



Stony Brook
School of Social Welfare

MSW PROGRAM

GRADUATE STUDENT HANDBOOK

2016 – 2017

School of Social Welfare
Health Sciences Center – L2, Room 093
Stony Brook University
Stony Brook, New York 11794-8231

The MSW Program Graduate Student Handbook is designed as an important resource to help students understand and utilize the policies, procedures and programs of the School of Social Welfare (SSW). It is the responsibility of every member of the SSW community to familiarize themselves with the contents of this Handbook.

RESERVATION OF RIGHTS: This manual is intended for the guidance of School of Social Welfare students and faculty. The manual sets forth policies, curriculum and procedures, but the SSW reserves the right to amend this handbook at any time and without notice to reflect modifications in policy, law, or regulation. The manual is not intended and should not be regarded as a contract between the SSW and any student or other person.

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This publication can be made available in alternative format upon request. All information in it is subject to change.

Dear Stony Brook Social Work Student,

Let me begin by congratulating you on choosing social work as a profession. Today, many people dream of a career decision that encourages them to make change on large and persistent social issues, sometimes called “wicked problems.” This includes a commitment to end homelessness, interpersonal violence, and child abuse; to create fair and just mental health and immigration systems, and to end disparities in health outcomes, involvement in the criminal justice system, and educational failure among people of color.

As social workers you will be on the front lines of advocacy for social and economic justice. You can choose to be active in a venue ranging from a local neighborhood to global resettlement, and to work with any conceivable population from infants in early intervention programs all the way up through hospice. You can choose to combine roles as clinicians, researchers, policy wonks, administrators, advocates, and community organizers. Just about any population you want to work with, any social problem you would like to solve, or any level on which you want to make change, a social work degree will allow you to pursue your dream to realize social change.

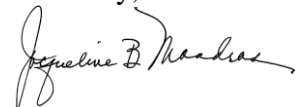
I am delighted that you chose to explore your dreams at SUNY Stony Brook. Stony Brook University is a member of the prestigious Association for American Universities (AAU) and one of the nation’s premier centers for academic excellence. The School of Social Welfare is located within a rich interdisciplinary environment, one of five schools comprising the Health Sciences campus. The Health Sciences campus also includes Stony Brook University Hospital, the Cancer Center, Stony Brook Children’s Hospital and a growing network of community hospitals. In New York City, we are affiliated with the SUNY College of Optometry that serves over 70,000 patients a year. Many opportunities exist for collaborative research and training with the health sciences and other disciplines.

We are committed to preparing students for work in professional social work practice in the public and non-profit sectors of health and social welfare. The School’s curriculum, field internships, and our faculty emphasize a commitment to diversity, human dignity, and social and economic justice. Our faculty and students are involved in interdisciplinary practice, research, and training that develops, implements, and disseminates evidence informed models for innovative practice.

At Stony Brook you will prepare to work in the future – to learn to intervene at the source of the problems which impact people’s well-being; to study within interdisciplinary collaborations with students from other disciplines; and to build a world in which there is social and economic justice leading to success for all.

We are delighted that you have chosen to attend our School of Social Welfare.

Sincerely,

A handwritten signature in dark ink, appearing to read "Jacqueline B. Mondros". The signature is fluid and cursive, with a large initial "J" and "M".

Jacqueline B. Mondros, D.S.W.
Dean and Assistant Vice President
School of Social Welfare

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I. The School of Social Welfare

A. School

The Stony Brook University School of Social Welfare was established in 1970 and has been continuously accredited by the Council on Social Work Education since 1973. The School is located within a rich interdisciplinary environment, one of six schools within the Health Sciences campus of the University, along with the Schools of Medicine, Dental Medicine, Nursing, Health Technology and Management, and a new School of Pharmacy and Pharmaceutical Sciences.

The School offers the BSW, MSW, and PhD degrees on the Stony Brook University campus in Stony Brook, New York on Long Island, and has an extension center MSW program in New York City. The New York City program is offered at the SUNY College of Optometry, the only public Optometry College in New York State. Currently, the School has an enrollment of 100 BSW students, 536 MSW students, and 33 PhD students. The BSW program is a generalist practice program informed by a human rights framework. The MSW program offers a single concentration in Advanced Generalist Practice.

B. Mission Statement

The Stony Brook University School of Social Welfare's mission statement is:

The School of Social Welfare is committed to building a more equitable society based on the values of human dignity, inclusiveness, diversity, equality, and on economic, environmental and social justice.

By advancing knowledge, engaging in systematic inquiry, and developing professional skills, we prepare students for social work practice with individuals, families, groups, organizations, communities and governments in a global context. The School teaches a person-in-environment perspective, community advocacy, therapeutic intervention, individual and group empowerment, and the affirmation of strengths as a means of promoting individual and social change. As an integral part of our student-centered and evidence informed pedagogy, we prepare students to identify and analyze the nature and extent of structural inequality. We focus in particular, on social welfare leadership as a pathway to enhance emotional, psychological and social well-being. We work closely with the university and greater community to fulfill this mission.

We recognize that structural inequality exists in multiple and overlapping layers of discrimination including class, race, ethnicity, gender, gender identity and expression, sexual orientation, religion, age and disability, among others. We therefore seek to remediate the impact of interpersonal and historical trauma, to foster human relationships that are grounded in social justice; human dignity and mutual respect; to develop new and just organizational forms; to transform already existing structures to reflect values that affirm and enhance human dignity

and social diversity; and to identify new ways to influence social, economic and political systems to equitably distribute power, resources, rights and freedom.

The School's mission is consistent with the purpose of the social work profession as identified in the Educational Policy and Accreditation Standards (EPAS).

In our mission, we affirm that the School is committed to societal well-being and respect for diversity. We explicitly cite the multiple and overlapping layers of bias and affirm our commitment to society, economic, and environmental justice globally. We commit ourselves to prepare students who identify and analyze inequality and address conditions that limit human rights.

Second, the School's mission clearly identifies that we have a tri-part purpose: to advance and employ systematic inquiry; to educate students for professional practice across many domains (community, individual, group); and to prepare practitioners who lead efforts to enhance emotional, psychological, and social well being—the very definition of the person-in-environment framework identified in EPAS.

II. The Master of Social Work (MSW) Program

A. Program Goals

1. Goals

The goals of the MSW program are to:

Goal 1: Prepare advanced generalist practitioners who demonstrate ability to use their knowledge, values, and skills to work at the micro, mezzo, and macro levels of practice within local, national and global contexts;

Goal 2: Educate graduates to utilize social justice and human rights frameworks in their work and to embrace social action practice;

Goal 3: Inspire graduates who lead efforts to improve health and wellness in the lives of all people and to create a more just and life-affirming society.

Goal 4: Promote the ability of graduates to engage in critical, self-reflective and ethical practice;

Goal 5: Develop practitioners who utilize strengths-based, person-in-environment and empowerment approaches in all their work that are informed by a respect for human dignity, diversity, and inclusiveness; and

Goal 6: Educate practitioners who are able to engage in research-informed practice models and who are able to contribute to the creation of knowledge in the field of Social Work by engaging in practice-informed research processes.

The goals for our MSW program are clearly derived from our mission statement, and reflect the values, emphases, and perspectives articulated there. The first goal purposefully aligns with our stated premise to educate for all systems levels of practice in local, national, and global contexts. The second goal emphasizes the importance of social justice and human rights frameworks in our graduates' ability to embrace social action. The third goal is an expression of our commitment to leadership in improving health and wellness for both individuals and in the society—this affirms our commitment to social and environmental justice as well as a reflection of our location within a health sciences infrastructure. Our fourth goal reflects the importance of social workers practicing ethically and from a value base. Our fifth goal expresses a commitment to compel graduates to use frameworks that are informed by human dignity, diversity and inclusiveness. Our sixth goal commits us to educate practitioners who seek and utilize knowledge in their work at all levels.

B. CSWE Competency Framework

The Council on Social Work Education (CSWE), the accrediting body for schools of social work, has identified core competencies for social work education. These competencies guide and inform curriculum and course content.

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families Groups, Organizations, and Communities

Each competency is represented by a set of *practice behaviors* at the Foundation and Advanced levels of the curriculum. The practice behaviors will be used in various forms of assessment to determine the degree to which students have achieved competency in these nine (9) areas. Overall assessment is reported, in aggregate, on the school's website.

MSW Program Structure and Content

A. Pathways to the MSW Degree

The graduate program prepares students for advanced social work practice. It provides students with the needed theoretical and practice expertise to function with maximum competence at different administrative or policy levels in social welfare fields and/or in the provision of direct services to individuals, families, groups, and communities. The school provides opportunities for

study and practice that utilize the wealth of interdisciplinary resources available in the Health Sciences Center, the University, and community agencies throughout the New York metropolitan area. The requirements of the MSW Program as outlined in this Handbook have been approved by the New York State Education Department as meeting the academic pre-requisites qualifying students to sit for both the LMSW and LCSW License Exams.

Students who have graduated from a CSWE-accredited baccalaureate degree program in social work - within five (5) years from their initial matriculation are not required to repeat what has been achieved in their undergraduate program.

The curriculum provides for a generalist foundation year of courses and field education for all students. In the 2nd year, students concentrate on Advanced Social Work Practice.

B. Curriculum

The curriculum provides for a generalist foundation year of courses and field education for all students. In the second year, students concentrate in advanced social work practice. Some courses are offered in concentrated form during the semester, intersession and summer session. Although some courses are offered for student convenience in Manhattan, be advised that in order to complete the program, all students are required to take some courses at the Stony Brook campus. At minimum, HWC 504 Human Behavior and the Social Environment I, HWC 505 Human Behavior and the Social Environment II, and HWC 506 Social Work in Health must be taken at the Stony Brook campus.

Guided by the theme, social work in health/health in social work, the curriculum provides all social work students with basic knowledge of health programs, policies and practices and how they affect individual and societal well-being. To give proper attention to health problems and their social consequences, the curriculum stresses health in social work by providing the knowledge and skills needed by all social workers, regardless of the setting in which they practice.

1. Generalist Foundation

In the first year, the array of courses and field education provides the basic professional foundation of knowledge, values and skills for social work practice with individuals, families, groups, organizations and communities.

The professional foundation includes content on social work values and ethics, diversity, social and economic justice, populations historically devalued and oppressed, human behavior in the social environment, social welfare policies and services, social work practice, research and field education.

First Year, Full-time MSW Requirements

Fall Term:

Course #	Title	Credits
HWC 500	Field Education I	4-6
HWC 504	Human Behavior and the Social Environment I	3
HWC 509	Parameters of Health and Social Policy I	3
HWC 511	Research I	3
HWC 513	Social Work Practice I	3

Spring Term:

Course #	Title	Credits
HWC 501	Field Education II	4-6
HWC 505	Human Behavior and the Social Environment II	3
HWC 510	Parameters of Health and Social Policy II	3
HWC 512	Research II	3
HWC 514	Social Work Practice II	3

2. Advanced Curriculum

The program prepares students for advanced generalist social work practice in a variety of professional roles, including direct services with individuals, families, groups, and communities and in the analysis, development, implementation, management and evaluation of human services, and health policies and programs.

Students with a baccalaureate degree from a social work program accredited by CSWE may apply for admission to the Advanced Standing Program. Admission to this program is only awarded to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through the International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

Students applying for Advanced Standing are eligible to waive the following required courses: Human Behavior and the Social Environment (HWC 504 and 505), Research I and II (HWC 511 and 512), Parameters of Health and Social Welfare Policy I and II (HWC 509 and 510), and Social Work Practice I and II (HWC 513 and 514), and Field Education I and II (HWC 500 and 501) if they have taken similar courses and received a grade of B or better.

In addition to the required advanced social work practice courses and advanced field education experiences, students may choose from a variety of electives.*

Second Year, Full-time MSW Requirements

Fall Term:

<u>Course #</u>	<u>Title</u>	<u>Credits</u>
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*Elective offerings vary from term to term. In addition, electives are differentiated between **advanced practice electives** and **enrichment electives**. Students are required to take a minimum of 6 credits of advanced practice electives. (See **Section V. B. Credits**)

HWC 502	Field Education III	4-6
HWC 506	Social Work in Health Care	3
HWC 515	Advanced Social Work Micro Practice I	3
HWC 516	Advanced Social Work Macro Practice I	3
HWC 519	Psychopathology and Psychopharmacology	3

Spring Term:

<u>Course #</u>	<u>Title</u>	<u>Credits</u>
HWC 503	Field Education IV	4-6
HWC 517	Advanced Social Work Micro Practice II	3
HWC 518	Advanced Social Work Macro Practice II	3
* Two Advanced Practice Electives		6

C. Alternative Pathways

In addition to the two-year, full-time option, the school has designed alternative pathways that retain the standard program requirements and quality. Pathway I, the Advanced Standing Option, is open only to graduates of a CSWE accredited baccalaureate program in social work. Pathway II is open only to applicants already working the field of social welfare. Eligibility for Pathway II is determined after admission to the school. Admission to the school does not guarantee approval to register as a Pathway II student. Pathway III is open to all applicants who choose to complete the program in more than two years.

1. Pathway I: Advanced Standing

Students who have graduated from a CSWE accredited baccalaureate program in social work within the past five years may apply for Advanced Standing. Students applying for this option must demonstrate their readiness to function at the level of a second year MSW student. Students generally complete the program in one year, or may take a reduced program and complete the requirements in 1½ to two years. Students spend three days in a field education setting for one academic year and must complete the required and elective courses. Pathway I students cannot use their place of employment for their field placement and must earn all the 36 credits as matriculated students in the School of Social Welfare.

Pathway I: Advanced Standing: Curriculum and Program Design (Full-time)

Students who plan to complete the program in one year follow the program design outlined below.

Fall Term:

<u>Course #</u>	<u>Title</u>	<u>Credits</u>
HWC 502	Field Education III	6
HWC 506	Social Work in Health	3
HWC 515	Advanced Social Work Micro Practice I	3
HWC 516	Advanced Social Work Macro Practice I	3

HWC 519	Psychopathology and Psychopharmacology	3
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Spring Term:

<u>Course #</u>	<u>Title</u>	<u>Credits</u>
HWC 503	Field Education IV	6
HWC 517	Advanced Social Work Micro Practice II	3
HWC 518	Advanced Social Work Macro Practice II	3
*Two Advanced Practice Electives		6

*A minimum of 6 Advanced Practice elective credits are required. Elective offerings vary from term to term. In addition, electives are differentiated between advanced practice electives and enrichment electives. Students are required to take a minimum of 6 credits of advanced practice electives. (See Section V. B. Credits)

Pathway I: Advanced Standing: Curriculum and Program Design (Modified Full-time)

Students who plan to complete the program in more than one year follow the program design outlined below:

First Year, Fall Term:

<u>Course #</u>	<u>Title</u>	<u>Credits</u>
HWC 502	Field Education III	6
HWC 515	Advanced Social Work Micro Practice I	3
HWC 516	Advanced Social Work Macro Practice I	3
HWC 519	Psychopathology and Psychopharmacology	3

First Year, Spring Term:

<u>Course #</u>	<u>Title</u>	<u>Credits</u>
HWC 503	Field Education IV	6
HWC 517	Advanced Social Work Micro Practice II	3
HWC 518	Advanced Social Work Macro Practice II	3
*Advanced Practice Elective		3

Second Year, Fall Term:

<u>Course #</u>	<u>Title</u>	<u>Credits</u>
HWC 506	Social Work in Health	3
*Advanced Practice Elective		3

*A minimum of 6 Advanced Practice elective credits are required. *Elective offerings vary from term to term. In addition, electives are differentiated between advanced practice electives and enrichment electives. Students are required to take a minimum of 6 credits of advanced practice electives from the minimum required total of 9 elective credits. (See Section V. B. Credits)

2. Pathway II: Employment-based Program

Students, who are currently working full-time in the field of social welfare and have had a minimum of three years paid, full-time, MSW supervised, social welfare experience, may apply for permission to use their agency of employment for two days of field education per week, for one year only. This field education experience must be separate and distinct from the student's regular job responsibilities. Specific eligibility criteria for this pathway are in the Field Education Manual. The Office of Field Education must approve participation in this pathway and is responsible for coordinating and approving a field education plan submitted by the student and an approved field education supervisor.

Pathway II students may not register for more than 4 credits (two days) of field education per term, or for more than three courses per semester. In addition to the standard daytime schedule, some required courses and some electives are offered in the late afternoon, evenings and weekends. Through this pathway, students may complete the degree requirements in 2½ to three years. Students in this pathway are therefore on a modified full-time schedule. See Pathway III for Curriculum Design.

3. Pathway III: Modified Program

This option is designed for students who choose not to follow the regular full-time schedule. Students must take 12 to 13 credits each term while they are attending school, except in the term (or year) in which they are candidates for graduation when they may take fewer. The degree requirements are typically completed in 2½ to three years.

The required courses are taken in the sequence indicated for regular full-time students. In addition to the standard daytime schedule, some required and some elective courses are offered during late afternoons, evenings and weekends. Students are not permitted to use their agency of employment for field education. In some instances, field education may be taken during evenings and weekends if an educationally sound placement can be arranged. In cases where this cannot be arranged, or it is determined by the field education faculty that such a placement is not appropriate for the students' learning needs, students may need to complete one or both years of field education in a traditional time period.

Pathway III students may not register for more than 4 credits of field education per term.

Pathway II and Pathway III Curriculum and Program Design

First Year, Fall Term:

<u>Course #</u>	<u>Title</u>	<u>Credits</u>
HWC 500	Field Education I	4
HWC 504	Human Behavior and the Social Environment I	3
HWC 511	Research I	3
HWC 513	Social Work Practice I	3

First Year, Spring Term:

<u>Course #</u>	<u>Title</u>	<u>Credits</u>
HWC 501	Field Education II	4
HWC 505	Human Behavior and the Social Environment II	3
HWC 512	Research II	3
HWC 514	Social Work Practice II	3

Second Year, Fall Term:

<u>Course #</u>	<u>Title</u>	<u>Credits</u>
HWC 502	Field Education III	4
HWC 509	Parameters of Health and Social Policy I	3
HWC 515	Advanced Social Work Micro Practice I	3
HWC 516	Advanced Social Work Macro Practice I	3

Second Year, Spring Term:

<u>Course #</u>	<u>Title</u>	<u>Credits</u>
HWC 503	Field Education IV	4
HWC 510	Parameters of Health and Social Policy II	3
HWC 517	Advanced Social Work Micro Practice II	3
HWC 518	Advanced Social Work Macro Practice II	3

Third Year, Fall Term:

<u>Course #</u>	<u>Title</u>	<u>Credits</u>
HWC 506	Social Work in Health Care	3
HWC 519	Psychopathology and Psychopharmacology	3
*Two Advanced Practice Electives		6

*Elective offerings vary from term to term. In addition, electives are differentiated between advanced practice electives and enrichment electives. Students are required to take a minimum of six (6) credits of advanced practice electives. (See Section IV. B. Credits)

D. Special Focus Areas

As part of their concentration year, second year students have the opportunity to develop specialized knowledge in a choice of specific areas as described below.

The special focus areas share a similar structure, with some specific variation within each, and each specialization has a director who oversees the curriculum for the specialization.

General special focus area requirements:

- Students are required to do a full year of Field Education placement at a setting related to their specialization. The placement may take place in the first or second year of the MSW program.
- Students are required to take electives related to their specialization. Each specialization has a list of required/elective courses that qualify for the specialization (see individual specialization descriptions). Students are required to receive a B grade (3.00) or higher in the electives for the specialization. Enrichment level courses may be required for some of the specializations. However, all MSW students also must complete 2 advanced practice electives before graduating.
- Students are required to do their HWC 515 Advanced Social Work Micro Practice I and HWC 516 Advanced Social Work Macro Practice I written assignments on a topic related to their specialization.

Students are required to complete all requirements for the MSW Degree, including:

- A total of 64 credits (36 credits for Advanced Standing students), of which at least 6 credits will be the Advanced curriculum courses of the specialization.
- At least 8 of the 16 credits of field education (12 credits for Advanced Standing students) in a setting related to the specialization.

Students in the Modified pathways will not be able to pursue a specialization due to required course scheduling.

The school offers five (5) specializations:

- Health
- Substance Abuse
- Trauma
- Social Work in Higher Education: Student-Community Development (SCD)
- Community and Political Social Action

1. Health

Coordinator: Dr. Michelle Ballan, PhD

This focus area provides students with theory and practice skills in the analysis, development, implementation, management and evaluation of health programs, policies and practice and how they affect individuals and societal well-being; and prepares students to occupy both independent and interdisciplinary team roles in health promotion, prevention, patient care, research, planning

and management. Particular emphasis is placed on dealing with traditionally disadvantaged and disempowered populations in accordance with the School's mission.

Completion of the following advanced practice electives:

- HWC 581 Public Health and Community Health Intervention (Fall 2014)
- HWC 584 Community Analysis and Health Promotion (Spring 2015)

2. Substance Abuse

Coordinator: Frances L. Brisbane, Ph.D.

Assistant Director: Stephen Rabeno, Ph.D.

Students may opt for a focus area in Substance Abuse. Students enrolled in this specialization examine the history and development of policies and practice in the field of alcoholism and substance abuse. This specialization addresses the wider implications that relate to program planning and development, public policy and prevention, ethical issues within a substance abuse context and the more specific issues of working with families, individuals, and groups in treatment and recovery. Particular emphasis is placed on dealing with traditionally disadvantaged and disempowered populations in accordance with the School of Social Welfare's mission.

Required elective courses:

- HWC 544 Overview of Substance Abuse (Fall 2014) – enrichment elective
- HWC 545 Individual and Family Treatment of Alcoholics and Substance Abusers (Fall 2014 at the Manhattan Site; Spring 2015 at Stony Brook Campus)
- One of the following advanced practice electives:
 - HWC 579 Special Topics in Social Welfare: Treating Veterans and Their Families (Summer 2014)
 - HWC 578 Advanced Social Work with Groups (Fall 2014 or Spring 2015)
 - HWC 556 Proposal Writing in the Health and Human Service Fields (Spring 2015)

3. Trauma

Coordinator: Kathleen Monahan, D.S.W.

This focus area will provide students with the advanced practice knowledge-base regarding the issues of trauma. The specialization is founded on a strengths based perspective and examines the complex issues regarding the range of traumatic events, long-term negative sequelae, and the evidence-based treatments that provide intervention and support. Cultural issues are a particular focus as well as legal, legislative and policy concerns. Two advanced elective courses in the second year of the graduate program support this specialization.

Completion of the following advanced practice electives:

- HWC 579 Special Topics in Social Welfare: The Dynamics of Child Sexual Abuse (Fall 2014)

- HWC 579 Special Topics in Social Welfare: Therapeutic Interventions for Trauma (Spring 2015)

4. Social Work in Higher Education: Student Community Development (SCD)

Coordinator: Richard H. Morgan, Ph.D.

The Social Work in Higher Education: Student-Community Development (SCD) Special Focus Area offers a unique focus on social work within higher education. This focus expands the arenas of social work practice, community organization and systems development to include the contemporary college campus. Students develop skills in providing direct interventions in response to a range of social issues that currently affect student communities nationwide such as multicultural relations, preventive mental health interventions, safety and strategies that promote student retention and success. The specialization emphasizes organizational and community development, social change and the strengths perspective as vital components of social work practice within various types of higher education learning communities.

Required elective courses:

- HWC 598 Issues in Higher Education (from Spring 2014) – enrichment elective
- or**
- HWC 566 Student-Community Development Student Portfolio Project (Fall 2014
- and**
- HWC 594 Student-Community Development Seminar II (Spring 2015)
- Completion of 1 of the following advanced practice electives:
 - HWC 578 Advanced Social Work with Groups (Fall 2014 or Spring 2015)
 - HWC 581 Public Health and Community Health Intervention (Fall 2014)
 - HWC 548 Adolescent development and Health Promotion (Fall 2014 or Spring 2015)
 - HWC 584 Community Analysis and Health Promotion (Spring 2015)
 - HWC 555 Supervision in Health and Human Service Organizations (Spring 2015 – online)

5. Community and Political Social Action

Coordinator: Carolyn Peabody, Ph.D.

Rooted in a critical and structural analysis of the causes of social problems, the Community and Political Social Action special focus area builds on Foundation and Advanced Generalist knowledge, values and skills to further deepen students' capacity to work for social change. This specialization enables students to gain a sharper focus on select areas such as community organizing, community development and political social work, which includes political advocacy, activism and advancing social workers as elected officials.

Completion of 2 of the following advanced practice electives:

- HWC 556 Proposal Writing in the Health and Human Service Fields (Spring 2015)

- HWC 579 Social Work in the Political Process – Campaign School (Spring 2015)
- HWC 584 Community Analysis and Health Promotion (Spring 2015)

E. Dual Degree Program in Social Work and Law

The School of Social Welfare and Touro College Jacob D. Fuchsberg Law Center offer a dual degree program in which full-time students may obtain both a Master's degree in Social Work (MSW) and a Juris Doctor (JD) degree in law following four years of study. This program reduces the amount of full-time study otherwise necessary to earn these two degrees if taken separately.

Applicants for admission to the dual degree program must meet the separate application requirements of each program and must be accepted for admission by each school independently. Applicants to the Law School must submit LSAT scores. Applicants to the dual degree program may apply prior to enrollment or during the first year of enrollment at Touro College of Law. **Students must be accepted to Touro College of Law prior to beginning their studies at the School of Social Welfare in order for credits to be accepted by Touro College.**

Details regarding the specific course requirements and their sequence for each degree, and the courses and grades for which each school will allow transfer credit, are contained in a brochure obtainable from the School of Social Welfare Office of Student Services.

F. Individualized Elective Course Options

1. Independent Study Policies and Procedures. Students may elect to take an Independent Study as an elective. The student needs to obtain approval from his/her faculty advisor and register with an individual faculty member for Independent Study (HWC 595). The Independent Study needs to be in a subject area that is in concert with the School's mission and program objectives, and is not covered already by the curriculum offerings. Students may register for 1-3 credits of independent study during their tenure in the program.

An independent study proposal and bibliography should be signed and agreed upon by the student, the student's faculty advisor, the member of the faculty who has agreed to sponsor the independent study and the Director of the Graduate Program before registering for independent study credit for a maximum of 3 credits. The independent study is determined to be either an enrichment or advanced practice elective in consultation with the Sponsor and Graduate Program Director. The independent study may not replace required course work. See Independent Study Proposal Form: http://socialwelfare.stonybrookmedicine.edu/system/files/Independent_Study_Proposal_Cover_Sheet_0.pdf

2. Master's Project.

a. Policies and Procedures. The following policies and procedures should guide preparation of the Master's Project. All Master's Projects are considered Advanced Practice Electives as they are intended to explore a topic in depth. They provide a specific focus on social work practice issues and often address the interventive concerns related to the topic. Implications for social work practice are always addressed.

Purpose. The project should reflect and demonstrate the student's ability to organize and integrate core knowledge, specialty interest, and the school's mission.

Timing. Planning for the Master's Project should start by the end of the student's second semester. The Project must be completed and approved by the deadline dates established each semester in conjunction with the sponsor.

Articulation with other Curriculum Components. The Master's Project is the culmination of the student's ability to identify areas of a substantive nature using values, knowledge, skills and techniques acquired in field work placements and classroom courses.

Credits. The Master's Project shall be awarded three credits. Students should register for HWC 507 with the section number of the Sponsor. If the student does not complete the Project by the end of the semester, a Reserve (R) grade is recorded. Students then register for HWC 508 Continuation of Masters Project (0 credits) the following semester.

Grading. Letter Graded. Following consultation with the reader, the sponsor determines the grade.

Sponsorship. The student must select a member of the School's full-time faculty who agrees to serve as a sponsor for the Project. In addition, a second faculty member or approved content expert must be selected as a reader. The reader's role shall be determined through discussion among the sponsor, student, and reader.

Prospectus. The student must first submit a written prospectus to the sponsor and reader for approval. A copy of the prospectus with signatures of the sponsor and reader should be placed in the student's file.

Evaluation and Approval. The sponsor and the reader have the authority to accept the final project. They also have ongoing supervisory responsibility for suggesting revisions that the student shall incorporate in the final draft.

Types of Master's Projects. The following are some categories of types of projects. They vary in terms of format and methodological emphases. All projects, regardless of type, must result in a final written product.

- **Analytic Essay.** Analytic essays focus on specific issues and should include: (1) purpose, goals, and methodology; (2) a definition or redefinition of the issue; (3) review of the relevant literature; (4) description and documentation of the issue; (5) social, political, and economic context and implications of the issue; (6) critical analysis of current policy, practice, and services related to the issue; (7) implications of the analysis for policy formulation and/or practice that emphasizes a change strategy addressing the issue. Essays may also include program and training proposals that include a substantive component regarding the issue addressed by the proposal.

Research Study. A Research Study may be qualitative, quantitative, or both. Research projects should include: (1) statement of an interest, idea, hypothesis or problem; (2) purpose and objectives of the research; (3) review of the pertinent literature; (4) conceptual and operational definitions; (5) logic of the research design; (6) sample strategy when appropriate; (7) data collection methods, (8) findings; (9) analysis of data; (10) conclusions; (11) recommendations and/or implications. Please note that any research methodologies that involve human subjects must be approved through CORIHS. Please indicate whether CORIHS approval is being sought in such circumstances.

- Audio Visual. The Master's Project may take the form of an audio/visual presentation accompanied by a paper that includes the following (1) title page; (2) statement of the purpose of objectives of the project including intended use and audiences; (3) rationale for use of the audio/visual method; (4) description of steps for project development; (5) overview of project; (6) review of pertinent literature; (7) an assessment of the limitations, strengths, and weaknesses of the project; (8) the location and accessibility of the project for future use; (9) implications for social welfare.
- Other Projects. The School welcomes creative projects that may not be covered by the above categories. A written description and analysis must be a part of all projects.
- Group Projects. Group Projects are permissible as long as there is justification for the group format and each individual has an identifiable piece of work.

Standards and Format. Preparation of the Master's Project shall conform to the following general guidelines:

Projects must be typewritten, double-spaced, with margins of 1 ½ inches on all sides, clean corrected copy, on 8 ½ x 11 paper, and in a uniform binder with label provided by the School.

Projects shall meet the following minimum standards which will be used in reviewing the adequacy of and relative merit of the Project:

- Internal Consistency and Continuity
 - The adequacy of the Project shall be judged by the extent to which the explicit goals or objectives set forth in the project have been addressed and accomplished.
 - The content shall be internally consistent and free of contradiction; or, where such contradiction occurs, it is explained and interpreted.
 - The Project shall provide for continuity in the sense of showing the relationship of one part of the project to another and the relationship of each part to the overall purposes or objectives of the project.
- Comprehensiveness
 - The Project must have an analytical component in that it covers or accounts for all of the main or salient points related to the subject.
 - The Project shall also be comprehensive in that it demonstrates an ability to synthesize or integrate a variety of conceptual and/or empirical material relevant to the field of social welfare.

- Analytical
 - The Project must have an analytical component in the sense that the subject of the project is examined from some conceptual frame(s) of reference and is not merely descriptive in nature.
 - A test of the analytic nature of the Project is the extent to which meaning is attached to empirical data; interpretation of descriptive materials is made; and/or, implications, conclusions, or recommendations are drawn from whatever findings or descriptive materials is presented.

- Clarity
 - The Project must meet minimal standards of clarity of exposition in that words are used correctly, explained and defined where necessary.
 - The project must be written in conformity with accepted standards of spelling, grammar, sentence structure, punctuation, and page numbering.

- Completeness
 - The Project must meet the standards addressed above, and include:
 - title and author on outside cover of binder;
 - title page (see sample following);
 - 200-word abstract;
 - Preface and Acknowledgements;
 - Table of Contents;
 - Body of report to contain the following components:
 - statement of the general subject;
 - objectives or purpose of the project;
 - methodology;
 - conceptual framework;
 - literature review;
 - findings or descriptive data;
 - interpretative or descriptive data;
 - limitations of current study
 - conclusions;
 - implications for future research;
 - implications for social work practice;
 - appendices
 - references; and
 - appropriate footnotes in APA form.

b. Masters Project Title Page Template. This form is also available at:
[http://socialwelfare.stonybrookmedicine.edu/system/files/Masters Project Title Page Template.pdf](http://socialwelfare.stonybrookmedicine.edu/system/files/Masters_Project_Title_Page_Template.pdf)

[Project Title]

By

[Your Name]

A Masters Project submitted to the faculty of the
School of Social Welfare, Stony Brook University,
in partial fulfillment of the requirements for the
Master of Social Work Degree.

Date

Sponsor's Name (Print)

Reader's Name (Print)

Sponsor's Signature

Reader's Signature

IV. Performance in Field Education (See Graduate Field Education Manual for details)

Field and class work are integral parts of a single educational experience. A well-rounded education in social welfare is best obtained by the integration of theory and practice. Therefore, in the first year of field education (HWC 500-501) students must be enrolled concurrently in the required social work practice course (HWC 513-514). In the second year of field education (HWC 502-503) students must be enrolled in HWC 515/516-517/518. Thirty-three weeks of field education are required each academic year (i.e. at a minimum of 14 hours per week). Requirements for graduation include a minimum of 16 credits in field education.

Field education experiences are available in a broad range of human service programs that meet the needs of individuals, families, groups, and communities. Practicum sites are located throughout Nassau and Suffolk counties, and the greater metropolitan New York area.

Typically graduate students must complete a minimum of 16 credits of field education that are accrued each year at the rate of 4 credits per term, that is, 14 hours per week over a 33-week academic year. Advanced Standing students are required to complete 21 hours per week over a 33-week academic year, 6 credits per term. Field education typically takes place Monday through Friday during the day and early evening. Some placements accept blocks time of less than 7 hours per day, but no placement will be arranged with blocks of less than 4 to 5 hours at a time. Placements that offer all evening and/or Saturday hours are few and therefore students should be prepared to offer day hours for placement purposes.

Students are evaluated for field education by their ability to achieve competence as defined for generalist and advanced generalist practice. The School has developed a set of behaviors that comprise each competency, and students are evaluated on each behavior of each competency. Additional criteria for Performance in Field Education are described in the Undergraduate Student Field Manual and the Graduate Field Manual. Students are evaluated according to the competency level they are expected to attain (first year MSW field internships and advanced generalist competencies for the second year MSW field internship).

The Field Education Department provides field instructors with Performance Expectations as a tool to guide their efforts to assess and evaluate student learning. The expectations are organized according to the nine Competencies and by expectations for generalist and advanced field education expectations. The Performance Expectations reflect behaviors that should be accomplished by the end of each semester and guide teaching, assignments, and skill

development as an ongoing process. Student are expected to develop and strengthen competency throughout their field placement with the goal to achieve competency at their level of study.

The School requires written evaluations at the end of each semester. The written evaluation should reflect prior discussions between field instructor and student and describe progress on achieving competency and areas for further development. The field instructor is responsible for completing the evaluation. The student must be given the opportunity to read the evaluation. The field instructor and student then discuss it and may agree on changes. Both sign the completed evaluation, and students may write an addendum. The completed evaluation is submitted to the Office of Field Education.

An evaluation is completed at the end of each semester of field education. Students are rated on each behavior, and these scores are added together for a score on each competency. Each of the evaluations (Generalist and Advanced Generalist) use the same rating scale ranging from: **N/A – NEVER** discussed in supervision or **NEVER** assigned; **IP (1) – Insufficient Progress:** Has little understanding of the competency; rarely demonstrates the behavior but has had multiple opportunities to demonstrate; **UP (2) – Uneven Progress:** Demonstrates a beginning understanding of the competency and struggles with implementation of the behavior in their work; **IC (3) – Increased Consistency:** Shows evidence of understanding the competence required and continues to strengthen consistency by applying behaviors in their work; **C (4) – Competence:** Understands the competency required and is consistent in applying the behaviors in their work; and **OC (5) – Outstanding:** Demonstrates an exceptional ability to effectively integrate the behavior into their practice.

The student who fails to master the competency is rated with a 1 as Insufficient Progress. The student who is beginning to gain an understanding of the competency behaviors receives a 2 or uneven progress. Those that are becoming more consistent in applying behaviors in their work receive a 3 or increased consistency and those that are consistent in their application receive a 4 or competency. For those students that show an exceptional ability they receive a 5 or outstanding. The School expects students to perform at the competency level (4) for each competency by the end of the academic year. As described in AS 4.0 Assessment the Field Evaluation is one of the instruments by which Stony Brook School of Social Welfare measures student competency.

Each evaluation has a section for a description of the tasks and assignments. Included in the evaluation is an overall statement completed by the field instructor about the student's abilities, growth and areas of continued work. The student is expected to contribute to the assessment of his/her learning and to develop objectives for future professional development.

The student completes the page entitled Student's Self-Evaluation of the Field Learning Experience providing them with the opportunity to rate their learning experience at their placement site. They rate their participation in learning, their overall growth through the academic term, and their progress in developing a professional identity.

The School assumes responsibility for final decisions on educational matters. Field faculty assign grades for field education after the evaluations have been received based on a review of the evaluation and discussion with liaison.

In the MSW program Field Education (*HWC 500 - HWC 503*) is graded Satisfactory (S), or Fail (F). A Fail grade in Field Education automatically places a student on probation; the student may not advance to the next semester's Field and Practice courses, and the matter is referred to the Academic Standing Committee. Reserved (R) grade is used where the time requirement has not been met, or where there is serious question regarding a student's performance, or more time is needed before a definitive decision regarding a grade can be made or when an evaluation has not been submitted.

V. MSW Program Requirements and Academic Guidelines

A. Time Limit for Program Completion

Students must complete all requirements for graduation in a period no longer than five years from the date of their matriculation at the school.

B. Credits

Students in the standard graduate program must successfully complete a minimum of 64 credits. A minimum of 16 of these credits must be earned in field education. Professional foundation requirements must be met. Advanced Standing (Pathway I) students must successfully complete a minimum of 36 credits and a minimum of 12 credits of these credits must be earned in field education.

Students in the standard graduate program must complete a minimum of nine (9) credits of electives with a minimum of six (6) credits of advanced practice electives. Advanced Standing students must complete a minimum of six (6) credits of advanced practice electives. Advanced practice electives are taken as part of the student's Advanced Curriculum (i.e., second year).

An Enrichment elective is one that provides an overview or broad based exposure to the topic under consideration; for example: Overview of Substance Abuse, Issues in Popular Culture, Issues in Higher Education, and Social Work with Special Populations. Enrichment electives are open for enrollment to Undergraduate, First year MSW and non-matriculated students as well as to Second Year MSW students.

An Advanced Practice elective is one that considers the topic in more depth. It provides a specific focus on the issues and often addresses the interventive concerns related to the topic; for example: Seminar on Family Violence; Advanced Social Work with Groups, Proposal Writing and Individual and Family Treatment of Alcoholics and Substance Abusers. Advanced Practice Electives are only open to second year MSW students.

The requirement which specifies that each student takes a minimum of six (6) Advanced Practice Elective credits ensures that students are not graduating with a majority of broad-based exposure to issues, but instead have exposure to a more in-depth consideration of the topics and issues covered by their elective choices.

Students carrying three day placements during an academic year (6 + 6 field education credits) may substitute the extra credits earned for one, three (3) credit enrichment elective if taken in their first year or one 3 credit advanced practice elective if taken in their second year. This does not apply to Advanced Standing students (Pathway I).

Students are required to register for a minimum of 12 credits per semester,* although the average load is 16 to 18 credit hours per semester. Students may not register for more than 21 credits per semester.

1. Waivers.

Professional Foundation Courses

Professional foundation required courses (Human Behavior and the Social Environment, Research, Parameters of Health and Social Welfare and Social Work Practice if taken in conjunction with satisfactorily completed field education) and if taken as a student at a CSWE accredited MSW program, may be waived by the Associate Dean for Academic Affairs or the Coordinator of the sequence. The course, with a grade of B or better, must have been taken no more than five (5) years prior to matriculation at the School of Social Welfare.

Students Accepted as Second Year Transfers from a CSWE Accredited Graduate Social Work Program

Students accepted into the program as second year students (on the basis of satisfactory completion of a full year, including field education, at another CSWE accredited school of social work within four years prior to matriculation at the SSW) must obtain waivers for the required courses that they would have needed to have taken during their first year. This process must be completed before the end of the add/drop period of the first semester that the student enters the school. (Required courses not waived must be completed satisfactorily in order for the degree to be granted.)

Procedure

A typewritten or legibly printed PETITION FOR WAIVER form (obtained from the SSW Office of Student Services) must be submitted by the student with a transcript, course description(s) and course outline(s) of the courses completed elsewhere being used as the basis for the waivers that are being requested. Additional documentation regarding the course(s) may be requested. Students may be required to take an examination for the course for which they are requesting a waiver. Faculty ruling on the request will evaluate the material submitted and indicate their approval or non-approval, on the Petition form. The Petition form is then submitted to the SSW Office of Student Services. If approved, the student's transcript will indicate that the particular course has been waived and will indicate a Pass grade with 0 credits earned.

Since waivers do not earn credit, the issuance of waivers does not decrease the number of credits the student must complete in order to graduate. In some cases, however, students may also

* Students may take fewer than 12 credits only in the *semester* in which they are candidates for graduation, except for Pathway II and III students who may take fewer than 12 credits in the *year* in which they expect to graduate.

receive transfer credits for waived courses. In order to receive any credit for these courses, (where applicable) students must also initiate and complete the procedure for transfer credit. See below to determine applicability (II A&B) and procedures for obtaining transfer credits.

2. Transfer Credits.

Transfer from a CSWE Accredited Graduate Social Work Program

Students who have matriculated at a CSWE accredited graduate social work program may be awarded up to one year (32 credits) of transfer credits for the satisfactory completion of a full year of course work which included two semesters of field education. Credit will be awarded only for work with a grade of B or better taken within five years prior to matriculation at Stony Brook School of Social Welfare. In such circumstances, students must obtain approval to transfer credits for all the required courses that they would have taken during their first year at the SSW. Field education evaluations must be submitted in order to obtain credit for field education. This process must be completed before the end of the add/drop period of entrance into the SSW.

Students who have matriculated at a CSWE accredited graduate social work program, whose work did not include one year of field education, may transfer a maximum of fifteen (15) credits of course work completed with a grade of B or better taken within five years prior to matriculation in the SSW. Upon review of the course description, it will be determined whether the elective is an Advanced Practice elective or an Enrichment elective.

A maximum of nine (9) credits that have been earned as a non-matriculated student at a CSWE accredited graduate social work program prior to matriculation in the School of Social Welfare, may be approved for transfer credit. This includes credits earned at the School of Social Welfare and must have been taken within five years prior to matriculation at our School.

Transfer of Non-Social Work Graduate Credits

Transfer credits may be awarded to students for non-social work graduate level courses previously completed with a grade of B or better (within five years prior to matriculation) taken at an accredited university. A maximum of 3 credits may be awarded. No transfer credit can be given for credits used for another earned degree, although students may obtain waivers for such courses, if applicable. The course for which transfer credit is requested must be related to social welfare.

To apply for transfer of credits, a Petition for Transfer Credits form, obtained from the School's Office of Student Services, must be submitted along with copies of material related transcripts, field work evaluations, course descriptions, and course outlines. The Director of the MSW Program will review the submitted documents and render a decision.

Credit for Life Experience

No academic credit is given for life experience or previous work experience.

C. Registration and Maintenance of Matriculation

1. Maintenance of Matriculation

All MSW candidates must register for each academic period unless they have been approved for a leave of absence. Students not registered in course work and/or field education, but not approved for graduation because of incomplete work, must maintain matriculation until they are approved for graduation. They must register for at least the one credit course (HWC 599 Maintenance of Matriculation) during each academic period and must do so according to the regular registration procedure. Credits earned for HWC 599 may not be counted toward the total number of credits required for graduation.

2. Course Load

Students may not register for less than 12 credits or more than 21 credits per semester. Students carry an average load of 16-18 credits per semester.

Pathway I: Advanced Standing Students

Advanced Standing students carry 18 credits per semester (for 2 consecutive semesters)

A minimum of 6 Advanced Practice elective credits are required for Advanced Standing (Pathway) I students.

Pathway II and III: (MFT) Students

Pathway II and III (MFT) students must maintain a load of 13 credits except in their last one or two semesters. A minimum of nine (9) elective credits are required and six (6) of the nine (9) credits must be Advanced Practice elective credits.

3. Registration Procedures

Students register using SOLAR during a designated registration period. Students are responsible for knowing the requirements for completion of the program and planning their schedules accordingly.

a. Change of Registration – Add/Drop Period

Students may change their registration only by completing the appropriate add/drop forms, including the signature of the instructor(s) of the course(s) added.

No course may be added or dropped after the second week of classes, except by petition procedure, with a form obtained in the SSW Office of Student Services and the payment of a fee per petition.

b. Late Registration

A late registration fee is charged by the University.

D. Progression to the Advanced Curriculum

Students complete one year of field education (HWC 500 and HWC 501) and social work practice (HWC 513 and HWC 514) before progression into the Advanced Curriculum. All other required foundation courses must be completed prior to progression into the advanced curriculum. The Modified Programs (Pathways II and III) allow students to complete HWC 509 and HWC 510 in the advanced curriculum. Advanced Standing Students are admitted directly into the Advanced Curriculum. (See Grading: Policies and Procedures; and Program Requirements: IV. Curriculum Structure and Content for more information).

E. Grade Point Average (GPA)

A cumulative grade point average of “B” (3.0) or better is required to remain in good standing.

VI. Academic Advisement and Educational Planning

The educational planning process is the primary means by which students formulate their educational goals and professional career planning with the help of an assigned social work faculty advisor. Students are assigned to faculty advisors when they enter the program, and normally, they will have the same advisor for the duration of their enrollment at the School. Students are also assigned a field education faculty liaison each year who acts as a resource to field education planning and field education learning. The choosing of field placements and the assignments of responsibilities in those placements is discussed by students and field liaisons in line with their professional interests and career plans.

Faculty advisors and field liaisons discuss academic progress with students throughout their time in the program. Academic advisement is an essential component of a student’s overall experience within the School of Social Welfare. All students are assigned to a member of the faculty who serve as their faculty advisors throughout their time in the program. Students are encouraged to bring their thoughts and concerns regarding classes, field placement, and other professional or career issues to the attention of your faculty advisor. If a problem or concern develops, they are encouraged to bring it forward in a timely manner. Academic and professional advising is delivered in three ways:

1. Academic Advising- Academic advising refers to the normal on-going discussions between faculty and students regarding the students’ educational and professional plans, progress, problems and grievances. Meetings between students and advisors can be initiated by either party and may occur at any time. Advisement meetings provide an opportunity for discussion of students’ educational plans and goals and educational performance in the program. These meetings also provide an opportunity for exploration of the existence of student grievances. Academic review does not formally alter a student’s academic standing. The results of this review, however, may serve to initiate further action regarding both academic and/or non-academic problems and/or grievances.

Students also have responsibilities to obtain advising on academic and professional issues. The students should:

- ascertain early in the first semester whether their assigned advisor's schedule is compatible with their own. If not, the advisor can be changed.
- provide ongoing current information: address, phone number and schedules, to the SSW Office of Student Services, the advisor, and the Office of Field Education;
- initiate meetings with the advisor during each semester. Students are encouraged to initiate meetings with the advisor at any time that issues, concerns and/or grievances exist for them and to have a minimum of one contact each semester.
- use this opportunity to:
 - consult with their advisor in order to discuss the student's ideas regarding academic and career goals, and to engage in educational planning;
 - receive guidance on selection of courses;
 - obtain and share information about community activities related to the program;
 - discuss any problems and/or grievances.

Occasionally there are circumstances in which a change of advisor is indicated. BSW and MSW students in good academic standing have the option of changing advisors at any time. They must obtain the agreement of the person to whom they wish to be assigned. BSW and MSW students can submit a change of advisor form to the School's Office of Student Services Office. They can access the form on the website at this link:

http://socialwelfare.stonybrookmedicine.edu/system/files/Change_of_Advisor_Request.pdf, or from the office. The form has to be signed by the student, the new advisor, and the original advisor and forwarded to either the Director of the MSW Program or the Director of the BSW Program with copies to the Office of Student Services, former advisor, and new advisor. Students who are not in good academic standing, are in the midst of an academic review process, or are on academic probation, may only change their advisors with approval of the Academic Standing Committee.

2. Field Advising – Field advising is another way that students receive academic and professional advising. Incoming students receive a package of materials soon after their acceptance; it includes requirement and expectations about field education, and a Field Education Placement Planning Form which requests logistical information, interest areas and career goals. A field faculty member is assigned to each incoming student and that faculty member begins the placement process by assessing a variety of factors including the student's interests, background, education, and previous experience. The assigned faculty member then locates an appropriate site that will provide the student with an appropriate learning environment. The faculty maintains contact with the student and the agency throughout the placement process. A pre-placement interview is required. The student visits the agency and meets with the field instructor, or field education coordinator. The student, field education faculty, and prospective agency/field instructor engage in determining the suitability of the placement and the specifics of the educational plan in light of the student's career goals.

During the spring semester of the first year, students begin the process of field placement selection for their second year. The student completes a "Second Year Field Education Planning Form" which includes information on the student's interests, goals, and the nature of the student's current placement. Once completed, an appointment is scheduled with a member of the field education faculty to further discuss placement opportunities. Field education faculty actively

engages second year students in the selection of their placement. Learning needs, strengths, and areas of focus for second year are identified in the meetings between field faculty and the student so that a placement match can be made. Once possible options are identified, field faculty contact the agency and communicate as much information as is needed to secure the best possible match for each student. Students then visit the agency for a pre-placement interview with the field instructor/student coordinator and the suitability is determined.

Each student is also assigned a field liaison who works with the agency, the student, and the field instructor to ensure that the agency is offering appropriate assignments and supervision, that the field instructor is working with the student to make use of their assignments to achieve competency, and the student is using all the opportunities to learn. Often, it is the field liaison who knows the students strengths, challenges, interests, and career goals most intimately. It is the field liaison, often, in discussions around the placement who provides on-going professional advising.

3. Orientation and The Red Bag Series – Orientation and the School’s Red Bag Series are additional ways the students get information, register, learn about career options, prepare for licensing etc. The Red Bag Series is a planned and regular but informal seminar that provides the School of Social Welfare undergraduate and graduate students with the skills and resources necessary to thrive at and persist through the SSW curriculum and the University. The Series provides an opportunity for BSW and MSW students to interact with peers, alumni, and University representatives. Through collaborative efforts and shared resources, social work students become acclimated to the campus culture; learn how to navigate their way through the University; increase their advocacy awareness and social justice efforts; utilize support services; learn about career options, and develop the skills needed to persist through to graduation and beyond.

Throughout the academic year, September to May, students attend educational and advisement workshops designed to assist with transitioning into the School and the University, build confidence, and foster a sense of community. Each *Red Bag Lunch & Dinner Series* is specifically designed to ensure student success.

VII. Attendance, Participation, and Grading

A. Religious Holidays

The University is committed to ensuring that all students have the right to pursue their education while practicing their faith. Students are expected to notify their professor **in advance**, but definitely before the final date of the ‘add/drop’ period, of their intention to be out for religious observance. They can discuss with their faculty members how they will be able to secure the work covered.

Please read the full university policy on Religious Holidays at:

<http://www.stonybrook.edu/registrar/forms/RelHolPol%20081612%20cr.pdf>

B. Attendance

Students are expected to attend all classes on time and remain for the entire session; attendance is taken. In the event that students need to miss a class, they are expected to communicate with their instructor regarding the absence. A student who misses more than 3 classes will fail the course. Absence, lateness and/or early departure will reduce a student's grade.

C. Class Participation

Everyone's participation provides a valuable contribution to the learning. The classroom is not just a place for you to receive information; it provides an opportunity for you to learn from your colleagues and for them to learn from you. To achieve this, attendance and participation of all involved is a requirement.

D. Course Evaluation

Your feedback about courses is valued and utilized to inform the academic experience at the university. Course evaluations are done electronically, and the information is anonymized before being provided to the School and University. Combined evaluation results are available to Stony Brook University students and are thus also a resource for students.

Please be sure to complete all course evaluations at the end of each semester so that your feedback may be included.

E. Online Courses

The school offers a limited number of online courses. Participation expectations are outlined in the syllabi of the individual online courses.

F. Grading Policies and Procedures

1. Assignment of Grades

The University records final grades in each course, including field education, at the end of each academic period. Grades assigned at the completion of a course are as follows:

Letter Grade	Grade Points
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
F/IF	0.00

a. Satisfactory/Fail

A satisfactory/Fail (S/F) grading policy is used in *Field Education (HWC 500, 501, 502, 503)*, *Continuation of Master's Project (HWC 508)*, and *Maintenance of Matriculation (HWC 599)*.

b. Incompletes

“I” (Incomplete) grades are given at the discretion of the instructor when a student is unable to complete all course requirements because of circumstances beyond his/her control.

If a student receives an “I” (Incomplete) in any of the prerequisites for the courses listed below, all requirements must be completed and a passing grade submitted by the instructor one week prior to the beginning of the semester in which any of the courses are being taken. Otherwise the student will be deregistered from the course and will not be able to attend. Grades can viewed on SOLAR at the end of each term.

The following required courses have prerequisites:

Required Course	Prerequisites
HWC 501 Field Education II	HWC 500 and 513
HWC 502 Field Education III	HWC 500, 501, 513 and 514
HWC 503 Field Education IV	HWC 502, 515 and 516
HWC 505 Human Behavior and the Social Env't II	HWC 504
HWC 510 Parameters of Health and Social Policy II	HWC 509
HWC 512 Research II	HWC 511
HWC 514 Social Work Practice II	HWC 500 and 513
HWC 515 Advanced Social Work Micro Practice I	HWC 500, 501, 513 and 514
HWC 516 Advanced Social Work Macro Practice I	HWC 500, 501, 513 and 514
HWC 517 Advanced Social Work Micro Practice II	HWC 502, 515 and 516
HWC 518 Advanced Social Work Macro Practice II	HWC 502, 515 and 516
HWC 519 Psychopathology and Pharmacology	HWC 500, 501, 504, 505, 513 and 514

Field Education and Social Work Practice must be taken concurrently. Students who do not satisfactorily complete HWC 513 Social Work Practice I cannot continue in HWC 501 Field Education II and HWC 514 Social Work Practice II. Students who do not satisfactorily complete HWC 500 Field Education I cannot continue in HWC 501 Field Education II and HWC 514 Social Work Practice II. Students who do not satisfactorily complete HWC 502 Field Education III cannot continue in HWC 503 Field Education IV and HWC 517 Advanced Social Work Micro Practice II and HWC 518 Advanced Social Work Macro Practice II. Students who do not satisfactorily complete HWC 515 Advanced Social Work Micro Practice I or HWC 516 Advanced Social Work Macro Practice I cannot continue in HWC 503 Field Education IV.

Under extraordinary circumstances, an instructor of an elective course, at his or her discretion, may request an extension of the original Incomplete by written notification to the Registrar before the deadline appearing in the academic calendar. Any such extension will normally be limited to the last day of classes of the semester following that in which the course was taken. An Incomplete may not be made up by auditing a subsequent offering of the course.

If a letter grade is not reported by the extension deadline appearing in the academic calendar, the “I” will automatically be changed to “I/F” and will be utilized in the computation of the grade point average. A final grade appearing in the student’s academic record may not be changed after one calendar year from the start of the term in which the grade was incurred. Students are responsible for seeing that their deadlines are met.

c. No Record (NR)

An instructor may assign a temporary “No Record” (NR) on the grade sheet only for students who have never, to the instructor’s knowledge, participated in the course in any way. An “NR” report is not to be interpreted as a grade, but only as a temporary indication of the state of affairs which requires prompt resolution, leading either to the removal of the course from the student’s transcript, whether it has appeared as a result of an error in recording the registration information submitted by the student, or to assignment of a grade. If a final grade is not reported by the deadline dates appearing in the academic calendar, the grade of “F” will be recorded.

2. Grade Point Average for Certification for Graduation

Students must have a cumulative grade point average (GPA) of B (3.00) to be certified for graduation. For the purpose of determining grade point averages, letter grades have the values shown above.

Grades and courses appearing on the student’s academic record at the time of certification for graduation cannot be changed subsequently. Students will be permitted to graduate with the grade “F” or “I/F” on the academic record in exceptional circumstances and only if the Dean of the School grants permission. Even if permission is granted to graduate, the designation of the “F” or “I/F” or “NR” will remain on the transcript.

3. Repeating Courses

With the advisor’s approval, and in consultation with the instructor, a student may repeat an elective course in which a grade of “F” was received. In extraordinary cases, the Academic Standing Committee may allow students to repeat a required course. All grades having assigned points and semester hours will be included in the grade point average, but a given course, which has been repeated, may be counted only once in satisfying credit hour requirements.

Students in the MSW program who have not met academic requirements specified under these grading policies will be referred to the Academic Standing Committee for review.

4. Grade Reports. Grades can viewed on SOLAR at the end of each term.

5. Academic Records. The student is responsible for ensuring that all academic records are accurate. Particular attention should be paid to the student's academic record on SOLAR. Missing grades, inaccurate course or section numbers, and/or inaccurate credit allocations should be followed up immediately with School of Social Welfare personnel. In some cases, students create their own inaccuracies by making errors while registering. In other cases, students fail to officially Add/Drop during the designated period. In any case, students are advised to be continually attentive to the accuracy of their academic records, and to contact their advisors and SSW Office of Student Services as soon as any problem is identified.

VIII. Academic Integrity and Professional Performance

The Stony Brook University School of Social Welfare requires its students to behave in accordance with the Student Conduct Codes of Stony Brook University and the School of Social Welfare, including the School's Technical Standards ¹and Academic Expectations. Students are also expected to embrace the NASW Code of Ethics during the course of their professional education.

Academic and Professional Standards apply to the academic program, field education placements and all activities related to students' participation in the program and/or as members of the university community. Students are expected to maintain conduct that is in accordance with these standards of practice, the field education agency, and the professional regulations of the State of New York. Students who engage in activities that are contrary to these standards are subject to review and possible disciplinary action by the School of Social Welfare and the University.

The School has set forth professional standards, alcohol, drug and gambling policies, academic dishonesty policies, and social media policies. Finally, we have established policies for grading and performance in Field Education.

A. Stony Brook University Student Conduct Code

The *University Student Conduct Code and Campus Policies* document states:

"Regulations make it possible for people to live together and function in an orderly way, protecting the rights of the community while respecting the rights of each individual. You should be able to carry on your daily business safely, peacefully, and productively while you are here; these rules and regulations have been designed to accomplish that goal. For all students, the Student Conduct Code supports compliance with the state and federal laws related to drugs, alcohol, weapons, discrimination, sexual assault or abuse, and racial, sexual, or sexual preference harassment."

All students of Stony Brook University are expected to know the provisions of and to comply with the *University Student Conduct Code* available as a downloadable document at (<http://studentaffairs.stonybrook.edu/ucs/conduct.shtml>). Information regarding campus regulations and disciplinary proceedings as well as procedures for filing a complaint, contact the

¹ Technical Standards refers to the University's requirements for students to function in the program. These are used to determine accommodations for students with disabilities.

university hearing officer in the Office of University Community Standards Room 347, Administration Building or call (631) 632-6705.

B. School of Social Welfare Student Conduct Code

The regulations set forth in this document apply to the academic program, field education placements and all activities related to students' participation in the program and/or as members of the university community.

Students are expected to maintain conduct that is in accordance with standards of practice defined by the School of Social Welfare, Stony Brook University, the field education agency and the professional regulations of the State of New York. Students who engage in activities that are contrary to these standards will be subject to review and possible disciplinary action by the School of Social Welfare and the University.

I. Professional Standards

A. While enrolled in the School of Social Welfare students shall:

1. maintain high standards of personal conduct;
2. not engage in discrimination against any person or group on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical handicap, or any other personal characteristic, condition, or status;
3. treat everyone with whom the student comes in contact with respect, courtesy, and fairness;
4. act with consideration for the interest, character and reputation of others;
5. represent accurately and fairly the qualifications, views and findings of colleagues and use appropriate channels to express judgments on these matters;
6. respect the privacy and right to confidentiality of clients and colleagues;
7. behave in accordance with agency policies and procedures;
8. behave in accordance with school and university policies; and
9. adhere to all school and university procedures.

Professional misconduct includes but is not limited to the following:

No student shall:

1. assault, threaten, harass, haze or otherwise physically, verbally, psychologically or sexually abuse, demean, ridicule or attempt to intimidate any other person connected with the university, at the field agency or in the conduct of any other activity related to the student's enrollment in the school; this includes but is not limited to bias related acts of assault or abuse, the dissemination of material (including on social media) that ridicules or demeans individuals or groups and any acts which interfere with the rights of others;
2. participate in, condone, or be associated with dishonesty, fraud, deceit, or misrepresentation;
3. misrepresent professional qualifications, education, experience, or affiliations;
4. exploit professional relationships for personal gain;
5. exploit relationships with clients for personal advantage;
6. engage in personal and/or sexual activities with clients including on social media;
7. conceal information or activities that affect the safety and well-being of clients;
8. carry a weapon on university, school or agency premises;
9. misrepresent his/her role as a student to an institution, client or to the public at large so as to mislead them in their expectations of the student's competencies and/or limitations;
10. be habitually absent or late to assigned agency, habitually leave early or fail to notify the agency of intended absence;
11. engage in commercial activities/solicitation without clearance from the person(s) or body(ies) duly authorized by the President of the University or Field Agency Director to review such activities;
12. practice and/or participate in any school academic or non-academic activity while under the influence of alcohol or drugs or mental disability not appropriately controlled;
13. delegate his/her duties to an unauthorized person;
14. falsify client or institutional records; and
15. fail to follow the University guidelines regarding the use of human subjects or laboratory animals in research or experimentation.

II. Alcohol/Drug and Gambling Policy

1. The consumption of alcohol or possession of an open container of alcohol is prohibited in campus public areas.
2. No student is permitted to sell, possess or use substances defined by New York State and/or Federal Law as illegal or controlled, on University grounds, in the field agency or while engaged in activities related to his/her enrollment in the program.
3. No student is permitted to attend class or field or engage in any activity related to the student's enrollment in the program while under the influence of alcohol or drugs.
4. No student will possess and/or introduce to the campus, and/or the field agency, while engaged in any activity related to his/her enrollment in the program any or drug paraphernalia including, but not limited to: bongs, water pipes, roach clips or hypodermic needles (not established to be specifically for the administration of prescribed medications).
5. No student shall gamble for money or other valuables on University or field agency property or in any University facility.

III. Academic Dishonesty

Academic dishonesty includes but is not limited to:

- A. cheating on course or proficiency examinations by the use of books, notes, or other aids when these are not permitted, or by copying from other students;
- B. submission of similar papers or projects in more than one course without permission of the instructors;
- C. collusion: two or more students helping each other on an examination or assignment, unless specifically permitted by the instructors;
- D. use of substitutes, sitting in for another student at an examination, or permitting someone else to sit in for oneself;
- E. plagiarism: submission of another's work as one's own original work without proper acknowledgement of the source;
- F. falsifying documents or records related to credit, grades, change of status forms (e.g. adds and drops), and other academic matters;
- G. altering an examination or a paper after it has been graded, for the purpose of fraudulently requesting a revision of the grade;
- H. use of unauthorized materials for an exam or project (e.g. use of calculators or notes on an examination where they have been prohibited); and
- I. theft, concealment, destruction, or inappropriate modification of classroom or other instructional material; e.g., posted exams, library materials, laboratory supplies, computer programs and outputs.

IV. Social Media Policy

When enrolled in the School and placed in a human service organization the student will come into contact with many individuals who utilize social media for various reasons. Students must be aware of the ways that people can get information about them, connect with them and learn about their family and friends. It is important to look at social media not only from a personal perspective but from a professional one. The professional image extends beyond the physical setting of the field agency. Clients and staff of the agency will be able to view students as they present themselves through social media. Students should be guided by social work values and ethics and this responsibility extends to the virtual world and technological world.

Students are advised to follow the following guidelines in use of social media:

1. Socializing with peers in a social setting may result in pictures and references taken within the context of a relaxed and friendly atmosphere that are posted by a friend who has not set his or her profile to private.
2. Identity relevant information that can be easily disseminated through social network sites and then shared with large and unknown numbers people and groups – including clients, employees (current or future) colleagues and professional peers.
3. Sharing content and statements on-line may fall into the category of unprofessional behavior and can reflect poorly on the student, affiliated institutions, and the profession, as well as damaging client relationships.
4. As social work students you should follow the NASW Code of Ethics. The Code responds to some of the issues we face as we use social media.
 - Section 1.06 “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.” *This may apply to “friending” or accepting friend requests;*
 - Section 1.07(a) “Social workers should respect clients’ right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. “ *This may apply to conducting online searches about clients;*
 - Section 107(m) “Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.” *Make sure there is confidentiality at both the sender and receiver end;*
 - Section 4.06(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.” *Clearly separate your identity as an individual from your identity as professional, or in connection with your placement agency, as appropriate when*

commenting/posting on blogs, social media sites. Protect relevant personal information that can be shared with others.

C. School of Social Welfare Technical Standards

Technical Standards are non-academic standards to which each student must adhere to successfully complete the program. The standards were developed collaboratively by the School of Social Welfare and the Office of Disability Support Services at SBU. They include behavioral, professional and intellectual standards. Technical standards must be met with or without accommodations.

Stony Brook University's School of Social Welfare is committed to a program of excellence. Students in our program are expected to possess and demonstrate certain attributes, abilities and behaviors necessary for success in our program. Students are expected to meet these standards both in the classroom and in their field placements with or without reasonable accommodation for disability. Stony Brook University (SBU) complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All applicants and students are held to the same technical and academic standards of admissions and training. If a prospective student who is otherwise qualified requires a reasonable accommodation, they should contact Disability Support Services at SBU.

Communication Skills – Students must be able to communicate effectively in all forms of communication including oral, written and listening with or without reasonable accommodations. Students must be able to express themselves at a professional level by demonstrating their ability to express their ideas and thoughts clearly and concisely utilizing language appropriately. Students must have the ability to comprehend English so they are able to understand and integrate the content presented in the program. In a field placement students must be able to record information accurately and clearly, communicate effectively and sensitively. Students must also be able to communicate effectively with other members of a treatment team and provide accurate information in internship settings.

Acceptance of Diversity – Students must demonstrate that they accept all people regardless of race, culture, gender, socio-economic status, national origin, age, abilities, sexual orientation, religion, and value systems. Students must respect differences and must demonstrate empathy showing a willingness to understand other's values, ways of life, and worldviews.

Self-Awareness – Students must demonstrate a willingness to engage in reflective thinking. The student must be able to reflect on their own life experiences and how these affect their work with clients, communities and organizations. Students must be willing and able to change behaviors that interfere with their practice.

Cognitive Skills – Students must demonstrate long and short-term memory, integration of theoretical frameworks and classroom knowledge with social work practice, conceptual analysis, deductive and inductive reasoning, and problem solving skills.

Integrity – The School of Social Welfare adopts the University’s Code of Conduct, The School of Social Welfare’s Student Conduct Code and the NASW Code of Ethics as the standards for the School of Social Welfare. Students must adhere to each of these codes while in the classroom and in field internships.

Professional Behavior - Students must behave in a manner that is consistent with the ethics of the social work profession. Students must be punctual, dependable, follow appropriate dress code and be willing and able to receive supervision and constructive criticism. Professional behavior also assumes that students do not have personal issues that impede performance either in the classroom, in field placement or other collegial settings. Students, who are actively impaired psychologically, emotionally, mentally and/or have distorted thought processes and/or are actively abusing illegal or legal substances, cannot fully participate in class or in a field education placement.

Interpersonal Skills – Students must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and other professionals. These skills include but are not limited to compassion, altruism, integrity, honesty, and respect for others.

Motor Abilities – Students must have sufficient motor abilities to attend class and field placement with or without technical accommodation.

Sensory Abilities – Student must have the ability through his/her senses to participate in classes and field placements. Students must acquire, integrate and apply data through use of their senses with or without technical accommodation.

D. School of Social Welfare Academic Expectations

The School of Social Welfare sets guidelines for the creation of a community of learning based upon a culture of collaboration and respect that honors rights, safety, and the dignity and worth of each person. In addition, as part of an academic institution, and in preparation for professional practice, the School of Social Welfare holds the following expectations.

- Members of Faculty facilitate your learning. The School of Social Welfare seeks to prepare students for high standards of professional practice. Assistance is available to any student who is seeking to improve their professional skills – either written or verbal. Those seeking help with professional writing and those who wish to improve their writing proficiency may obtain assistance from a variety of resources that are listed below.
- Class discussion and interaction are an integral part of your education. Students are required to attend all classes on time and remain for the full session. This expectation relates to our belief that everyone’s participation provides a valuable contribution to the learning. The classroom is not just a place for you to receive information; it provides an opportunity for you to learn from your colleagues and for them to learn from you. To achieve this, attendance and participation of all involved is a requirement.

- As participation in class discussions is strongly encouraged, doing the required and supplementary readings for mastering the course material and being prepared for class discussion is required. In support of these aims, the use of technology supports such as laptop computers and audio-recorders are at the permission of the individual professor. Cell phone use during class time, unless for emergencies, is prohibited. Likewise, texting, except for emergencies, is also prohibited.
- Each student is expected to pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty members are required to report any suspected instances of academic dishonesty and to follow school-specific procedures.

Plagiarism is defined as representing another's words as your own or falsification of credit for submitted work. Any specific questions such as co-authorship, etc. must be discussed with the faculty member(s) involved. In general, it is not permissible to use papers written for one class to be used again for another, but components may be built upon and reformulated as appropriate. This must be discussed with the professors involved. Stony Brook University provides useful and comprehensive information on academic integrity, including categories of academic dishonesty at the following link <http://www.stonybrook.edu/uaa/academicjudiciary/>

Blackboard contains SafeAssign for faculty and students to compare submitted assignments against a set of academic papers to identify areas of overlap between the submitted assignment and existing works. It is recommended to students that they familiarize themselves with this useful tool.

Students are also strongly encouraged to utilize Purdue University's reference guide regarding issues related to plagiarism. This information can be accessed at the following site: <http://owl.english.purdue.edu/owl/resource/589/01/>. Another source that discusses how to avoid plagiarism is: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Language often expresses institutional racism, sexism, etc. Sensitizing ourselves and becoming consciously aware of these expressions is important in achieving the goal of eliminating these. Therefore, as part of your professional preparation, we ask that you use verbal and written language that is non-racist, non-sexist, etc. Several examples of what is meant by inappropriate language may help to make the expectation more explicit:

- comments are made that express racial, sexual, class, heterosexual and other stereotypes;
 - written work uses masculine pronouns when reference to both males and females is intended; (see Practical Guide to Non-Sexist Language http://socialwelfare.stonybrookmedicine.edu/system/files/Guide_to_Non-sexist_Language.pdf);
 - terms are used that put people in one-down position, e.g., when terms like “girl” or boy” are used in reference to adults or young adults.
- Papers and other written work should conform to college standards of written English and paper assignments should be typed unless otherwise specified by your professor/s. There

are many resources available to help you ensure that your papers are grammatically correct and properly formatted.

- The Stony Brook Writing Center, 2009 Humanities Building, offers advice and support to all students. Contact information: (631) 632-7405.
- A list of courses is available at:
http://www.stonybrook.edu/commcms/writrhet/course_listing/description.html
- Students are also referred to Purdue University's Online Writing Lab:
<http://owl.english.purdue.edu/owl/resource/560/01/>.
- An online tutorial is available at: <http://apastyle.org/learn/tutorials/basics-tutorial.aspx>

Use the spell check capability of your word processors and refer to dictionaries for spelling, manuals of style for footnotes, bibliographies, etc.

For citations, the School requires that students adhere to APA (The American Psychological Association) format. This is available at <http://apastyle.org> and also on the Purdue University On Line Writing Lab. Please refer to the following web site for information regarding this format: <http://owl.english.purdue.edu/owl/resource/560/01/>

- The Health Sciences Library offers useful information and tutorials. For example, resources exist on how to use EndNote, a program for references and citations (<http://guides.library.stonybrook.edu/content.php?pid=207141&sid=1727723>). This software and other resources are available free of charge to students via SOLAR. These resources can be accessed at: http://it.cc.stonybrook.edu/student_guide
- In addition, the Health Sciences Library has a special site that provides important professional links related to social work. Follow the prompts at <http://sunysb.libguides.com/social-welfare>
- The School expects its constituents to demonstrate commitment to all the social work values that place high value on the worth and dignity of all people.
- We assume that everyone is always trying to do their best and that we all are striving to improve our understanding of each other's world views. This means that we expect our classrooms to create safe places for open discussion through our demonstration of respect for each other as we broach difficult and complex topics and issues.

E. NASW Code of Ethics and Standards of Practice

The National Association for Social Workers (NASW) is the national professional organization for social workers in the United States. The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections. The first section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's

main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, “Ethical Principles,” presents broad ethical principles, based on social work’s core values, which inform social work practice. The final section, “Ethical Standards,” includes specific ethical standards to guide social workers’ conduct and to provide a basis for adjudication. You are expected to familiarize yourself with and adhere to the Code of Ethics. The Code may be downloaded from <http://www.socialworkers.org/pubs/code/default.asp>.

We encourage you to review the NASW Practice Standards for a range of topics: <http://www.helpstartshere.org/about/nasw-practice-standards.html>. For example, students’ attention is drawn to the NASW Standards on Cultural Competence <http://www.socialworkers.org/practice/standards/NASWCulturalStandardsIndicators2006.pdf>.

In an increasingly international environment, it is important to view our profession from these global perspectives. Two central documents are the Universal Declaration of Human Rights (<http://www.un.org/en/documents/udhr/index.shtml>) and the Code of Ethics of the International Federation of Social Workers (<http://ifsw.org/policies/statement-of-ethical-principles/>). Both of these documents provide insights into the call for our profession to act on issues of social justice, human rights and social development.

F. Stony Brook University Sexual Harassment Policy Statement

The University reaffirms the principle that students, faculty, and staff have the right to be free from discrimination based upon gender, commonly known as "sexual harassment".

1. Harassment on the basis of gender is a form of sexual discrimination, and violates Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.
2. The University is responsible for and fully committed to the prevention and elimination of gender harassment. Super visors and department heads are responsible for promoting an atmosphere that prohibits such unacceptable behavior.
3. Unwelcome sexual advances, requests for sexual favors and verbal or physical conduct of an abusive, sexual nature constitute harassment when such conduct interferes with an individual's work or academic performance, or creates an intimidating, hostile, or offensive work or academic environment. Harassment of employees by supervisors, or of students by faculty or administrators, is unlawful. Conversely, harassment of supervisors by employees, faculty by students, or individuals by co-workers, is also unlawful.
4. The University does not tolerate gender harassment and treats it as a form of misconduct. Sanctions are enforced against individuals engaging in such behavior.

Individuals who are affected by, or are aware of, suspected cases of sexual harassment are urged to bring such situations to the University’s attention by contacting the Office of Diversity and Affirmative Action. The Office of Diversity and Affirmative Action has professional staff trained to investigate and provide assistance regarding issues of sexual harassment, and can be reached by calling (631) 632-6280. <http://www.stonybrook.edu/diversity/>

G. School of Social Welfare Policy Statement Concerning Heterosexism and Homophobia

The Mission of the School of Social Welfare is grounded in the basic principle of the absolute dignity and equality of all persons. Therefore, consistent with the Council on Social Work Education Educational Policy and Accreditation Standards and the National Association of Social Workers Policy on Lesbian, Gay, Bisexual and Transgender Issues, the School of Social Welfare believes that heterosexism and homophobia are anti-ethical to the profession of social work.

The Council on Social Work Education requires that social work educators prepare students to understand and value human diversity. It is essential for social workers to have an understanding of the dynamics and consequences of social and economic injustice including all forms of human oppression and discrimination.

The School of Social Welfare provides students the opportunity to develop the knowledge, values and skills to promote social change to implement a wide range of interventions that further the achievement of individual and collective social and economic justice.

Given the School's Mission and the requirements of the Council on Social Work Education, the curriculum must present theoretical and practice content about patterns, dynamics, impact and consequences of discrimination, economic deprivation and oppression of lesbians, gays, bisexuals and transgenders must be acknowledged.

Students must demonstrate in their conduct and activities the integration of the principles elucidated above. Failure to abide by these principles will be considered grounds for disciplinary action.

H. Bias and Hate Crimes or Bias-Related Incidents

It is a Stony Brook University Police mandate to protect all members of our community by preventing and persecuting bias or hate crimes that occur within the campus's jurisdiction. The University is also committed to addressing bias-related activities that do not rise to the level of a crime. These activities, referred to as bias incidents, and defined by the University as acts of bigotry, harassment, or intimidation directed at a member or group with the University community based on national origin, ethnicity, race, age, religion, gender, sexual orientation, disability, military (new status/protected class) veteran status, color, creed, or marital status, may be addressed through the State University's Discrimination Complaint Procedure or the campus conduct code. <http://www.stonybrook.edu/diversity/services/investigation/state.html>

IX. Academic Standing, Student Conduct, and Grievances

This section of the document sets forth the policies and procedures of the School of Social Welfare/HSC/Stony Brook University, with respect to the academic standing of students, of students' compliance with the Student Conduct Codes, and the student grievance and appeals procedures. It is understood that the general philosophy underlying these policies and procedures is not one of instituting punitive measures or attempting to constrain the activities of students that are appropriate to and consistent with the School's educational philosophy, mission, policies, and goals. Rather, they are intended to enhance the degree to which the School can be

responsive to individual situations as early as possible in order to avoid the development of serious problems, and address student grievances in a timely fashion. It is also recognized that the School has the responsibility to make decisions regarding the ability of students to perform in accordance with accepted academic and professional standards, and as such, has the responsibility and the right to review and act in accordance with the School, Health Sciences Center, and University policies on student conduct and academic standing issues.

These policies are intended to clarify and facilitate the School's ability to:

- identify individual conduct and academic situations which require attention;
- provide review of such situations;
- develop whatever action is necessary to remedy such situations;
- take appropriate administrative action; and
- provide a procedure for dealing with student grievances.

A. Student Status

Student academic status encompasses the following:

1. Good Standing. Students must maintain a cumulative grade point average (GPA) of B (3.00) to remain in good standing.

2. Loss of Good Standing. Students whose cumulative grade point average (GPA) falls below B (3.00) at the end of any one semester will automatically be placed on academic probation for the following semester and be reviewed by the Academic Standing Committee. All students in this situation must contact their academic advisor. If the grade point average does not reach a B (3.00) by the end of the probationary period the matter will be considered by the Academic Standing Committee for further action.

Students who receive an F in field education (HWC 500, 501, 502, 503) or the Social Work Practice courses (HWC 513-518) for any one semester will automatically be placed on probation and the matter will be referred to the Academic Standing Committee. All students in this situation must contact their academic advisor.

3. Probation, Suspension, Withdrawal, Unauthorized Withdrawal, Termination.

Probation

Students may be placed on probation in accordance with the policies and procedures set forth in this document. Probation means that the student is no longer in good standing. A student on probation must meet formally stated requirements in a specified time period in order to be reinstated to good standing. A student who does not meet such requirements may: (a) have the probationary requirements extended; (b) may be offered the option of voluntarily withdrawing from the program; (c) be suspended; or (d) terminated from the program. In cases of withdrawal, students who wish to reenter the program must reapply through the regular admissions process.

Suspension

Suspension refers to formal action in which a student loses all rights and privileges to participate in the academic program as of the date of such suspension. Students who are suspended may not register for any subsequent academic period until such suspension is lifted. The usual period of suspension is for one academic year and may be shortened or extended. Periods of suspension count towards the five-year period within which the degree requirements must be completed.

Withdrawal

Students may apply for voluntary withdrawal from the program. Students who withdraw lose all rights and privileges to participate in activities of the School and may not register for any subsequent academic period unless readmitted through the regular admissions process.

Procedure

Withdrawal from the School, for any reason, will be recorded only when written notification of the withdrawal is submitted by the student and is received by the Office of Student Services of the Health Sciences Center from the School of Social Welfare's Office of Student Services. The date stated on the official withdrawal form and not the date of the last class attendance is considered the official date of withdrawal. Non-attendance or notification to instructors does not constitute official withdrawal.

Unauthorized Withdrawal

Students who do not return at the start of a semester without following official withdrawal procedure are considered to have taken an unauthorized withdrawal from the program. They will be terminated from the program. Students who leave school during a semester without following official withdrawal procedure are considered to have taken an unauthorized withdrawal from the program. They will be terminated from the program and will be reported as having failed all courses for which they were registered.

Termination

Students may be terminated from the program by action of the Dean. Such students lose all rights and privileges to participate in the activities of the School and may not register for any subsequent period.

4. Leaves of Absence. Students may be granted a leave of absence for a period of time up to one year. If the leave of absence is granted beginning in the Spring semester it may be granted for up to three consecutive semesters, after which the student must register in order to remain in good standing. Students should be aware that the integrity of the educational experience would be paramount in decisions regarding leaves of absence and conditions for

return. All leaves of absence time counts toward the five-year period within which the degree requirements must be completed.

Return to the program will require careful planning with both the academic advisor and the Field Education Office due to the sequencing of courses and field placement requirements. Please note that the School cannot guarantee a one- semester field placement.

Procedure

Leaves of Absence are granted by the Dean or Associate Dean for Academic Affairs. Students must submit a written request for a Leave of Absence stating the reasons, to their faculty advisor, with a copy to the School of Social Welfare's Office of Student Services. The advisor will ascertain the student's academic standing in class and field, after which the advisor's written recommendation will be forwarded to the Associate Dean for Academic Affairs.

Students planning to return after an approved leave of absence need to plan with their faculty and field education advisors during the semester prior to their return, and must follow registration and field planning dates.

Students must register for the semester immediately following the end of their approved leave or they will be considered to have taken an unauthorized withdrawal from the program.

B. Conditions Under Which Academic Standing, Student Conduct and/or Grievance Action May Be Initiated

The School's Academic Standing Committee is responsible for reviewing and evaluating performance standards for Undergraduate and Graduate Students. These include academic standing, professional conduct, and performance in field education.

The Committee serves as an advisory entity to the Dean and is responsible for reviewing and evaluating situations of undergraduate and graduate students in which a student's academic standing and continued matriculation may be at risk. The Academic Standing Committee also considers student grievances. The responsibility of the Academic Standing Committee is to engage in a systematic and thorough process of inquiry to gather relevant information regarding the situation, meet with the student to discuss the situation (whenever possible), and provide a summary and recommendation regarding the reviewed situation.

Consideration of a student's academic standing, student conduct and/or grievance may be initiated by the student or a faculty member when: 1) a student believes that she/he has a grievance in relation to his/her status as a member of the school/and or university; 2) conditionally admitted students do not fulfill the conditions for admission; 3) the student does not maintain a satisfactory grade point average; 4) the student is experiencing difficulty in meeting standards in course work or in field work; 5) the student is having difficulties in, and 6) there is a question of the student having violated the Academic Integrity or Professional Standards policies.

C. Procedures

Academic standing procedures are as follows:

1. Review of Grade Point Average

At the end of each semester, each student's grade point average is reviewed. Any student whose record indicates they are not meeting GPA requirements in course work and field education will automatically be placed on probation. A letter will be sent to the student to inform him/her, with copies to the advisor and SSW Office of Student Services file. The advisor may discuss the student's probationary status with other faculty.

2. Academic Assessment Meeting

If the student is in danger of not meeting conditions to remain in good standing or graduate, an academic assessment meeting is held. This meeting can be convened at the request of one or more faculty members; at the request of the student; or at the request of the Office of Field Education. This conference may be initiated to discuss: (1) issues regarding the student's educational plans and performance in the program; (2) issues of student conduct; (3) grievances related to the student's academic or non-academic experiences which the student believes have not been satisfactorily resolved. Typically, such a meeting would be convened to devise a plan to address the problem. A report of the meeting will be prepared by one of the faculty members who participated in the meeting and distributed to all the participants. In this report the outcomes and timetables that have been developed to deal with the identified problem will be specified. A copy of this report is placed in the Office of Student Services file. Possible outcomes of this academic assessment meeting may be: 1) a satisfactory resolution of the problem or grievance; 2) development of a plan to address the problems/grievances; or 3) referral of the matter to the Associate Dean for Academic Affairs to request that the matter be reviewed by the Academic Standing Committee. Students may also appeal the recommendation of the Academic Assessment meeting to the Academic Standing Committee. If the matter is referred to the Academic Standing Committee, a copy of the report is sent to the Chairperson who presents the matter to the Committee.

3. Filing a Grievance. Should a student decide to initiate formal grievance, he/she must file a written complaint addressed to the student's advisor with a copy to the Chairperson of the Academic Standing Committee.

4. Review by the Academic Standing Committee

The Academic Standing Committee is chaired by the Assistant Dean for Academic Affairs, and includes three faculty members, (at least one whom is a member of the BSW faculty and one whom is a member of the MSW faculty) appointed by the Dean, in consultation with the program chairs; and the Director of Field Education or her designee. The Director of Student Services serves ex-officio.

When a student is not in Good Standing or is alleged to have violated an Academic Integrity and Professional Standard, the first step requires that the student consult with the faculty advisor, or field liaison, whichever is relevant, in an academic assessment meeting. If the issues cannot be resolved at that level of discussion, or in cases of alleged violations of academic integrity or professional performance, the Academic Standing Committee is convened. The faculty advisor, student, and other involved persons are invited to attend the meeting. The student receives written notification of the meeting date and time, has the right to attend the meeting to present pertinent information and participate in the discussion, and may have student representatives present at the meeting.

Following discussion of the issues by the participants at the meeting, the student, faculty advisor, and any parties withdraw and the committee meets in executive session to deliberate. The Committee may make any of the following recommendations to the Dean: 1) no further action is required; 2) a plan for measures to be taken to improve the student's performance or to resolve the grievance; 3) the student be placed on probation, be suspended or terminated from the School; or 4) an exception is made to permit the student to repeat courses or continue to attend classes and or field education.

After the Committee formulates a recommendation, the student and faculty advisor return to the meeting to hear the Committee's recommendations. The Assistant Dean for Academic Affairs sends the written synopsis of the Academic Standing Committee to the student, the Dean, and copies of both go in the student's file.

Students may appeal the recommendation of the Academic Standing Committee in writing to the Dean within 10 business days. Appeals must be based on a) new evidence that has come to light since the meeting, or b) a violation of procedure. The Dean reviews the appeal, and sends a written determination to the student within 10 business days of receiving the appeal.

It shall be understood that this procedure is an internal School and/or agency matter and not legal proceeding. No participant shall be entitled to other advocates and/or legal representation.

XI. Student Services

A. School Community Time and Class Schedule

An addition to the school schedule beginning in Fall 2015 is a 12:00 – 2:00 p.m. School Community Time for participating in student and university activities, attending workshops and seminars, and meeting with faculty and fellow students.

The class schedule on Mondays through Thursdays will have courses 9:00 a.m. – 12:00 p.m., 2:00 – 5:00 pm, and 6:00 – 9:00 p.m. On Fridays, courses will meet 9:00 a.m. – 12:00 p.m. and 12:30 – 3:30 p.m. Saturday courses will meet 8:30 – 11:30 a.m., 12:15 – 3:15 p.m., and 3:30 – 6:30 p.m.

B. Graduation

Preliminary certification for Graduation

Every student planning to graduate must apply by the published deadlines for graduation, in the semester in which he/she expects to complete all graduation requirements. (Graduation application cards are available in the SSW Office of Student Services). The deadline for application is usually the third week of the semester in which the student expects to graduate. Under no circumstances will students be eligible to receive the degree in a particular semester if the application has not been completed on time.

The following materials (package) must be submitted to the Director of the Graduate Program by advisors for each student.

- a Petition for Graduation form (available at: [http://socialwelfare.stonybrookmedicine.edu/system/files/Petition for Graduation forms.pdf](http://socialwelfare.stonybrookmedicine.edu/system/files/Petition_for_Graduation_forms.pdf)) and a copy of the student's transcript from the student to the advisor setting forth the following:
 - a request to graduate in May, August, or December;
 - a declaration that all requirements for graduation have been met as follows:
 - documentation that the professional foundation requirements have been met. Also, documentation of waivers, if any, which were granted;
 - documentation that 64 or more credit hours have been completed by listing all courses taken, number of credits for each course, and total number of credits;
 - declaration that a minimum of 16 (12 for Pathway I: Advanced Standing students) credits have been in Field Education and documentation of when Field Education was taken and number of credits received;
 - declaration that the requirements for electives have been met (that is, a total minimum of 9 elective credits, including whether the minimum required 6 credits of Advanced Practice electives has been met);
 - declaration that the student has a cumulative grade point average of 3.0 or better.

A memorandum and the SUMMARY CHECKLIST from the advisor to the Director of the Graduate Program, approving the student's petition and recommending certification for graduation.

The above material will be reviewed by the Director of the Graduate Program and sent with his/her recommendation to the Dean. The recommendation will correspond to the advisor's recommendation, except in a case where:

- the package is not complete: student petition or an advisor's recommendation is missing;
- the records and transcripts of the Office of Student Services show F's, Incompletes or unexplained NR's or blank grades;

- in all cases where a student has not completed all requirements in the semester for which he/she has applied for graduation, the student must:
- complete all requirements by the first week of the following semester, or;
- withdraw the current application for graduation and reapply for graduation in the semester in which he/she expects to graduate;
- maintain matriculation by registering for HWC 595 – Maintenance of Matriculation (1 credit) with their advisor's section number.

If the student misses the deadline for applying for graduation, the student will need to apply for graduation for the following semester and maintain matriculation as previously indicated.

Please note that completion of the petition and checklist do not constitute final certification for graduation. They are preliminary documents, pending final grades.

C. Preparation for Social Work Licensing

The social work program provides the courses required for pursuing social work licensing in New York State at the LMSW (Licensed Master Social Worker) and LCSW (Licensed Clinical Social Worker) levels. If you imagine pursuing licensing in another state, please check individual states' licensing course requirements as you plan your elective course choices.

You are strongly encouraged to take the social work licensing exam as soon as possible after your graduation. Preparation materials and courses are available in the community.

D. University and School Websites

We encourage you to explore the University's and School's websites. The Stony Brook University website (www.stonybrook.edu) contains a tremendous amount of information about Academics; Facts and Resources; Health and Safety; Leisure; Living, Dining, Working; Policies and Procedures; and Transportation and Parking.

Information regarding safety on campus can be found at:
<http://www.stonybrook.edu/sb/safety.shtml>.

The School of Social Welfare website (<http://socialwelfare.stonybrookmedicine.edu/>) provides information about the school and school policies, as well as links to forms, handbooks, calendars, deadlines, program services, and other resources

E. SOLAR

The SOLAR System is the University's self-service system that gives faculty, staff, and students online access to manage personal information. Students use SOLAR to register for classes, print schedules, view and pay bills, update personal information, etc. More information about SOLAR can be found at <http://it.stonybrook.edu/services/solar>.

F. Your Contact Information

It is your responsibility to keep your contact and personal information current on the university's SOLAR system. In addition, please inform the School of Social Welfare's Office of Student Services if your contact information changes.

G. Emergency Contact Information

The SOLAR system provides a place for you to enter information about a contact person and phone number in case of emergency. Please be sure to complete this section on SOLAR; it is important information.

H. Email

The primary campus email address (@stonybrook.edu or @stonybrookmedicine.edu) is the address to which the University sends official email notifications and will become the 'preferred' email address in [SOLAR](#) for all enrolled students. Members of the community will no longer have the ability to designate a separate 'preferred' email address in SOLAR while they are actively enrolled or employed at the University. It is your responsibility to make sure that you read your email in your official University email account. For most students that is Google Apps for Education (<http://www.stonybrook.edu/mycloud>) but you may verify your official Electronic Post Office (EPO) address at: <http://it.stonybrook.edu/help/kb/checking-or-changing-your-mail-forwarding-address-in-the-epo>

If you choose to forward your official University email to another off campus account, instructors are not responsible for any undeliverable messages to your alternative personal accounts. You can set up email forwarding using these DoIT-provided instructions found at:

<http://it.stonybrook.edu/help/kb/setting-up-mail-forwarding-in-google-mail>

If you need technical assistance, please contact Client Support at (631) 632-9800 or supportteam@stonybrook.edu

I. Blackboard

Blackboard is Stony Brook University's learning management system that supplements face-to-face classes, and provides a platform for online classes. Blackboard offers an easy way to contact your instructors, download and access course documents, and check your grades. For more information about Blackboard, go to <http://it.stonybrook.edu/services/blackboard/BB-basics>. Email and especially email sent via Blackboard (<http://blackboard.stonybrook.edu>) is one of the ways the instructors officially communicate with you for your course.

J. Office of Disability Support Services

The Office of Disability Support Services aims to promote a campus environment that meets the needs of students and employees with disabilities. The office's website provides guidance,

information, and forms (<http://studentaffairs.stonybrook.edu/dss/>). We encourage you to visit the website and familiarize yourself with the available services.

In accordance with the requirements of Section 503 of the Rehabilitation Act of 1973 and its own policies and programs of equal opportunity and non-discrimination, Stony Brook University adopts this Affirmative Action plan for the education of qualified handicapped people. A qualified handicapped individual is defined in the Rehabilitation Act of 1973 as “any such person who has a physical or mental impairment that substantially limits one or more of such person’s major life activities, has a record of such impairment or is regarded as having such impairment.” The student who is otherwise qualified may not be denied access to the University or any program or courses within the University on the basis of handicap. The Office of Disability Support Services provides support services for disabled students and issues temporary handicapped parking permits (limit 2 months) to all qualified students.* The Office of Special Assistant to the President for Equal Opportunity/Affirmative Action works in close cooperation with the Office of Disability Support Services in serving the needs of the students.

If a student has any condition, such as a physical or mental disability, which makes it difficult to carry out the work as outlined in a course or which will require extra time on examinations or other assignments, the student should notify the instructor preferably in the first two weeks of the course, so that appropriate arrangements may be made. If the disability is not readily identifiable—e.g., a learning disability, it is appropriate for a faculty member to contact the Office of Disability Support Services to see if the student is registered with them, and if not, ask that s/he do so. Faculty may not ask to see the student’s medical records or the results of psychological testing of the student, but the ODSS will verify that the student does indeed have the claimed disability and will advise faculty on reasonable accommodations.

The Office of Disability Support Services is located in Room 128 of the Educational Communications Center, (631) 632-6748.

K. Student and Alumni Organizations

During orientation, classes, Advocacy Day, and in the Red Bag series, the School of Social Welfare encourages students to organize groups or caucuses that focus on areas of special interest and advocacy. Social Welfare students can form a group or caucus with a minimum of two people.

All social work students can attend meetings. In accordance with NASW Code of Ethics, the SSW groups do not discriminate against a person on the basis of gender, age, race/ethnicity, sexual preference, religious belief, national origin, marital status, political belief, physical or mental illness or handicap, or any other preference or personal characteristic, condition or status.

Current Student Organizations within the School of Social Welfare:

Undergraduate Social Welfare Alliance (USWA)

* Handicapped parking permits for periods longer than 2 months need to be obtained through the Town of the student’s residence.

The Undergraduate Social Welfare Alliance (USWA) acts as a representing body of all students within the undergraduate program. USWA serves as a voice for students and seeks to establish an engaged community connected to the BSW program and the University.

Graduate Student Government (GSG)

The Graduate Student Government (GSG) is responsible for developing and disseminating information to promote awareness of School and professional issues. The GSG exists to improve educational opportunities within the University. The GSG sponsors and co-sponsors, and/or facilitate activities that promote communication and understanding of ideological and practical issues as they relate to the Field of Social Work.

Phi Alpha Honor Society

Established in 1962, **Phi Alpha Honor Society** for Social Work is the profession's internationally recognized honor society, which fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Inductees to Phi Alpha, which means “love of humanity,” have demonstrated a commitment to the standards, ethics, and goals of the social work profession and are dedicated to the idea of service to humanity. Stony Brook University School of Social Welfare's chapter, *Phi Theta*, is proud to recognize excellence in academics, community service, and leadership.

L. School of Social Welfare Organizations

The School encourages students to organize clubs focused on areas of special interest or advocacy. Examples of organizations that have existed at the school are:

1. The Stony Brook Chapter of the Association of Black Social Workers.

Officers

President; Vice President; Corresponding Secretary; Recording Secretary; Treasurer; Parliamentarian; President—Undergraduate: to be elected.

Purpose

To provide a structure and forum through which social workers and workers in related fields of social service can exchange ideas, offer services, and develop programs in the interest of the Black community and the community at large.

To work in cooperation with, or to support, develop, or sponsor community welfare projects that will serve the interest of the Black community at large.

To advocate for and engage in activities of social planning and social action which will work to serve the social welfare interest of individuals, agencies, and groups in or serving the Black community.

To examine, develop, and support work programs and work in cooperation with, or to support, develop, or sponsor community-based programs of direct service or assistance to individuals in the Black community.

ABSW Code of Ethics

In America today, no Black person except the selfish or irrational, can claim neutrality in the quests for Black liberation nor fail to consider the implications of the events taking place in our society. Given the necessity for committing ourselves to the struggle in the field of social welfare, we set forth this statement of ideals and guiding principles.

If a sense of community awareness is a precondition to humanitarian acts, then we as Black social workers must use our helping skills for the benefit of Black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black community and to serve as advocates to relieve suffering of Black people by any means necessary.

Therefore, as Black social workers we commit ourselves, collectively, to the interests of our Black brethren and as individuals subscribe to the following statements:

I regard as my primary obligation, the welfare of the Black individual, Black family, and Black community and will engage in action for improving social conditions.

I give precedence to this mission over my personal interest. I adopt the concept of Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.

I hold myself responsible for the quality and extent of service I perform and the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black community.

I accept the responsibility to protect the Black community against unethical and hypocritical practice by any individual or organization engaged in social welfare activities.

2. The Lesbian, Gay, Bisexual, Transgender, Queer Social Worker Caucus. The Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) Social Worker Caucus is an association of Graduates, Undergraduates and Faculty at the School of Social Welfare that seeks to fulfill the Mission of the School in identifying ways to foster progressive social change for all Lesbian, Gay, Bisexual and Transgender individuals. We have joined together to promote the interests of LGBTQ people in the achievement of full equality and social justice in society, in the profession of social work and the School of Social Welfare.

Toward that end, we are committed to the following:

- increasing LGBTQ visibility;
- broadening the educational experience at the School of Social Welfare to include the experience of LGBTQ people in society;
- to engage in advocacy efforts to ensure that information, literature and research regarding LGBTQ individuals, that is available through the University and the School, be adequate, updated and state of the art;
- to add to the body of research regarding the breadth and diversity of LGBTQ reality as a way to counteract the frequently negative portrayal of our lives;
- to act as a resource for information and advocacy in response to acts of bias related violence, and discrimination experienced by LGBTQ people;
- to support efforts to document all acts of bias related violence, and discrimination rooted in heterosexism and homophobia;
- to build a sense of community among LGBTQ people by providing a context for LGBTQ people to come together to socialize and network;
- to struggle together toward finding ways to combat the sense of alienation and isolation that so often results from the heterosexist nature of society.

M. University Student Organizations

Although the above organizations are housed in the School of Social Welfare, Stony Brook University (SBU) has over 425 recognized student clubs and organizations available for student involvement. Information about these clubs and organizations can be accessed at:

http://studentaffairs.stonybrook.edu/sac/clubs_orgs/clubsandorganizations.shtml

N. Alumni Association

The Alumni Association for the School of Social Welfare is located with the Stony Brook University Alumni Office. We encourage you to join the Alumni Association upon graduation from the program. Further information is available at <http://alumniandfriends.stonybrook.edu/>

XII. Governance of the School of Social Welfare

The rights and responsibilities of students to participate in formulating and modifying policies affecting academic and student affairs are affirmed in the School's by-laws and in our Faculty Guidelines. The Faculty Guidelines state,

Students, faculty, and administrators have complementary interests, responsibilities, and roles. The School's commitment is that teaching and learning, scholarship, and professional service occur in a supportive and productive environment that models exemplary social work practice and service delivery.

Students participate in both formal and informal ways in matters affecting academic and student affairs. The Dean has multiple meetings with different cohorts of students each semester (e.g. BSW students, MSW full time, MSW evening, Manhattan students). These informal chats are both an opportunity for the Dean to

update students on School programs and initiatives, and receive feedback from them on what is working and what they would like to see strengthened. This exchange has been very helpful creating new student programs including a Licensing Preparation course and additional help in writing.

More formally, students at the MSW level participate in School committees with the exception of the Appointment, Promotion, and Tenure Committee. Three students (two MSW students and one BSW student) are represented on the Curriculum Committee, the Enrollment Management and Student Services Committee, the Field Education Committee, and the Assessment Committee. Through the Undergraduate Student Association and the Graduate Student Association, students identify themselves to the Assistant Dean for Academic Services as interested in serving as a representative to a specific committee. The Chairperson of the Committee, working with faculty and the Assistant Dean, then appoint representatives.

Additionally, both the MSW Program Committee and the Undergraduate Program Committee have three student representatives who serve as members. Again the process is to identify representatives through the Undergraduate and Graduate Student Associations.

Finally, the by-laws allow students to attend Faculty Meetings by invitation with the intent to engage them in those meetings at least once each semester when the discussions are relevant.