



Stony Brook
School of Social Welfare

MSW PROGRAM
GRADUATE STUDENT HANDBOOK
2014 – 2015

School of Social Welfare
Health Sciences Center – L2093
Stony Brook University
Stony Brook, New York 11794-8231

Stony Brook University

SCHOOL OF SOCIAL WELFARE

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. 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 (SSW) 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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Information regarding safety on campus, including crime statistics, can be found at: <http://www.stonybrook.edu/sb/safety.shtml>.

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

Dear Students:

A warm welcome both to those of you who are new students and those of you who are returning to the School of Social Welfare. I look forward to all of us—students, faculty and staff—working together in the coming year toward our common educational and community goals.

This Handbook contains the School's educational policies and procedures. The information contained here will be of help to you as we work jointly toward your goal of becoming a professional social worker. I urge you to read it carefully and keep it available for ongoing reference.

We begin this year with serious challenges to the concept of social welfare in our society. This is all the more reason for us to reaffirm our commitment to the values that brought us to this profession.

I look forward to the opportunity of getting to know each of you in the weeks and months to come. In the meantime, I wish you well!

Sincerely,

A handwritten signature in black ink, appearing to read 'FLB', with a stylized flourish extending to the right.

Frances Larry Brisbane, Ph.D.
Dean, School of Social Welfare

FLB:ka

MSW Program Handbook

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I. Introduction to the School of Social Welfare

A. Mission and Goals

Mission

The School of Social Welfare is committed to a more just society based on equality, human dignity and social justice. We believe that inequality and injustice are deeply embedded in society's political and economic structures and ideologies. Oppression objectively and subjectively permeates the lives of people, resulting in the denial of human dignity, individual and cultural diversity, and social and economic justice. Oppression is manifest in discrimination on the basis of class, race, ethnicity, gender, sexual orientation, religion, age and disability, among others.

Our purpose is to prepare students for work in professional social work practice in the public and non-profit sectors of health and social welfare. The school's educational process enables people to identify and analyze the nature and extent of oppression and engage in social work practice that affirms people's strengths as a means to create social change in their lives and in society. The school stresses a commitment to the values of human and cultural diversity, human dignity, social and economic justice, and individual and group self-determination.

Goals

The following goals emerge out of the School's mission statement and guide its educational practice: to develop human relationships that are grounded in social justice, human dignity and mutual respect; to develop new and more just organizational forms; to transform already existing structures to ones which affirm and enhance human dignity and social diversity; and to identify new ways to influence social, economic and political systems to distribute power, resources, rights and freedom, so as to achieve justice.

B. University and School Websites

We encourage you to explore the University's and School's websites. The Stony Brook University website (www.stonybrook.edu) holds a tremendous amount of information about the university. For example, the Students Welcome Center page (<http://www.stonybrook.edu/sb/newstudents/index.shtml>) provides links to information about University 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, and other resources.

C. Governance of the School of Social Welfare

The School of Social Welfare (SSW) is governed by a structure of committees and a Faculty Senate. Undergraduate and graduate students' participation in some committees is specified in the School's By-laws.

Standing Committees with student representation:

- Duly elected students may participate in the development of recommendations to the faculty regarding policy and procedures on academic standing issues, student conduct issues and student grievance issues.
- Admissions and Student Services Committee: two graduate students and one undergraduate student.
- Curriculum Committee: two graduate students and one undergraduate student.
- Field Education Committee: two graduate students and one undergraduate student.
- Faculty Senate: two graduate students and one undergraduate student shall be official representatives to the Faculty Senate. They may participate in discussion and deliberations but shall not vote.
- Graduate (MSW) Program Committee: two graduate students.

The School of Social Welfare encourages students to organize through the Graduate Student Government (GSG).

D. Graduate Student Government (GSG)

Preamble

The Graduate Student Government was formed to be recognized as the representative government of the School of Social Welfare graduate students in order to meet the needs unique to the students of Stony Brook University School of Social Welfare; to foster intra-professional understanding, cooperation and education in the field; and to facilitate problem-solving between the School of Social Welfare administration, faculty and students.

Functions

The function of this organization shall be to facilitate the goals stated in the preamble; to identify and protect the rights of graduate social welfare students to advance their interests, to foster activities among all School of Social Welfare students and promote graduate student participation in program affairs, to act as liaison between students and School of Social Welfare faculty and staff, and to promote the well-being of the graduate students of the School of Social Welfare. This organization stresses a commitment to the values of the profession of social work, and is committed to affirmative action/equal employment laws and to prohibiting discrimination on the basis of sex, race, ethnicity, religion, national origin, age, sexual orientation, disability, marital status, or veteran status.

Membership

Membership in the Graduate Student Government (GSG) shall consist of all graduate students who are enrolled at Stony Brook University School of Social Welfare. Any member of the GSG is eligible to be an officer of the GSG, and may serve on any GSG and/or School of Social Welfare student-represented committee. All members of the GSG are eligible to vote in officer elections, referenda, and other organization-wide ballots. All members of the GSG shall vote equally.

In order to foster activities and ideals, all School of Social Welfare students will be invited to participate in activities sponsored by the GSG, although only those enrolled in the graduate program shall have voting privileges.

Officers

The officers of the GSG's Executive Council shall be comprised of the President (second-year student), First-Year Vice President, Second-Year Vice President, Secretary, First-Year Treasurer, Second-Year Treasurer, First-Year Public Relations Officer, Second-Year Public Relations Officer, First-Year Senator, Second-Year Senator, and a third Senator (may be first or second year student). First-Year officers shall be designated by a registration enrollment status of G1 at the time of election. Second-Year officers shall be designated by a registration enrollment status of G2 or higher at the time of election.

II. Expectations, Standards and Codes of Conduct

The 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, as well as the School of Social Welfare's Technical Standards and Academic Expectations. In addition, the School of Social Welfare expects students to embrace the NASW Code of Ethics during the course of their professional 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 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. follow all school and university procedures.

B. 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 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;
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. 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;
11. 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;
12. delegate his/her duties to an unauthorized person;
13. falsify client or institutional records;
14. fail to follow the University guidelines regarding the use of human subjects or laboratory animals in research or experimentation; and

15. in agency practice, be habitually absent or late, habitually leave early or fail to notify the agency of intended absence.

C. 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, or while engaged in any activity related to his/her enrollment in the program any drug paraphernalia including, but not limited to: bongos, 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.

II. **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.

III. Procedures

When an issue of student conduct arises, the following steps will be implemented.

- A. Consultation between student and relevant faculty including field faculty where indicated.
- B. Academic Standing Committee:

The following procedures will be implemented when a meeting of the Academic Standing Committee is to be held to consider any issues of student conduct and/or academic dishonesty:

1. the faculty advisor, the student, and other involved persons should be invited to attend the meeting;
2. student will be notified in writing of the date of the meeting;
3. the student has the right to attend in order to present pertinent information and to participate in the discussion of the issue(s);
4. parties such as classroom faculty, field faculty, field instructors, students, and other appropriate university personnel who can provide relevant information will be allowed to attend and participate; and
5. all written material to be considered by the Academic Standing Committee shall be made available to all participants in the meeting.

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

Following discussion of the issue(s) by the participants, the student, faculty advisor, and any parties listed in III-B4 shall withdraw. The Academic Standing Committee will then deliberate. The Committee may make any of the following recommendations to the Dean. Any member of the Committee may request that the vote on the final recommendation(s) be by closed ballot. The following are possible results of the committee's deliberations:

1. resolution of the issue(s) and no further action required;
2. specify measures to be taken to deal with the issue(s) under consideration;
3. that the student be placed on probation, be suspended or terminated from the School;
4. whether the student will be permitted to attend or continue to attend classes and or field education.

After the deliberations, the student and faculty advisor are invited to return to the meeting and are informed of the Committee's recommendation(s) to the Dean.

The report of the Academic Standing Committee meeting must subsequently be in written form and must include a full description of the situation as presented to the Committee, a summary of the deliberations that reflects the reasons for the recommendations, as well as any non-majority views that a member or members of the Committee wish to have included. (A copy of the report is distributed to all members of the Committee for comments.) The final report is sent to the Dean, the student, and is placed in the SSW Office of Student Services student file.

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, can not 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](http://socialwelfare.stonybrookmedicine.edu/system/files/Guide%20to%20Non-sexist%20Language.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>

I. 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.

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

III. Contact Information and University Technologies

A. 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>.

B. 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.

C. 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.

D. 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

E. 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.

IV. Overview of the Master of Social Work Program

The School of Social Welfare provides a learning environment for individuals who wish to deepen and extend their knowledge and experience in bringing about social change. The School provides a place for the development of committed, analytical, and knowledgeable students who wish to undertake the difficult task of improving service delivery systems by attention to institutional structures.

Our mission statement provides a common goal and shared purpose for our work together. The aims it espouses are challenging. Yet, it is the struggle to make the mission statement come alive that makes our school an exciting place. Our mission preserves and carries forward the social reform philosophy upon which professional social work was founded, and which we believe is vital to its future.

The School's mission statement addresses social problems from a structural framework. This leads to the need to prepare our social work students to intervene directly with individuals and families, as well as with larger systems. Thus, practice is undertaken from a model of empowerment, strengths development and enhancement, rather than from that of pathologies or victim blaming.

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 Masters 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.

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.

School of Social Welfare Goals:

The following goals are derived directly from our mission and definition of social work and guide our educational process:

- to develop human relationships that are grounded in social justice, human dignity and mutual respect;
- to prepare social work professionals capable of developing new and more just organizational forms
- to prepare social work professionals capable of transforming already existing structures to ones which affirm and enhance human dignity and social diversity; and
- to identify new ways to influence social, economic and political systems to distribute power, resources, rights and freedom, so as to achieve social justice.

In addition, the School recognizes the centrality of health in the lives of all people. We understand that the distribution and quality of health care services are based on where a person lives, their race/ethnicity, gender, sexual orientation, income level and primary language spoken. An additional goal is therefore to educate social work professionals who are prepared to support the creation of a more just health care delivery system and assist individuals, families and communities to access the highest quality health care services that are available.

A. M.S.W. Program Goals and Objectives

Based on our mission, we view social work practice as concerned with the enhancement of social functioning and improvement of the human condition through the promotion of social and institutional change, and the provision of opportunities and resources to individuals, groups, communities, and organizations. The relations between individuals and social institutions are fundamental concerns of social work. Of central importance is the development of these relationships in such a way as to promote social and economic justice, and to protect opportunities for people, especially those who have historically been oppressed and devalued, so that they can live with dignity and freedom.

Given our mission and goals, we have selected the concepts of *oppression* and *transformation* as organizing principles of the curricula of the MSW program. We view oppression as a social relationship between oppressors and oppressed, divided by distribution of power and control over life-affirming resources and dignity. Our commitment to human dignity and social and economic justice mandates that we assume a strengths perspective that struggles to identify ways that oppressed people have endured, survived, adapted and/or resisted and transformed the oppressive circumstances of their lives.

The MSW program prepares advanced generalist practitioners who:

- Practice with a critically self-reflective ethical practice;
- Practice with a strengths-based perspective and empowerment approach;
- Utilize social justice and human rights frameworks;
- Embrace a social action stance towards practice; and
- Recognize the centrality of health in the lives of all people and who work to create a more just and health-affirming society.

This translates into the following objectives of the MSW program to prepare students who demonstrate:

1. critically self-reflective ethical practice through:
 - the use of self-reflection, self-awareness, and self-critical analysis as the foundation for social work practice;
 - close examination of myths and assumptions that often do not reflect the interests of economic and social justice or human rights;
 - an evidence-based practice orientation; and
 - the use of knowledge, scientific inquiry and research methods to question the effectiveness of interventive strategies and service delivery systems.
2. strengths-based perspective and empowerment approach through:
 - the study of the person-in-environment and the developmental life span perspective in the context of the social environment;
 - the application of a strengths-based perspective to the analysis of individual, group and community well-being; and
 - the examination of social diversity and its impact on human behavior in our society.
3. a social justice and human rights framework through
 - social work professional values of social justice, human dignity, service, diversity, integrity, and the value of human relationships;
 - a commitment to culturally competent practice; and
 - mastery of practice roles at the micro, mezzo and macro levels as a means of achieving social justice.
4. social action and leadership through:
 - knowledge of the historical, political, governmental, environmental and economic processes that lead to the development of social work as a profession, as well as current social institutions, welfare programs, reforms and policies;
 - knowledge of the social forces, social problems, and theoretical currents that influence the growth of social services and practice modalities;
 - mastery of values, skills and knowledge for the analysis and development of social policies, issues and strategies; and
 - an understanding of the impact, dynamics and long-term consequences of oppression – and privilege—on people and implications for empowerment-based interventions.
5. a commitment to promote a more just and health-affirming society through:
 - the development of creative approaches to program design;

- advocacy for the equitable distribution of resources;
- fostering mutually collaborative relationships; and
- an examination of how physical conditions may impact overall well-being.

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. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene and evaluate 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 10 areas. Overall assessment is reported, in aggregate, on the school's website.

V. MSW Program Structure and Content

A. 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.

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:

Course #	Title	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:

Course #	Title	Credits
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

B. 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 (modified full-time).

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

*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 VI.B. Credits*)

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:

Course #	Title	Credits
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

Spring Term:

Course #	Title	Credits
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 VI.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:

Course #	Title	Credits
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:

Course #	Title	Credits
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:

Course #	Title	Credits
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 VI.B. Credits)

2. Pathway II: Employment-based Modified Full-time. 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 Full-Time. 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:

Course #	Title	Credits
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:

Course #	Title	Credits
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:

Course #	Title	Credits
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:

Course #	Title	Credits
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:

Course #	Title	Credits
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 6 credits of advanced practice electives. (See Section VI.B. Credits)

C. Specializations

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 following information is for students starting their 2nd year of the MSW program or entering the Advanced Standing program in Fall 2014. For in-coming students who are entering the 2-year full time MSW program in Fall 2014, specialization electives will be not be taken until the Spring 2016 semester. New elective course requirements and options for the Fall 2014 entering MSW class will be made available prior to the 2015-2016 academic year.**

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

General specialization 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. **For the 2014-2015 academic year, 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 5 specializations:

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

1. Health

Interim Director: Iris C. Fineberg, Ph.D., M.S.W., OSW-C

This specialization 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

Director: Frances L. Brisbane, Ph.D.

Assistant Director: Stephen Rabeno, Ph.D.

Students may opt for a specialization 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

Director: Kathleen Monahan, D.S.W.

This specialization 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)

Director: Richard H. Morgan, Ph.D.

The Social Work in Higher Education: Student-Community Development (SCD) Specialization 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

Director: Carolyn Peabody, Ph.D.

Rooted in a critical and structural analysis of the causes of social problems, the Community and Political Social Action Specialization 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)

D. 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.

E. 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](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>

[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

VI. MSW Program Requirements

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 9 credits of electives with a minimum of 6 credits of advanced practice electives. Advanced Standing students must complete a minimum of 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 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 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.

* 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.

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 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 been 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 SSW. In such circumstances, students must obtain transfer credits (as well as waivers) 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 been 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 the SSW.

Prior Graduate Work

Transfer credits may be awarded to students for 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. The course for which transfer credit is requested must be similar in content to a course offered by the School of Social Welfare. No credit will be given for life experience. No transfer credit can be given for credits used for another earned degree, although students may obtain waivers for such courses, if applicable.

Procedure

A typewritten or legibly printed PETITION FOR TRANSFER CREDITS form (obtained from the SSW Office of Student Services) must accompany copies of material (which may have already been submitted for the waiver process—i.e., transcripts, field work evaluations, course descriptions, and course outlines.)

The documenting materials must be presented, first to the appropriate professor (i.e. the professor responsible for a similar course to the one for which credit is being requested.) The professor may request additional documentation or have the student take an exam. If the professor approves the request, the recommendation is forwarded to the advisor, who will submit the petition and the documenting material along with his/her recommendation to the Associate Dean for Academic Affairs, who will act on the request.

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 9 elective credits are required, of which 6 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.

F. Field Education (See 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.

G. Educational Planning and Academic Advisement

The educational planning process is the primary means by which students formulate their educational goals with the help of their faculty advisor. Students are also assigned a field education faculty liaison who acts as a resource to field education planning and field education learning (Refer to your Field Education Manual for additional information on this component of your educational experience.) Students' progress through the program is assessed by students and faculty advisors and field education faculty liaisons as part of the School's academic review process.

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 will serve as their faculty advisor throughout their academic career. It is appropriate to bring your thoughts and concerns regarding your classes, field placement or other professional issues to the attention of your faculty advisor. If a problem or concern develops, you are encouraged to bring it forward in a timely manner.

1. Informal Consultation. Informal Consultation refers to the normal on-going discussions among faculty and between faculty and students regarding the students' educational plans, progress, problems and grievances. Normally this is carried out as part of advisement, class and field education, and academic assessment. This process does not affect students' formal academic status, but may serve to initiate further action regarding both academic and non-academic problems and/or grievances.

2. Ongoing Educational Planning and Academic Review. Meetings between students and advisors might be initiated by either party and may occur at any time. These 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.

- 3. Responsibilities of the Students.** 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. (See procedures for changing advisors);
 - 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.

4. Changing Advisors: Policy and Procedure. Students are assigned to faculty advisors when they enter the program. Normally, students will have the same academic advisor for the duration of their enrollment at the School. However, there may be circumstances in which a change of advisor is indicated. If this is so, the following regulations apply:

Students in good academic standing have the option of changing advisors at any time. They should obtain the agreement of the person to whom they wish to be assigned. A change of advisor form, obtained from the SSW Office of Student Services and also available at this link [http://socialwelfare.stonybrookmedicine.edu/system/files/Change of Advisor Request.pdf](http://socialwelfare.stonybrookmedicine.edu/system/files/Change_of_Advisor_Request.pdf), with the signatures of the student, the new advisor and the original advisor should be forwarded to the Director of the Graduate Program, with copies to the SSW Office of Student Services (for the student's file), former advisor, and new advisor.

Students not in good academic standing, in the midst of an academic review process, or who have been on academic probation, may not change their advisors without approval of the Academic Standing Committee.

H. 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](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.

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. In each course, including field education, final grades are recorded by the University 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

The Graduate Program does not assign letter grades of D+, D, or D-. S (Satisfactory) is not included in the grade point average.

In addition, the following grades may be given:

a. Satisfactory/Fail. A satisfactory/Fail (S/F) grading policy is used in specifically designated courses. This includes 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 only to be submitted in extraordinary circumstances. Courses are designed to be completed within the time allotted for the course. Therefore, "I" grades are only awarded 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. If a first year student does not satisfactorily complete HWC 513 Social Work Practice I, the student will be de-registered from HWC 501 Field Education II and HWC 514 Social Work Practice II. If a student does not satisfactorily complete HWC 500 Field Education I, the student will be de-registered from HWC 501 Field Education II and HWC 514 Social Work Practice II.

If a second year student does not satisfactorily complete HWC 502 Field Education III, the student will be de-registered from HWC 503 Field Education IV and HWC 517 Advanced Social Work Micro Practice II and HWC 518 Advanced Social Work Macro Practice II. If the student does not satisfactorily complete HWC 515 Advanced Social Work Micro Practice I or HWC 516 Advanced Social Work Macro Practice I, the student will be de-registered from 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 in section F.1. (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. Required courses in which a grade of “F” was received must be repeated. If the failure is received in a practice class (HWC 513-518) or in Field Education (HWC 500-503), the student is automatically referred to the Academic Standing Committee for review. 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.

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.

G. School Community Time and Class Schedule Beginning in Fall 2015

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.

VIII. 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

Consideration of a student's academic standing, student conduct and/or grievance may be initiated by the student or a faculty member in the following situations when:

- a student believes that she/he has a grievance in relation to his/her status as a member of the school/and or university;
- conditionally admitted students do not fulfill the conditions for admission;
- the student does not maintain a satisfactory grade point average;
- the student is experiencing difficulty in maintaining satisfactory standards in course work or in field work;
- the student is having difficulty maintaining appropriate behavior in the School, the University and community;
- the student is having difficulties in planning or carrying out the educational program;
- there is a question of the student having violated the SSW Student Conduct Code and/or University conduct 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 conditions as defined under Student Status 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 An academic assessment meeting involves a conference between two or more faculty members and the student. 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 and non-academic experiences which the student believes have not been satisfactorily resolved. This meeting is convened by the student's faculty advisor as a result of one or more of the following:

- at the initiation of the faculty advisor;
- at the request of one or more faculty members;
- at the request of the student;
- at the request of the Office of Field Education.

Typically, such a meeting would be convened to consider; (1) an academic or field education problem; (2) an issue of student conduct; (3) a grievance which the student believes has not been adequately addressed; and (4) to devise a plan to address the problem(s).

A report of the meeting will be prepared by one of the faculty members who participated in the entire meeting and distributed to all the participants. In this report the outcomes and timetables that have been developed to deal with the identified problem(s) will be specified. A copy of this report is placed in the SSW Office of Student Services file, provided to the Associate Dean of Academic Affairs, and sent to the student. Possible outcomes of this academic assessment meeting may be:

- satisfactory resolution of the problem(s)/grievances;
- development of a plan to address the problem(s)/grievances;
- referral of the matter to the Associate Dean for Academic Affairs who may refer the matter 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 of the Academic Standing Committee who presents the matter to the Committee.

3. Filing a Grievance. Should the student decide to initiate formal action on a grievance, this should be done by filing a written complaint addressed to the student's advisor with a copy to the Chairperson of the Academic Standing Committee.

4. Academic Standing Committee.

a. Functions. The Academic Standing Committee meets monthly (additional meetings may be held as needed) to:

- consider issues of students' academic standing;
- consider issues of students' conduct;
- consider students' grievances;
- consider appeals;
- monitor the ongoing implementation of policies related to academic standing, student conduct, student grievances; and
- develop recommendations to the faculty regarding policy and procedures on academic standing issues, student conduct issues, and grievance issues.

b. Procedure. The Academic Standing Committee consideration of student status could be triggered by:

- a request of the faculty advisor;
- a review of the report of an academic assessment meeting;
- an appeal by the student of the recommendations of an assessment meeting;
- student loss of good standing;
- student experiencing difficulty in maintaining satisfactory standards in course work and/or field education;
- student having difficulty in planning or carrying out the educational program;
- concerns that the student might have violated the SSW Student Conduct Code and/or university conduct policies;
- allegation of academic dishonesty;
- any other situation which raises questions regarding a student's status in the program.

The following procedures will be implemented when a meeting of the Academic Standing Committee is to be held to consider any of the above conditions regarding a student's status:

- the faculty advisor, the student, and other involved persons should be invited to attend the meeting;
- the student will be notified in writing of the date of the meeting (this written communication may be by e-mail);
- the student has the right to attend part of the meeting in order to present pertinent information and to participate in the discussion of the issue(s);
- parties such as classroom faculty, field faculty, field instructors, students, other appropriate university personnel who can provide relevant information will be allowed to attend and participate; and
- all written material to be considered at the Academic Standing Committee shall be made available to all participants in the meeting.

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.

Following discussion of the issue(s) by the participants, the student, faculty advisor, and any parties listed in (d) above shall withdraw from the meeting. The Academic Standing Committee will then deliberate. Any member of the Committee may request that the vote on the recommendations to the Dean be by closed ballot.

The committee may make any of the following recommendations to the Dean:

- resolution of the issue(s) and no further action required;

- specify measures to be taken to deal with the issue(s) under consideration;
- that the student be placed on probation, be suspended or terminated from the School;
- whether the student be permitted to attend and/or continue to attend classes and or field education.

After the deliberations, the student and faculty advisor are invited to return to the meeting and informed of the Committee's recommendations to the Dean.

The report of the Academic Standing Committee meeting must subsequently be in written form and must include a full description of the situation as presented to the Committee, a summary of the deliberations that reflects the reasons for the recommendations, as well as any non-majority views that a member or members of the Committee wish to have included. A copy of the report is distributed to all members of the Committee for comments. The final report is sent to the Dean, the student, and is placed in the SSW Office of Student Services student's file.

Since the report is mailed to the student, it is the student's responsibility to provide the SSW Office of Students Services with his/her correct current address.

5. Appeals. Action on appeals can usually occur ONLY WHEN THE SCHOOL IS IN SESSION.

Appeals of the Recommendations of the Academic Assessment Meeting:

Any recommendation made as a result of an academic assessment meeting may be appealed to the School of Social Welfare Academic Standing Committee.

Appeals must be in writing and addressed to the Chairperson of the Committee within 10 days after the written report of the academic assessment meeting has been sent to the student.

Appeals of the Recommendations of the Academic Standing Committee:

Recommendations of the Academic Standing Committee may be appealed, in writing, to the Dean within 10 days after the written report of the Academic Standing Committee meeting has been sent to the student.

6. Academic Standing Committee Composition.

Chairperson – The Associate Dean for Academic Affairs

Members: The Director of the Graduate Program
 The Director of the Undergraduate Program

The Director of Field Education
The Chairperson of the Admissions Committee
Faculty members selected by the Dean

IX. 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.

X. Student and Alumni Organizations

A. University Student Organizations. Although the above organizations are housed in the School of Social Welfare, Stony Brook University (SBU) has over 300 registered student clubs and organizations available for student involvement. Information about these clubs and organizations can be accessed at:

<http://studentaffairs.stonybrook.edu/sac/clubs.shtml>

B. 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.

C. 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/>

University Community Pledge

SBU has established a University Community Pledge to which all students are encouraged to join.

Take the Community Pledge

The Community Pledge is a call to action, an invitation; a voluntary choice and opportunity to affirm our commitment to one another. It is not a petition, and not a club.

Taking the pledge demonstrates your commitment to other members of the Stony Brook University community. It says that "We" will stand up for one another. It offers us all a stronger community, a better future.

<http://studentaffairs.stonybrook.edu/pledge/index.shtml>

