**Semester of Leave of Absence (or semester in which leave of absence begins):**

**Semester:** \_\_\_\_\_ **Year:** \_\_\_\_\_

(If requesting a leave of absence for a future semester, note the beginning date of the semester)

**Official Date of Leave of Absence:**

(Last day on campus in current semester or, if requesting a leave of absence for a future semester, note the beginning date of the semester)

**Last Date of Class Attendance:**

(Last day in class in current semester .. if requesting a leave of absence to begin at the end of the current semester, note the last day of classes for the current semester)

**Indicate the semester that you plan to return to the College (refer to the College Catalog for information on the maximum length of a leave of absence):**

**Semester:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Reason(s) for Leave of Absence (circle all that apply):**

- |   |                                 |   |                                 |
|---|---------------------------------|---|---------------------------------|
| A | Financial Difficulties          | I | Not Motivated                   |
| B | Academic Difficulties           | J | Pursuing non-academic interests |
| C | Program Difficulties            | K | Employment                      |
| D | Dissatisfied with SC            | L | Medical Reasons                 |
| E | Transfer closer to home         | M | Medical Reasons                 |
| F | Change of educational objective | N | Disciplinary Dismissal          |
| G | Marriage                        | O | Other _____                     |
| H | Family circumstances            |   |                                 |

**Signatures:**

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Department Chair/  
Campus Director (SHS)  
(required for Leave of Absence)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Registrar or designee

\_\_\_\_\_  
Date

[68]

\_\_\_\_\_  
Dean

\_\_\_\_\_  
Date

**REMEDIATION PLAN**

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

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

\_\_\_\_\_

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

a. Concerns regarding Performance Identified in Letter of Concern

b. Actions to be undertaken by student to address the Concerns

c. Actions to be taken by others to address the Concerns (e.g., field supervisor, faculty advisor)

d. Date by which student will have demonstrated resolution of the Concerns

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

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

\_\_\_\_\_  
Dean of School of Social Work Date

## VI. MSW COURSE DESCRIPTIONS

### A. REQUIRED COURSES

**MSSW 601: Human Behavior in the Social Environment 1** **3 S.H.**

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.

**MSSW 602: Human Behavior in the Social Environment 2** **3 S.H.**

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.

**MSSW 603: Human Behavior in the Social Environment 3** **3 S.H.**

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 psychopathology and treatment based on these theories are reviewed in depth. The course includes an examination of the use of the DSM IV, and the impact of diversity and oppression in the etiology, epidemiology, treatment, and prevention of psychopathology.

**MSSW 611: Social Welfare Policy and Services 1** **3 S.H.**

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.

**MSSW 612: Social Welfare Policy and Services 2** **3 S.H.**

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.

**MSSW 613: Social Welfare Policy and Services 3** **3 S.H.**

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.

**MSSW 621: Social Work Research 1** **3 S.H.**

This course introduces information on various types of research appropriate to primary, secondary, and tertiary interventions. Included are steps in the research process, elementary forms of data analysis, and critical analysis of research design and literature.

**MSSW 623: Social Work Research 2 (Formerly Research 3)** **3 S.H.**

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

**MSSW 631: Social Work Practice 1** **3 S.H.**

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.

**MSSW 632: Social Work Practice 2** **3 S.H.**

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.

**MSSW 633: Social Work Practice 3** **3 S.H.**

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.

**MSSW 634: Social Work Practice 4** **3 S.H.**

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.

**MSSW 684 and MSSW 685: Field Practicum 1** **3.5 & 3.5 S.H.**

**MSSW 674: Field Seminar 1** **.5 S.H.**

In these courses, Field Practicum and Field 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. Field seminar provides a supportive introduction to Field Practicum experiences, expectations, requirements, and current social work practice. The social work role in agency-based generalist practice, the role of the agency in the community, social work values and ethics, record-keeping, confidentiality, use of supervision and self-assessment are reviewed and discussed.

**MSSW 686 and MSSW 687: Field Practicum 2** 3.5 & 3.5 S.H.  
**MSSW 676: Field Seminar 2** .5 S.H.

These are concentration courses in advanced generalist practice with Field Practicum and Field 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.

Field Seminar emphasizes preparation for advanced generalist practice. Practice with diverse client populations, multi-level intervention, complex skills, and complex legal and ethical issues are reviewed. Licensing, the current job market, the variety of career paths available in social work, on-going self assessment, leadership roles in agency practice, and the professional community are also discussed and reviewed.

## **B. ADVANCED STANDING COURSES**

**MSSW 604: Human Behavior in the Social Environment 4** 2 S.H.

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 psychodynamic theories, postmodern 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 training 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).

**MSSW 610: Social Work Practice 5** 2 S.H.

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.

**MSSW 686 and MSSW 687: Field Practicum 2** 3.5 & 3.5 S.H.

**MSSW 676: Field Seminar 2 – 1<sup>st</sup> half** .5 S.H.

**MSSW 677: Field Seminar 2 – 2<sup>nd</sup> half** .5 S.H.

Field Seminar emphasizes preparation for advanced generalist practice. Practice with diverse client populations, multi-level intervention, complex skills, and complex legal and ethical issues are reviewed. Licensing, the current job market, the variety of career paths available in social work, on-going self assessment, leadership roles in agency practice, and the professional community are also discussed and reviewed.

## **C. ELECTIVE COURSES**

**MSSW 625: Program Evaluation Research** 3 S.H.

This course stresses the execution of research design and practice. It accentuates the relevance of research to major areas of social work practice, such as clinical practice, program development, and social policy. Students develop basic skills to communicate their research findings to both professional and lay audiences. MSSW 623 focuses on the evaluation of clinical practice (single system design) and MSSW 625 focuses on program evaluation.

**MSSW 630: Social Work with Immigrants and Refugees** **3 S.H.**

This course introduces social work concepts regarding the specific needs and issues currently facing refugee and immigrant clients. Students will develop skills in providing culturally and linguistically competent services. Upon learning about the particular acculturative stressors confronting refugees and immigrants, the course will focus on developing culturally competent interventions using knowledge, skills, and values aligned with the social justice principles of the social work profession. With emphasis on the interface between social work and human rights, this course will examine implications of refugee rights as human rights and macro, mezzo, and micro levels of intervention.

**MSSW 640: Continuous Quality Improvement** **2 S.H.**

This course teaches MSW graduate students how to build an infrastructure in human service organizations that not only maintains a high level of service quality but creates a culture of continuous quality improvement. Students build a skill set to be able to demonstrate that their services are continuously making measureable improvements in people's lives. Emphasized are practical, cost-effective, action-oriented methods and tools that yield continuous improvement of processes at a practice, program or organizational level. MSSW 623 Social Work Research 2 or MSSW 625 Program Evaluation Research is recommended prior to taking this course.

**MSSW 642: Therapeutic Applications of Adventure** **3 S.H.**

This course is designed to provide the student with a theoretical understanding and practical working knowledge of using adventure activities as an element of an established treatment.

**MSSW 643: Seminar in Social Work Practice with Diverse Populations** **3 S.H.**

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.

**MSSW 644: International Social Work and Human Rights** **3 S.H.**

This course examines how the social construct of "Human Rights" can assist in the development of economic and social justice, thereby becoming a strategy for social change. It emphasizes the United Nations' Universal Declaration of Human Rights, endorsed by the General Assembly in 1948, and today referred to as customary international law. It first examines the history of the idea of human rights, and then contemporary human rights concepts with emphasis upon the United States and suggested research and action strategies.

**MSSW 645: Contemporary Challenges in Child Welfare** **3 S.H.**

This course focuses on children and families as they relate to and are a part of the larger social system and its institutions of education, politics, economics, and religion. Particular attention is on families and children as victims of child abuse, neglect, and domestic violence. Processes which facilitate client healing and the use of interdisciplinary and collaborative community resources are examined.

**MSSW 646: Social Work Practice with Families** **3 S.H.**

This course focuses on children and families in crisis by concentrating on issues of power distribution, communication system, and external institutional influences. Learning family treatment approaches and techniques of problem identification and assessment are introduced through examination of strategies to help families deal with maturation and situational crises. MSSW 631 Practice 1 is a pre-requisite.

**MSSW 647: Loss and Grief** **3 S.H.**

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.

**MSSW 648: Substance Abuse in Social Work Practice** **3 S.H.**

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.

**MSSW 649: Social Work Practice with Children** **3 S.H.**

This course focuses on the integration of various theoretical models in the assessment and treatment of children and their families. Students are introduced to a wide range of play therapy techniques. The various theoretical models utilized in the assessment and treatment of children and their families are psychodynamic, cognitive-behavioral, family systems, and solution focused. Group and family work, interdisciplinary collaboration, partnerships with schools, and the use of self-help groups adjunctive to therapy are addressed. Trauma and work with children in special circumstances are studied. Cases are drawn from students' and instructor's practice experience throughout the course. These cases are used to illustrate the theoretical constructs discussed in each module.

**MSSW 652: Legal Aspects of Social Work Practice** **3 S.H.**

This course examines law and legal processes using legal materials and teaches legal advocacy skills. Among the areas explored are social work malpractice, privileged communication, and discrimination. Selected types of dispute resolution are explored, with emphasis on developing initial skills in testifying and negotiation.

**MSSW 653: Working with Older Adults for Clinicians, Administrators and Activists** **3 S.H.**

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.

**MSSW 654: Mediation and Conflict Resolution for Clinicians, Managers and Activists** **3 S.H.**

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.

**MSSW 655: Proposal Writing and Grant Acquisition** **3 S.H.**

This course introduces proposal planning and development techniques. Differences between grants written for federal monies and those written for foundations are described. Utilization of grant acquisition, informational resources such as the Federal Request for Proposal (RFP), and researching private foundation funding are reviewed.

**MSSW 656: School Social Work and the Education of Exceptional Children** **3 S.H.**

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.

**MSSW 657: Women's Issues in Social Work** **2 S.H.**

This course examines significant current trends in women's issues from the perspective of the human services professions. Focus is on fostering non-sexist practice in human services and working toward a non-sexist society. Vital issues of concern such as economic status, dual responsibilities of home and work representation in executive, administrative and academic positions, and women as health consumers are addressed.

**MSSW 660: Consultation to Community-Based Organizations** **3 S.H.**

Poverty has a particularly devastating effect for inner city communities of color. This course will focus on how social workers can use their understanding of macro practice to have a positive impact on the community. Students will discuss principles, practices and process consultation and technical assistance furthering knowledge and skills which are the foundations of intervening at a community-based level.

**MSSW 665: Advanced Social Work Practice in Integrated Healthcare** **3 S.H.**

The objective of this course is to introduce social work students to the direct practice of integrated behavioral health in primary care. Students will become knowledgeable of the roles of behavioral health providers working in primary care settings, theories and models of care, and cross-cultural issues. They will develop skills in engagement, assessment, intervention, planning, implementation, and practice evaluation. Because the populations served in primary care settings span the spectrum of severity in both the physical and behavioral health dimensions, students will develop competencies in engaging and supporting patients across a range of health conditions.

**MSSW 670: Social Work Practice with Persons with Severe and Persistent Mental Illness** **3 S.H.**

This course focuses on the strengths based approaches to practice with people with severe and persistent mental illness and their families. Primary among these approaches are strengths based case management, assertive community treatment and psycho-educational groups. Students will be helped to understand and address the bio-psycho-social conditions associated with serious mental illness. Special attention will be given to the impact of gender, race, ethnicity, socio-

economic status and sexual orientation on the treatment of persons with severe and persistent mental illness and to the effects of mental health policy on these groups.

**MSSW 688: Special Topics in Social Work**

**1-4 S.H.**

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. Prerequisite: Permission of instructor.

**MSSW 692: Independent Study**

**1-4 S.H.**

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.

## VII. NATIONAL ASSOCIATION OF SOCIAL WORKERS - CODE OF ETHICS

### PREAMBLE

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

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

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

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

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

### PURPOSE OF THE NASW CODE OF ETHICS

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

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

## **ETHICAL 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 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 Awareness and Social Diversity**

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand 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.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. 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.

**NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS  
STUDENT AGREEMENT**

I have read the School's Student Handbook of Policies and Procedures and the Code of Ethics of the National Association of Social Workers and agree to be bound by the provisions therein.

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

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

\_\_\_\_\_

Program:

Weekday     Weekend     Advanced Standing     MSW/JD     Worcester

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**The statement above must be signed and returned to:**

**Angela Bamber  
Springfield College  
School of Social Work  
263 Alden Street  
Springfield, MA 01109-3797**

cc: Graduate Record

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

### **Article I. Name**

The name of this organization is The School of Social Work Student Organization.

### **Article II. Membership**

All students enrolled at the School of Social Work are members of the Student Organization, which is represented by the elected Student Organization Officers.

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

The purposes of this organization are to unify and strengthen the student body at the School of Social Work by providing the opportunities to organize around the student interests and to develop student activities. The Student Organization Officers represent students in major decisions at the School of Social Work, and establish connections to Student life at Springfield College.

### **Article IV. Governance**

- A. All first year Weekday program students are eligible to nominate, vote and run for a Student Organization Office.
- B. All first and second year Weekend program students can nominate, vote and run for a Weekend representative(s).
- C. Elections: Officers shall be nominated and elected by written ballot in the first week of April of each academic year. All elected officers will serve in their respective positions for the entire academic year. Special elections may be called at the start of the second semester to fill any vacancies that may occur.
- D. Officers: the officers will be:
  1. President
  2. Vice President
  3. Secretary
  4. Treasurer
  5. Cultural Affairs Officer
  6. Additional student representatives appointed by the officers.

### **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 dean.

- A. President
  1. Lead, organize, and oversee the activities of the organization.
  2. Plan and facilitate all Student Organization meetings.
  3. Schedules and organize meetings of the organization, as needed.
  4. Maintain weekly contact with the faculty advisor.
  5. Maintain communication with students and present student issues, needs, and concerns to the organization, faculty advisor, and dean.
  6. 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.

C. Secretary

1. Prepare and distribute meeting minutes to the organization, faculty advisor, and Dean.
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.

D. Treasurer

1. Maintain accurate records of all financial affairs.
2. Provide monthly financial reports to the organization and faculty advisor.

E. Cultural Affairs Officer

1. Promote diversity in the School of Social Work.
2. Maintain communication with the student body and bring any matters, concerns, and ideas regarding diversity issues.
3. Act as a liaison between the Diversity Committee and the Student Organization.

F. Faculty Advisor

1. Serve as a resource in providing college information, School of Social Work information, and community resources to the Student Organization.
2. Act as a consultant in furthering the Student Organization's goals/purpose.
3. Serve as a liaison between the School of Social Work dean, faculty, 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:

1. Issues, concerns, problems that are raised by the student s and expressed to the Student Organization Officers.
2. Plans to organize activities that are consistent with the purpose.

**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 School 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 graduate social work program at Springfield College School of Social Work.
- 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 graduate social work student at Springfield College School 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.



COUNCIL ON SOCIAL WORK EDUCATION

Commission on Accreditation  
Commission on Educational Policy

2015

**EDUCATIONAL POLICY AND  
ACCREDITATION STANDARDS**

for Baccalaureate and Master's Social Work Programs

Developed by the Council on Social Work Education (CSWE) Commission on Educational Policy and the CSWE Commission on Accreditation; Educational Policy approved by the CSWE Board of Directors on March 20, 2015; Accreditation Standards approved by the CSWE Commission on Accreditation on June 11, 2015.

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Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

### EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years." CSWE's recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents.

For updated information about the 2015 EPAS, please visit [www.cswe.org/Accreditation](http://www.cswe.org/Accreditation) or send an e-mail to [accreditation@cswe.org](mailto:accreditation@cswe.org).

July 2015

## PURPOSE: SOCIAL WORK PRACTICE, EDUCATION, AND EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the 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. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.



It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

## COMPETENCY-BASED EDUCATION

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.



Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. 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

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

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

## Competency 2: Engage Diversity and Difference in Practice

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

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

## Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

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

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

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

**Competency 5: Engage in Policy Practice**

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

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

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

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

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

#### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

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

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

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

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

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

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

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

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

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

## PROGRAM MISSION AND GOALS

### Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

#### *Values*

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

#### *Program Context*

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

### Accreditation Standard 1.0—Program Mission and Goals

- 1.0.1 The program submits its mission statement and explains how it is consistent with the profession's purpose and values.
- 1.0.2 The program explains how its mission is consistent with the institutional mission and the program's context across all program options.
- 1.0.3 The program identifies its goals and demonstrates how they are derived from the program's mission.



Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work.

The explicit curriculum constitutes the program’s formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master’s levels. Baccalaureate programs prepare students for generalist practice. Master’s programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

## Educational Policy 2.0—Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

## Accreditation Standard B2.0—Generalist Practice

- B2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- B2.0.2** The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- B2.0.3** The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

## Accreditation Standard M2.0—Generalist Practice

- M2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- M2.0.2** The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.0.3** The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

### Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

### Accreditation Standard M2.1—Specialized Practice

- M2.1.1** The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.
- M2.1.2** The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.1.3** The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.
- M2.1.4** For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

### Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

## Accreditation Standard 2.2—Field Education

- 2.2.1** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- B2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.3** The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.
- 2.2.4** The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
- 2.2.6** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
- 2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- M2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11** The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

## IMPLICIT CURRICULUM

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

### **Educational Policy 3.0—Diversity**

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. 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. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

### **Accreditation Standard 3.0—Diversity**

- 3.0.1** The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
- 3.0.2** The program explains how these efforts provide a supportive and inclusive learning environment.
- 3.0.3** The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

### **Educational Policy 3.1—Student Development**

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

## Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

### *Admissions*

- B3.1.1** The program identifies the criteria it uses for admission to the social work program.
- M3.1.1** The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.
- 3.1.2** The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
- M3.1.3** The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,\* or covered under a memorandum of understanding with international social work accreditors.
- 3.1.4** The program describes its policies and procedures concerning the transfer of credits.
- 3.1.5** The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

### *Advisement, retention, and termination*

- 3.1.6** The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
- 3.1.7** The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.
- 3.1.8** The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

### *Student participation*

- 3.1.9** The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.
- 3.1.10** The program describes how it provides opportunities and encourages students to organize in their interests.

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\* This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

### Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

### Accreditation Standard 3.2—Faculty

- 3.2.1** The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.
- 3.2.2** The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
- 3.2.3** The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.
- B3.2.4** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.
- M3.2.4** The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.
- 3.2.5** The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.
- 3.2.6** Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.
- 3.2.7** The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

### Educational Policy 3.3—Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

### Accreditation Standard 3.3—Administrative Structure

- 3.3.1** The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.
- 3.3.2** The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
- 3.3.3** The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
- 3.3.4** The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.
  - B3.3.4(a)** The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.
  - B3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.
  - B3.3.4(c)** The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.
  - M3.3.4(a)** The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.
  - M3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work master's program.
  - M3.3.4(c)** The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

- 3.3.5** The program identifies the field education director.
- 3.3.5(a)** The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.
  - B3.3.5(b)** The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.
  - M3.3.5(b)** The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
  - B3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.
  - M3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.
- 3.3.6** The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

### Educational Policy 3.4—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

### Accreditation Standard 3.4—Resources

- 3.4.1** The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.
- 3.4.2** The program describes how it uses resources to address challenges and continuously improve the program.
- 3.4.3** The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.
- 3.4.4** The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.
- 3.4.5** The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
- 3.4.6** The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

### Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

### Accreditation Standard 4.0—Assessment

- 4.0.1** The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:
- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
  - At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
  - An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
  - Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
  - An explanation of how the program determines the percentage of students achieving the benchmark.
  - Copies of all assessment measures used to assess all identified competencies.
- 4.0.2** The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.
- 4.0.3** The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.
- 4.0.4** The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.
- 4.0.5** For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

# APPENDIX: 2015 EPAS GLOSSARY

The 2015 EPAS glossary was developed by a subcommittee of the Commission on Educational Policy and the Commission on Accreditation and approved by each commission in February 2016. The glossary is an aid to understanding the EPAS and is not considered part of the educational policy or accreditation standards.

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## Educational Policy Terms

The following definitions were developed for use in the context of the 2015 educational policy:

### *Accreditation*

A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance and integrity based on review against a specific set of published criteria or standards. The process includes (1) the submission of a self-study document that demonstrates how standards are being met; (2) an onsite review by a selected group of peers; and (3) a decision by an independent board or commission that either grants or denies accredited status on the basis of how well the standards are met.

### *Behaviors*

Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes.

### *Classroom*

The organization of instruction including various face-to-face and/or e-learning methods of instruction.

### *Clients and constituencies*

Those served by social workers including individuals, families, groups, organizations, and communities.

### *Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment)*

- Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning.
- Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.
- Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

### *Competency-based education framework*

A framework where the focus is on the assessment of student learning outcomes (assessing students' ability to demonstrate the competencies identified in the educational policy) rather than on the assessment of inputs (such as coursework and resources available to students).

### *Curriculum design*

Curriculum design identifies the elements of the curriculum and states their relationships to each other. A design needs to be supported with a curriculum rationale to establish the means for competency attainment within the organization in which it operates.

### *Environmental justice*

Environmental justice occurs when all people equally experience high levels of environmental protection and no group or community is excluded from the environmental policy decision-making process, nor is affected by a disproportionate impact from environmental hazards. Environmental justice affirms the ecological unity and the interdependence of all species, respect for cultural and biological diversity, and the right to be free from ecological destruction. This includes responsible use of ecological resources, including the land, water, air, and food. (*Adapted from CSWE Commission for Diversity and Social and Economic Justice and Commission on Global Social Work Education Committee on Environmental Justice, 2015*).

### *Holistic competence*

The demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations.

### *Intersectionality*

A paradigm for understanding social identities and the ways in which the breadth of human experiences are shaped by social structures.

### *Multidimensional assessment methods*

Multidimensional assessment methods capture behaviors indicative of competence as well as one or more of the factors underlying behavior. Underlying factors may include knowledge, skills, and values as well as cognitive and affective processes.

### *Program options*

Various structured pathways to degree completion by which social work programs are delivered including specific methods and locations such as on campus, off campus, and virtual instruction.

### *Signature pedagogy*

Forms and styles of teaching and instruction that are central to a specific discipline, area of study or profession that help students build a habit of mind that allows them to think and act in the same manner as experts in the field. Field education is the signature pedagogy for social work.

### *Specialized practice*

Specialized practice builds on generalist practice by adapting and extending the nine social work competencies for practice. Specialized practice is defined by programs and can be operationalized by programs as a concentration, area of specialized practice, track, focus on specific populations, problem area, method of intervention, or approach to practice.

### *Student learning outcomes*

The stated behaviors, knowledge, values, skills, and cognitive and affective processes that students are expected to demonstrate as a result of engagement in the explicit and implicit curriculum.

### Accreditation Standards Terms

The following definitions were developed for use in the context of the 2015 accreditation standards (AS):

#### *Curriculum (AS B2.0.2, M2.0.2, 3.3.2)*

All planned educational experiences under the direction of the social work program that facilitates student attainment of competencies. Social work curricula includes supervised field education learning experiences.

#### *Full-time equivalent faculty-to-student ratio (AS 3.2.3)*

Refers to the institution's calculation of full-time faculty workloads. Programs should calculate faculty ratios that include adjunct and part-time faculty (not field instructors at field settings) in the full time equivalency description. Programs should include part-time students in this calculation.

#### *Goals (AS B2.0.1, M2.0.1):*

General aims of the program that are consistent with both the institution and program missions and reflect the values and priorities of the social work profession.

#### *In-person contact (AS 2.2.4):*

Refers to interpersonal interactions with clients and constituencies, and may include the use of digital technologies.

#### *Matrix (AS B2.0.3, AS M2.0.3, AS M2.1.4):*

A table or chart that maps the social work curriculum content to the competencies.

#### *Multiple dimensions of each competency (AS 4.0.1)*

- Multiple refers to a minimum of at least two dimensions.
- The dimensions of the competency are knowledge, values, skills, and cognitive and affective processes.

#### *Post-social work degree practice experience (AS B2.2.9, M2.2.9, 3.2.2, B3.3.5 (b), M3.3.5 (b))*

- The minimum requirement of 2 years of post-baccalaureate or post-master's social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.
- Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities.
- Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experience as a consultant in the areas of the individual's practice expertise.

#### *Simulated practice situations (AS 4.0.1):*

Modalities that replicate practice situations to facilitate the demonstration of student competence.

#### *Transfer of credits (AS 3.1.4)*

The process of awarding student credit for courses earned at another institution(s) prior to admission to the social work program. The accreditation process respects the institution's policies and procedures concerning the transfer of credits.



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Strengthening the Profession of Social Work