



Stony Brook
School of Social Welfare

MSW PROGRAM

Graduate Student Handbook

2020 - 2021

**School of Social Welfare
Health Sciences Center, Level 2, Room 092
Stony Brook University
Stony Brook, New York 11794-8231**

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

RESERVATION OF RIGHTS: This handbook is intended for the guidance of School of Social Welfare students and faculty. The handbook 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 handbook 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 Stony Brook Social Work Student,

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

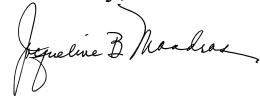
As social workers you will be on the front lines of advocacy for social and economic justice. You can choose to be active in a venue ranging from a local neighborhood to global resettlement. Social workers can also work with any conceivable population throughout the life span from infants in early intervention programs to elders in aging in place initiatives. You can choose to combine roles as clinician, researcher, policy wonk, administrator, advocate, and community organizer. Just about any population you want to work with, any social problem you would like to solve, or any level on which you want to make change, a social work degree will allow you to pursue your dream to realize social change.

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

You join the School at a wonderful moment of renewal and revitalization. New faculty members have strengthened our research and practice activities. New staff members have enabled us to enhance student services. Perhaps most importantly, after a thoughtful and thorough process, the faculty has transformed our MSW curriculum to produce graduates who are “employment ready.” There are new specializations and electives that will enrich your knowledge and skills and make you very desirable to employers. We have also redesigned admissions and advising to be more accessible and helpful to you.

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

Sincerely,



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

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I. The School of Social Welfare

A. School

The Stony Brook University School of Social Welfare was established in 1970 and has been continuously accredited by the Council on Social Work Education (CSWE) since 1973. The School is located within a rich interdisciplinary environment, one of five schools within the Health Sciences campus of the University, along with the Schools of Medicine, Dental Medicine, Nursing, and Health Technology and Management. Our School offers a dual degree (MSW/MPH) with the Program in Public Health, also located on the Health Sciences campus.

The School offers the BSW and MSW degrees on the Stony Brook University campus in Stony Brook, New York on Long Island, and has an extension center MSW program in New York City. The New York City program is located at the SUNY College of Optometry, the only public Optometry College in New York State. Typically, the School enrolls over 100 BSW students, and over 500 MSW students. The MSW program offers three specializations: Family, Youth, and Transition to Adulthood (FYT); Integrated Health: Physical, Psychological, and Social Well Being (IH); and, Community, Policy, and Political Social Action (CPPSA).

B. Mission Statement

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

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

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

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

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

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

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

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

II. The Master of Social Work (MSW) Program

A. Program Goals

The goals of the MSW program are to:

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

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

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

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

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

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

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

B. CSWE Competency Framework

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

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

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

C. MSW Program Structure and Content

The graduate program prepares students for advanced social work practice. It provides students with the needed theoretical and practice expertise to function with maximum competence at different administrative or policy levels in social welfare fields and/or in the provision of direct services to individuals, families, groups, and communities. The School provides opportunities for study and practice that utilize the wealth of interdisciplinary resources available in the Health Sciences Center, the University, and community agencies throughout the New York metropolitan

area. The requirements of the MSW Program as outlined in this Handbook have been approved by the New York State Education Department as meeting the academic pre-requisites qualifying students to sit for both the LMSW and LCSW License Exams.

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

D. Curriculum

The curriculum provides for a generalist foundation year of courses and field education for all students. In the second year, students concentrate in one of three Advanced Social Work Practice specializations (Refer to Section II).

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.

2. Hybrid Learning Model

The School of Social Welfare pedagogy includes a hybrid model of learning to increase the dynamic experience of educational engagement by students. The structure of the hybrid model includes two (2) hours of intra-classroom learning and one hour of extra-classroom activities that are relevant to course content. Our model provides students with a segment of active learning that is faculty directed and student driven incorporating two models of learning in higher education.

The instructor directed activities are designed to enhance classroom discussions through active engagement of students on course topic areas. These activities provide a myriad of learning opportunities.

Examples of Instructor Directed Authentic/Engaged Learning Activities

- Attending public hearings, AA meetings, visit emergency shelters DSS & other practice sites, family/criminal court;
- Participating in online training (Mandated Reporter training, DBT, Clinical approaches, Research approaches, Ethics, etc.);
- Participating in group assignments (in-person or by Skype, Face-time, Google Plus, or Blackboard for virtual group meetings);
- Attending school/university-wide learning opportunities;
- Participating in case/theory/skills group activities;
- Attending course related conferences/workshops;
- Visiting legislators for legislative advocacy (local, State, Regional);
- Conducting community assessments (i.e., interview key informants, conduct community mapping with community members, participate in homeless count);
- Interviewing/shadowing social workers/administrators/judges/other professionals;
- Undertaking a Photovoice project;
- Going on field trips (Ellis Island, UN, Tenement museum, Child Advocacy Center, etc.);
- Developing and designing group presentations;
- Exploring funding sources;
- Developing multi-media presentations;
- Addressing real world problems through mobilizing students, community members, organizations to seek real solutions; and
- Viewing instructor or other generated webinars.

E. First Year, Full-time MSW Requirements

Fall Term:

Courses	Credits
HWC 500 Field Education I	4 - 6
HWC 504 Human Behavior and the Social Environment I	3
HWC 509 Foundations of Social Justice: Challenging Oppression	3
HWC 511 Research I	3
HWC 513 Social Work Practice I	3
HWC 596 Community Learning and Professional Preparation I (Year-Long)	1

Spring Term:

Courses	Credits
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HWC 501 Field Education II	4-6
HWC 505 Integrating Seminar	3
HWC 510 Social Policy & Social Determinants	3
HWC 512 Research II	3
HWC 514 Social Work Practice II	3
HWC 596 Community Learning and Professional Preparation II (Year-Long)	1

For course descriptions refer to Health Sciences Bulletin

F. Advanced Curriculum

The School of Social Welfare requires students to select a specialization for their second year in the program. The School has three areas of specialization:

- Integrative Health: Physical, Psychological, and Social Well-Being
- Families, Youth, and Transitions to Adulthood
- Community, Policy, and Political Social Action

All three specializations are offered on the Long Island campus. The Manhattan campus offers the following specializations:

- Integrative Health: Physical, Psychological, and Social Well-Being
- Families, Youth, and Transitions to Adulthood

The Specializations build on the generalist practice competencies that students have mastered in their first year courses and field internships. Specializations offer the opportunity for students to develop both a deep and broad understanding of a domain of practice that will prepare them for a successful career path in that area of social work. Students will learn about all practice levels within a particular field—from policy and policy practice, to community services, to program development and leadership, to research, to evidence informed practice with specific populations. Specializations offer students a state-of-the-art understanding of social work with a special focus in either integrative health, families and youth, or community action and social policy. Students achieve advanced competencies in their chosen specialization, and may note their achievements on their resume at graduation.

Second Year, Specialization MSW Requirements

Second Year, Full-time and Advanced Standing MSW Requirements:

Fall Term:

Courses	Credits
HWC 502 Field Education III	6
HWC Required Specialization Practice Course	3
HWC Required Specialization Course	3
HWC 519 Psychopathology and Psychopharmacology	3
HWC Elective	3
HWC 597 Community Learning and Professional Preparation II (Year-Long)	1

Spring Term:

Courses	Credits
HWC 503 Field Education IV	6
HWC Required Specialization Practice Course	3
HWC Required Specialization Course	3
*Two Advanced Practice Electives	6 1
HWC 597 Community Learning and Professional Preparation II (Year-Long)	

For course descriptions refer to Health Sciences Bulletin

1. Specializations

Integrative Health: Physical Psychological and Social Well Being

The specialization in Integrative Health (IH) recognizes that health is the result of many factors. While health care today includes both behavioral health and management of disease and illness, social workers bring essential skills to address many of the social, political, economic and behavioral causes of illness, including addictions and disabilities. Health care today is delivered in both in-patient and out-patient settings and by primary care physicians in the community, and involves both community education and prevention, and treatment. Social determinants of health, such as housing, income, food security, mental health and addictions, are responsible for 60% of all health outcomes. Social workers are recognized as an integral part of the health team, offering mental health and addiction counseling, serving as care coordinators, and working in community organizations and health settings to design and implement prevention, coordination, and

treatment interventions. Students interested in the following areas should consider this specialization:

- Addictions
- Health Disparities and Chronic Illness
- Aging
- Disabilities
- Mental Health
- Trauma Informed Practice

Families, Youth, and Transitions to Adulthood

This Families, Youth, and Transitions to Adulthood (FYT) recognizes that social conditions greatly impact the ability of families and children to be resilient, to endure as a unit of care and support, to remain housed, to offer nurturance and sustenance, to succeed in the educational system, and to remain outside of the criminal justice system. Support from other families, their communities, and community service providers, all contribute to strengthening struggling families. Social workers are the primary workforce in this domain of practice, leading children and family organizations, developing policy, planning and implementing community programs, designing and supervising psycho-educational prevention programs, and providing individual, group, and family services to empower and assist clients in the community and in schools. This specialization will appeal to students interested in the following areas:

- Child and Family Behavioral Health
- Foster Care, Abuse, and Adoption
- School Social Work
- Practice in Higher Education
- Adolescent and Child Mental Health
- Homelessness
- Domestic Violence and Criminal Justice
- Trauma Informed Practice

Community, Policy, and Political Social Action

The Community, Policy, and Political Social Action (CPPSA) specialization recognizes that many of the problems faced by our clients and the communities in which they live result from the existence of inequality and from social policies that create, maintain and deepen both inequality and social injustice. In this Special Focus, students will gain advanced skills in political social work including political analysis and social action to influence and shape policies that empower clients and communities and foster equality and human dignity. The Community, Policy and Political Social Action specialization strengthens and deepens 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
- Political Advocacy
- Social Activism
- Preparing for Elected Office and/or Working in Legislative Offices

2. 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 21 hours per week in a field education setting for one academic year and must complete the required and elective courses. Students who plan to complete the program in one year follow the program design for second year students in the section above.

G. Part-Time Program

This option provides students an alternative to the regular full-time schedule. Students must take the courses in a specific sequence. The degree requirements are typically completed in three to four years. Students should meet with their academic advisor to plan an appropriate program. Below is an example.

Fall Class Schedule Part-Time Program - MSW Students (First Year)

Courses	Credits
HWC 509 Foundations of Social Justice: Challenging Oppression	3
HWC 511 Research I	3
HWC 596 Community Learning and Professional Preparation I (Year-Long)	1

Spring Class Schedule Part-Time Program - MSW Students (First Year)

Courses	Credits
HWC 510 Social Policy & Social Determinants	3
HWC 512 Research II	3
HWC 596 Community Learning and Professional Preparation I (Year-Long)	-

Fall Class Schedule Part-Time Program - MSW Students (Second Year)

Courses	Credits
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HWC 500	Field Education I	4
HWC 504	Human Behavior in the Social Environment: Critical Applications of Social Work Theory	3
HWC 513	Social Work Practice I	3

Spring Class Schedule Part-Time Program - MSW Students (Second Year)

Courses	Credits
HWC 501 Field Education II	4
HWC 505 Integrating Seminar	3
HWC 514 Social Work Practice II	3

Fall Class Schedule Part-Time Program - MSW Students (Third Year)

Courses	Credits
HWC 502 Field Education III	4
HWC Required Specialization Practice Course	3
HWC Required Specialization Course	3
*HWC Elective	3
*HWC Elective or (HWC 519) Psychopathology	3
*Psychopathology and Three Electives may be taken in any semester after the successful completion of the Second Year.	
HWC 597 Community Learning and Professional Preparation II (Year-Long)	1

Spring Class Schedule Part-Time Program - MSW Students (Third Year)

Courses	Credits
HWC 503 Field Education IV	4
HWC Required Specialization Practice Course	3
HWC Required Specialization Course	3

*HWC Elective or (HWC 519) Psychopathology	3
*HWC Elective	3
*Psychopathology and Three Electives may be taken in any semester after the successful completion of the Second Year.	
HWC 597 Community Learning and Professional Preparation II (Year-Long)	1

H. Employment-Based Program

Students, who are currently working full-time in the field of social welfare and have had a minimum of three years paid, full-time, MSW supervised, social welfare experience, may apply for permission to use their agency of employment for the required hours 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 are in the Field Education Manual. The Office of Field Education must approve participation and is responsible for coordinating and approving a field education plan submitted by the student and an approved field education supervisor.

I. Dual Degree Programs

Master of Social Work and Law

The School of Social Welfare and the 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, can be obtained through an advising meeting.

Master of Social Work/ Master of Public Health

Public Health Social Work is a rapidly expanding field of practice. These professionals work directly with individuals to improve their lives, as well as conducting rigorous data analysis and studies to promote the well-being of local and global communities.

Public health social workers are comprehensively trained to understand and address social issues affecting the health of individuals, families, communities, and populations, such as homelessness, substance use, violence, and environmental contamination.

Students who wish to be considered for admission into the combined MSW/MPH program must comply with all admission requirements for each degree, (MPH and SSW) including completion of 2 separate applications. The GRE exam is a required component for the MPH application. Please note: When completing the MPH application, select the MSW/MPH option to be considered for the dual degree.

J. Individualized Elective Course Option

1. Independent Study Policies and Procedures. In special circumstances and in advising consultation, students may elect to take an Independent Study. The student needs to obtain approval from their faculty advisor and program director. They need to register with an approved faculty sponsor 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 must be agreed upon and signed 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 may not replace required course work. The independent study form needs to be completed.

III. Performance in Field Education

Field and class work are integral parts of a single educational experience. A well-rounded education in social work 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 and HWC 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 placements with less than a 4-5-hour block of time are not accepted. Field placements that offer all evening and/or Saturday hours are very limited and therefore students should be prepared to be available during daytime hours for placement purposes.

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

The Office of Field Education provides field instructors with Performance Expectations as a tool to guide their efforts to assess and evaluate student learning. The expectations are organized according to the nine Competencies and by expectations for generalist and advanced field education expectations. The Performance Expectations reflect behaviors that should be accomplished by the end of each semester and guide teaching, assignments, and skill development as an ongoing process. Student are expected to develop and strengthen competency throughout their field internship with the goal of achieving competency at their level of study.

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

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

The School expects students to perform at the competency level (4) for each competency by the end of the academic year. As described in CSWE Accreditation Standard 4.0 Assessment, the Field Evaluation is one of the instruments by which Stony Brook School of Social Welfare measures student competency.

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

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

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

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

A. Field Advising

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

During the spring semester of the first year, students begin the process of field internship selection for their second year. The student completes a "Second Year Field Education Planning Form" which includes information on the student's interests, goals, and the nature of the student's

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

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

B. Performance Improvement Plan

In the event that there are challenges in the field whereby a plan is necessary to help a student fulfill the requirements of a field learning experience, a Performance Improvement Plan (PIP) may be used. The purpose of this PIP is to address and resolve performance issues in the field. When specific concerns are raised, either by the field instructor or the field liaison, a three way meeting or phone conference will be arranged with the student, field instructor and field liaison/field faculty in attendance. During this meeting the specific areas of concern are discussed and a plan developed for improving performance within a specified timeframe.

The PIP should be written by the field liaison/field faculty, in consultation with the field instructor. The student will contribute to the development of the agreement, and it will be signed by the field instructor, student, and field liaison/faculty.

Indicators for a PIP:

- 1) There is an expectation of a less than satisfactory evaluation and includes ratings of “unacceptable” and/or “needs improvement” in critical areas (e.g. practice skills, ethics or use of self),
- 2) There is a less than satisfactory field evaluation at the end of the first semester (but not a failing evaluation); and/or
- 3) Issues such as frequent absences, lateness, lack of compliance with agency policy, or failure to submit recordings
- 4) A report from the field instructor about behavior that is inconsistent with social work professional norms.
- 5) A student’s inability to meet the terms of the Performance Improvement Plan may result in referral to the School’s Committee on Professionalism.

The PIP will state the specific areas of concern regarding the student's field performance to date, indicate the role of the student, the field instructor, the field liaison, and indicate the time frame within which improvement is expected. The PIP will also answer the following questions:

1. How will the student improve their performance in the field?
2. What strategies can be employed to achieve the standard for performance and agreed upon learning goals?
3. What will be the specific and measurable ways to address the concerns as described?

IV. MSW Program Requirements and Academic Guidelines

A. Time Limit for Program Completion

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

B. Credits

Students in the standard graduate program must successfully complete a minimum of 68 credits. A minimum of 16 of these credits must be earned in field education. Professional foundation requirements must be met. Advanced Standing students must successfully complete a minimum of 37 credits and a minimum of 12 credits of these credits must be earned in field education.

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

Students are required to register for a minimum of 12 credits per semester in order to be considered full time, although the average load is 18 credit hours per semester. Students may not register for more than 21 credits per semester.

1. Waivers

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 take during their first year. This process must be completed before the end of the add/drop period of the first semester when the student enters the school. (Required courses not waived must be completed satisfactorily in order for the degree to be granted.)

Petition for Waiver Procedure

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

Since waivers do not earn credit, the issuance of waivers does not decrease the number of credits the student must complete in order to graduate. In some cases, however, students may also receive transfer credits for waived courses. In order to receive any credit for these courses, (where applicable) students must also initiate and complete the procedure for transfer credit. See below to determine applicability (II A&B) and procedures for obtaining transfer credits

2. Transfer Credits

Transfer from a CSWE Accredited Graduate Social Work Program

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

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

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

3. Transfer of Non-Social Work Graduate Credits

Transfer credits may be awarded to students for non-social work graduate level courses previously completed with a grade of B or better (within five years prior to matriculation) taken at an accredited university. A maximum of 3 credits may be awarded. No transfer credit can be

given for credits used for another earned degree, although students may obtain waivers for such courses, if applicable. The course for which transfer credit is requested must be related to social welfare.

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

4. Credit for Life Experience

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

C. Registration and Maintenance of Matriculation

1. Maintenance of Matriculation

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

2. Course Load

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

a. 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.

b. Part-Time Students

Students must maintain a load of six (6) credits during their first three semesters. A minimum of nine (9) elective credits are required.

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. This information and curriculum is available on our website- under curriculum.

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.

4. Progression to the Specialization 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 specialization 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).

5. Grade Point Average (GPA)

A cumulative grade point average of “B” (3.0) or better is required to remain in good standing. Students who fall below will be put on probation. You must have a 3.0 in order to graduate.

V. Academic Advisement and Educational Planning

Advising

The Social Work profession offers a broad array of opportunities to work with a variety of populations on a range of social issues and in various roles. Students come to our School to discover the work they are passionate about, to enrich their knowledge and skills working with people and on issues they care about, and to pursue their career goals. Our advising program is designed to help students realize and achieve their academic and professional objectives.

Advising consists of on-going discussions between the school and students regarding the students’ educational and professional plans. Advisors address issues that may arise and oversee student’s progress through the program. Meetings between students and advisors can be initiated by either party and may occur at any time. Advisement meetings provide an opportunity for discussion of students’ educational plans and goals and educational performance in the program.

At Stony Brook, the administration, staff, and faculty are enthusiastic partners in helping our students to succeed and pursue their career goals. This applies to all students, but with particular focus on students who are first generation college students and/or who come from

underrepresented groups. A self-directed and comprehensive advising system is designed for this purpose.

Our Self-Directed Advising system is based on the following principles:

- The School is committed to promoting an organizational culture and an advising system that is consciously and strategically equitable and responsive to a diverse and inclusive student body.
- Students are capable of identifying when they need assistance from faculty and staff to succeed and using the support offered
- Students and the School have mutual and complementary responsibilities in graduating knowledgeable, ethical, skillful, thriving and resilient social workers

Students are expected to be prepared and actively involved in the process of advising. It is the student's responsibility to know the program and graduation requirements, the policies and procedures related to graduation and to bring any questions they have to the attention of their advisors. Students are responsible for reviewing, understanding, and adhering to the degree requirements of the School of Social Welfare.

There are many areas in which students would benefit from the advising system. We have identified five areas where students commonly seek assistance.

1. Administrative: Identifying scheduling choices, ensuring accessible and appropriate registration, assuring that graduation requirements are met, etc.
2. Academic: Helping to choose specializations and electives that are the best fit with student learning needs, and career paths, and referral to academic resources, etc.
3. Field Education: Discussion about placements, supervisors, assignments, learning needs within internships;
4. Career planning: Planning for licensing and the search for employment, etc.;
5. Other challenges: Obstacles that arise from health or mental health concerns, family obligations, etc.

Stony Brook School of Social Welfare has an advising system that have been designed to help students address all of the above needs.

Faculty Advisors

- Faculty advisors assist students with questions about academics and refer students to resources. Faculty advisors help with choosing a specialization and electives that best fit a student's career path. In addition, they answer individual questions around career paths and the licensing exam and/or career advice. The faculty advisor relationship is collaborative and intended for students and staff to create a connection with each other and to the School and University. The advisor's role includes providing support and

guidance to students throughout their time at the School of Social Welfare. Advisors also provide referrals to any additional support services within the School or University.

Field Liaisons

- Field Liaisons, as representatives of the School, are assigned to agencies and students to ensure that the student and agency are working within an appropriate educational plan. The liaison's role is to monitor the student's educational growth, the field instructor's teaching and the agency's ability to provide an appropriate educational plan.

Peer Groups and Information Sessions:

- Information Sessions and Peer Groups provide the School of Social Welfare undergraduate and graduate students with the skills and resources necessary to thrive at and persist through the SSW curriculum and the University. The groups provide an opportunity for BSW and MSW students to interact with peers, alumni, and University representatives. Through collaborative efforts and shared resources, social work students become acclimated to the campus culture; learn how to navigate their way through the University; increase their advocacy awareness and social justice efforts; utilize support services; learn about career options, and develop the skills needed to succeed to graduation and beyond.

Throughout the academic year, September to May, students can attend educational and advisement workshops designed to assist with transitioning into the School and the University, build confidence, and foster a sense of community. Groups are facilitated by faculty, staff, alumni and other students.

The workshops and groups include:

- Information Sessions
 - “*Student Speak*”- Groups designed to foster community and give students the space to discuss any concerns/issues they face while being a Social Welfare student area.
 - “*Red Bag*”- Educational workshops designed to assist with transitioning to the School of Social Welfare and the University. This includes programs on communication, building confidence, critical thinking and study skills.
- Specialized peer groups

As a School, we embrace the mission of educating a diverse student body because we know that such diversity is needed to solve the pressing social problems we encounter and to work with the diverse constituencies we serve. Specialized groups are intended to give students the space to discuss any concerns/issues they face because of being a member of a particular population. It also acknowledges challenges/obstacles that students may encounter in a professional setting. Groups include (*but are not limited to*):

- Non-traditional Students
- First Generation/ Immigrant students
- Male Students
- LGBTQ*

Advising “Backpack”:

- Our goal is to have an abundance of helpful resources that students can access to support their educational success at the School. The “Backpack” is an essential online resource that brings together content to help social work students develop the knowledge, skills and values needed to succeed in the School of Social Welfare and in the social work profession.

This includes websites, videos and power-points including (*but not limited to*):

- APA style
- Writing and grammar
- Research/ Evidenced based resources and statistics
- Tips from field/ Interacting with colleagues and organizations

School of Social Welfare Student Service Advisors

Student Service Advisors will assist students with any need that arises within the school. Advisors assist and guide students to foster (or ensure) success in completing the program. This is done in groups and in one on one meetings around academic and administrative issues which include registration, scheduling and graduation requirements. Student Services will be responsible for processing paperwork involving status changes such as a leave of absence.

Student Services also meet with students who are dealing with life experiences or challenges which may be interfering with progress in the program and make appropriate referrals.

Field Advising – Field advising is another way that students receive academic and professional advising – **See Section III.**

A. Student Accessibility Support Center (SASC)

The Student Accessibility Support Center 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 <https://www.stonybrook.edu/commcms/studentaffairs/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 people. A qualified 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 disability. The Student Accessibility Support Center provides support services for disabled students and issues temporary handicapped parking permits (limit 2

months) to all qualified students.^{1*} The Office of Special Assistant to the President for Equal Opportunity/Affirmative Action works in close cooperation with SASC 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 Student Accessibility Support Center to see if the student is registered with them, and if not, ask that they do so. Faculty may not ask to see the student’s medical records or the results of psychological testing of the student, but the SASC will verify that the student does indeed have the claimed disability and will advise faculty on reasonable accommodations.

Student Accessibility Support Center is located in Room 128 of the Educational Communications Center, (631) 632-6748.

B. Counseling and Psychological Services (CAPS) offers free and confidential services to enrolled students. Services include crisis intervention, brief counseling for individuals, couples, and groups; consultation to students, faculty, staff, friends, and parents; medication management; and assistance with referrals to community resources. CAPS can be reached at: (631) 632-6720. Or visit the website: <https://www.stonybrook.edu/caps/>

VI. 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:

https://www.stonybrook.edu/commcms/provost/faculty/handbook/employment/religious_holidays_policy

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

^{1*} Handicapped parking permits for periods longer than 2 months need to be obtained through the Town of the student’s residence.

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

Grades are the purview of the professor, and the professor makes the final determination of grade.

1. Assignment of Grades

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

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

a. Satisfactory/Fail

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

b. Incompletes

“I” (Incomplete) grades are given at the discretion of the instructor when a student is unable to complete all course requirements because of circumstances beyond their 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 be 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 Advanced Specialization Courses	Must be in Advanced Year
HWC 519 Psychopathology and Pharmacology	HWC 500, 501, 504, 505, 513 and 514

Field Education and Social Work Practice must be taken concurrently.

Students who do not satisfactorily complete HWC 513 Social Work Practice I cannot continue in HWC 501 Field Education II and HWC 514 Social Work Practice II.

Students who do not satisfactorily complete HWC 500 Field Education I cannot continue in HWC 501 Field Education II and HWC 514 Social Work Practice II.

Students who do not satisfactorily complete HWC 502 Field Education III cannot continue in HWC 503 Field Education IV and HWC 517 Advanced Specialization Courses.

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

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

c. No Record (NR)

An instructor may assign a temporary “No Record” (NR) on the grade sheet only for students who have never, to the instructor’s knowledge, participated in the course in any way. An “NR”

report is not to be interpreted as a grade, but only as a temporary indication of the state of affairs which requires prompt resolution, leading either to the removal of the course from the student's transcript, whether it has appeared as a result of an error in recording the registration information submitted by the student, or to assignment of a grade. If a final grade is not reported by the deadline dates appearing in the academic calendar, the grade of "F" will be recorded.

2. Grade Point Average for Certification for Graduation

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

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

3. Repeating Courses

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

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

4. Grade Reports

Grades can be 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 instances, students create their own inaccuracies by making errors while registering or 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.

VII. Academic Integrity and Professional Performance

The Stony Brook University School of Social Welfare requires its students to behave in accordance with the Student Conduct Codes of Stony Brook University and the School of Social

Welfare, including the School's Technical Standards ²and Academic Expectations. Students are also expected to behave in accordance with the NASW Code of Ethics during the course of their professional education.

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

The School has set forth professional standards, alcohol, drug and gambling policies, academic dishonesty policies, and social media policies.

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 Office of University Community Standards, Administration Building Room 347, 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 internships 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 internship organization 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.

² Technical Standards refers to the University's requirements for students to function in the program. These are used to determine accommodations for students with disabilities.

1. Professional Standards

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 differing abilities or any other personal characteristic, condition, or status;
3. Treat everyone with whom the student comes in contact with respect, courtesy, and fairness;
4. Respect the privacy and right to confidentiality of clients and colleagues;
5. Behave in accordance with agency, school, and university policies and procedures.

Serious misconduct that will lead a student to be referred to the Committee on Professionalism includes behavior that puts students themselves and other individuals at risk for emotional, physical or psychological harm. This may include, **but is not limited** to the following:

1. Assaulting, threatening, harassing, hazing or otherwise physically, verbally, psychologically or sexually abusing, demeaning, ridiculing or attempting to intimidate any other person connected with the University, at the field agency or in the conduct of any other activity related to the student's enrollment in the school. This includes but is not limited to, bias related acts of assault or abuse, the dissemination of material (including on social media) that ridicules or demeans individuals or groups and any acts which interfere with the rights of others;
2. Participating in, condoning, or association with dishonesty, fraud, deceit, or misrepresentation of professional qualifications, education, experience or affiliations
3. Exploiting professional relationships for personal gain or advantage;
4. Engaging in personal and/or sexual activities with clients, relatives of clients or close acquaintances of client including on social media
5. Concealing, disclosing, or misrepresenting information or participate activities that affect the safety and well-being of clients;
6. Carrying a weapon on university, school or agency premises
7. Engaging 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;
8. Practicing and/or participating in any school academic or non-academic activity while under the influence of alcohol or illicit drugs or mental disability not appropriately controlled;
9. Delegating their duties to an unauthorized person;
10. Falsifying client or institutional records;
11. Failing to follow the University guidelines regarding the use of human subjects or laboratory animals in research or experimentation.

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, or 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) on University grounds, in the field internship or while engaged in activities related to their 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 shall gamble for money or other valuables on University or field internship property or in any University facility.

Violation of the Alcohol/Drug and Gambling Policy will lead to a referral to the Committee on Professionalism

D. Academic Dishonesty

Academic dishonesty includes but is not limited to:

- 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;
- Submission of similar papers or projects in more than one course without permission of the instructors;
- Collusion: two or more students helping each other on an examination or assignment, unless specifically permitted by the instructors;
- Use of substitutes, sitting in for another student at an examination, or permitting someone else to sit in for oneself;
- Plagiarism: submission of another's work as one's own original work without proper acknowledgement of the source;
- Falsifying documents or records related to credit, grades, change of status forms (e.g. adds and drops), and other academic matters;
- Altering an examination or a paper after it has been graded, for the purpose of fraudulently requesting a revision of the grade;
- Use of unauthorized materials for an exam or project (e.g. use of calculators or notes on an examination where they have been prohibited);
- Theft, concealment, destruction, or inappropriate modification of classroom or other instructional material; e.g., posted exams, library materials, laboratory supplies, computer programs and outputs.

Academic dishonesty violations may lead to a referral to the Committee on Professionalism

E. Social Media Policy

When enrolled in the School and placed in a field internship the student will come into contact with many individuals who utilize social media for various reasons. Students must be aware of

the ways that people can get information about them, connect with them and learn about their family and friends. It is important to look at social media not only from a personal perspective but from a professional one. The professional image extends beyond the physical setting of the field agency, School and University. Clients and staff of the agency will be able to view students as they present themselves through social media. Students should be guided by social work values and ethics and this responsibility extends to the virtual world and technological world. Refer to the NASW, ASWB, CSWE and CSWA Standards for Technology in Social Work Practice at https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf

F. 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 Student Accessibility Support Center (SASC) at SBU. They include behavioral, professional and intellectual standards. Technical standards must be met with or without accommodations.

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 Student Accessibility Support Center at SBU. See <https://www.stonybrook.edu/commcms/studentaffairs/sasc/about/> for more details or call (631) 632-6748.

Students are expected to meet the following standards both in the classroom and in their field internships with or without reasonable accommodation for disability:

- Communication Skills – Students must be able to communicate effectively in all forms of communication including oral, written and listening with or without reasonable accommodations and provide accurate information in agency and classroom 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.
- Self-Awareness – Students must demonstrate a willingness to engage in reflective thinking. 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 internship.
- Professional Behavior - Students must behave in a manner that is consistent with the ethics of the social work profession. Students, who are actively impaired psychologically,

emotionally, mentally and/or have distorted thought processes and/or are actively using illegal or impaired by legal substances, cannot fully participate in class or in a field education placement.

- Interpersonal Skills – Students must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and other professionals.
- Motor Abilities – Students must have sufficient motor abilities to attend class and field internship with or without technical accommodation.
- Sensory Abilities – Students must acquire, integrate and apply data through use of their senses with or without technical accommodation.

G. 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. 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.

Language often expresses institutional racism, sexism, and microaggressions. Although it may be unconscious, sensitizing ourselves and becoming consciously aware of these expressions is an important step towards achieving the goal of eliminating these. Therefore, as part of your professional preparation, students are expected to use verbal and written language that is non-racist, non-sexist, etc. A few examples of what is meant by inappropriate language may help to make this expectation more explicit:

- Comments that express racial, sexual, class, heterosexual and other stereotypes;
- Written work that uses masculine pronouns when referring to both males and females or non-binary gender
- Terms that put people in a one-down position, e.g., such as using “girl” or “boy” in reference to adults or young adults.

In addition, as part of an academic institution, and in preparation for professional practice, the School of Social Welfare holds the following expectations:

- We know that students strive to do their best in the classroom, and therefore understand the importance of the readings and participation. Class discussion and interaction are an integral part of student education, and students should take responsibility for learning. Students are required to attend all classes on time and remain for the full session. The classroom is providing 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.
- Readings for 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.

1. Plagiarism

Plagiarism is defined as representing another's words as your own or falsification of credit for submitted work. Each student is expected to pursue their 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.

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 - https://www.stonybrook.edu/commcms/academic_integrity/

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: https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/index.html

Another source that discusses how to avoid plagiarism is: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

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 ensure that papers are grammatically correct and properly formatted. For citations, the School requires that students adhere to The American Psychological Association (APA) format. This is available at <http://apastyle.org>. The Health Sciences Library offers useful information and tutorials.

There are resources that are available in the "Advising Backpack" (See Section V.) that will help you with all aspects of writing, including APA style, grammar tips and ways to ensure you are not engaged in plagiarism.

Academic dishonesty violations may lead to a referral to the Committee on Professionalism

H. 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. Students are expected to be familiar with, and to adhere to the Code of Ethics. The Code may be downloaded from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

In an increasingly international environment, it is important to view our profession from a global perspective. 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/>) are two well-known documents that provide critical insights into the call for our profession to act on issues of ,social, economic and environmental justice, human rights and social development.

I. 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. Supervisors 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 Institutional Diversity and Equity (OIDE) at Stony Brook University. See

<https://www.stonybrook.edu/commcms/oide/> and Reporting procedures at <https://www.stonybrook.edu/commcms/oide-equity/reporting>

The OIDE has professional staff trained to investigate and provide resources regarding issues of sexual harassment, and can be reached by calling (631) 632-6280.

Sexual Harassment will lead to a referral to the Committee on Professionalism

J. 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 understand 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 acknowledges and presents theoretical and practice content about patterns, dynamics, impact and consequences of discrimination, economic deprivation and oppression of the LGBTQ* community.

Students must demonstrate in their conduct and activities the integration of the principles elucidated above

Failure to abide by these principles may lead to a referral to the Committee on Professionalism

K. 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 University'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. See the Office of Institutional Diversity and Equity statement- <https://www.stonybrook.edu/commcms/oide-diversity/index.php>. The OIDE has professional staff trained to investigate and provide resources regarding such issues and can be reached by calling (631) 632-6280.

For concerns of bias crimes consult-

<https://www.stonybrook.edu/commcms/police/pdfs/Bias%20Crimes%20Brochure.pdf>

Reporting procedures can be found at

<https://www.stonybrook.edu/commcms/oide-equity/reporting>

Engaging in Bias or Hate Crimes will lead to a referral to the Committee on Professionalism

XStudent Conditions for Graduation

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, Leaves of Absences and Withdrawal, with students' compliance with the Student Conduct Codes, and

the student grievance and appeals procedures. These policies and procedures are an outgrowth of our Self- Directed Advising system and are firmly rooted in the belief that students are self-directed in their pursuit of knowledge, skills, and are motivated to successfully complete their degree program. We refer here to our guiding principles:

- The School is committed to promoting an organizational culture and an academic review process that is consciously and strategically equitable and responsive to a diverse and inclusive student body
- Students are capable of identifying the assistance needed from faculty and staff in order to succeed and will use the support offered
- Students and the School have mutual and complementary responsibilities in graduating knowledgeable, ethical, skillful, thriving and resilient social workers

In order to graduate from the MSW program, students must meet the following conditions:

1. Remain in good standing with a cumulative grade point average (GPA) of B (3.00)
2. Must successfully complete all course requirements in their program, i.e., 37 for Advanced Standing Students and 66 credits for the full and part-time MSW programs.
3. Must successfully complete all required field internships.
4. Must adhere to the Stony Brook University Student Conduct Code
5. Must adhere to the School of Social Welfare Student Conduct Code including policies on Professional Standards: Alcohol, Drug, and Gambling; Academic Dishonesty; Social Media; and Technical Standards.

Students are ultimately responsible for meeting these conditions. The School's faculty and administration are helpful partners in this process. If the conditions are not met the Student may not file for graduation.

A. Leaves of Absence and Withdrawal

1. Leaves of Absence

There are many reasons why it is necessary or best for a student to take a semester or a year off from their studies. Students take time away so they can return to their studies and their internships in a more focused and re-energized state. A return to the program, however, all course requirements must occur within five years of the date of matriculation.

Students must submit a written request for a Leave of Absence to the School of Social Welfare's Office of Student Services. The letter should include the reason for the request. Due to the sequencing of courses and field internship requirements, return to the program will require careful planning with both the Office of Student Services and the Department of Field Education. Once the student has submitted a written request for a Leave of Absence, the student and the Student Services Advisor together will develop a Success Plan that will lay out a blueprint for completion of studies. The Success Plan will include a proposed return date, and a final allowable return date. The Success Plan will be appended to the leave request. Copies will be given to the Student, the Student Services Advisor, and in the files of the Office of Student Services.

We urge students to stay in contact with the Student Services Advisor during their leave of absence. In this way we can be helpful in ensuring a smooth re-entry to classes and field internship.

Students planning to return after an approved leave of absence must contact their Student Services Advisor and Field Faculty during the semester prior to their return, and must follow registration and field planning dates.

2. Withdrawal

The School will always partner with students to move towards success, but non-attendance or instructor notification in lieu of submitting a formal request for withdrawal may not support that. The University has a formal procedure for withdrawal. Neglecting to return at the beginning of a semester or leaving in the middle of one may appear as a withdrawal from the program when that is not what the student intends. When students face challenges, we want to ensure we are as supportive as possible and do not want to separate a student from the program when we can partner towards a solution.

There are times when students decide it is best to withdraw from the program. We hope they will discuss their decision with a Students Services Advisor in advance so both the student and the School can review the decision carefully. Official notification may make a difference in subsequent planning either through an evaluation of credits that may be applicable for other schools or degree programs or a re-admission process.

Students who wish to withdraw from the School must submit written notification of the withdrawal to 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.

It is very common for students to experience some complications and difficulties at some point during their time in school. Difficulties can range from administrative challenges, or academic struggles in classes or in field internship, to stress from work, family life or health concerns. When these issues emerge, we urge students to make use of the various advising channels (See Section V.) as early as possible.

IX. Success Plans and Committee on Professionalism

A. Success Plans

When a student experiences difficulty in meeting any of the Conditions for Graduation the Student and the School will engage in self-directed conversations about how the situation is best remedied, and together the student and the School advisors will develop and execute a Success Plan. In cases involving Field Education, the Student will work with their Field Faculty to develop the Success plan. In cases involving courses or violations of the Student Code, the Student will work with their Student Services Advisor. In cases involving both Field Education

and coursework or Student Code Violations, it is in the student's best interest to work with both advisors.

- The Success Plan will briefly include the following information:
- History and description of the obstacle to success
- Efforts used to resolve the obstacle and who was responsible for each task
- Student and Advisors views of the current status of the obstacle
- Consequences of the obstacle remaining unresolved

When a Student and a Student Services Advisor and/or Field Faculty establish a Success Plan, the Plan is placed in writing and both the Student and the Advisor sign it. It is placed in the files of the Department of Field Education (in the case of a Field internship requirement) or in the Office of Student Services (in the case of a GPA or Student Conduct Code requirement).

B. Terminology

Although field internship, placement, practicum, or field learning may be used as a reference to field education as the signature pedagogy for social work, we will use field internship to describe a setting where the intent is integrating the theoretical and conceptual contributions from the classroom with the practical experience in a practice setting.

1. The Office of Student Services. The Office of Student Services consists of the Assistant Dean for Student Services, the Director of Admissions, and the Director of Advising. The Office of Student Services is responsible for the oversight of advising on all administrative, academic, career planning, and other challenges. The Office also ensures that students adhere to the School of Social Welfare Student Conduct Code, and manage student grievances. The Assistant Dean of Student Services chairs the Committee on Professionalism.

- **Faculty advisors.** Faculty Advisors assist students with questions about academics and refer students to resources. They help students choose specializations and electives that best fit a student's career goals. In addition, Faculty advisors help students and staff to form sense of connection, support and guidance throughout their time in the School of Social Welfare. They will also connect students to Student Services Advisors or the Office of Student Services for additional support.
- **Student Services advisors.** Student Service Advisors assist students with any need that arises within the school. They assist and guide students making sure they succeed and complete the program. Whenever necessary, on issues of academic or student conduct difficulties, they are responsible for meeting with students to develop and monitor Success Plans and, when more is needed, for working with students to initiate, constitute, and hold a Committee on Professionalism.

2. The Office of Field Education

The Office of Field Education consists of the Director, Assistant Director, Field Faculty assigned to the department, field liaisons and an administrative assistant. The Office of Field Education is responsible for the oversight of all field internships. The Director of the Office of Field Education is a standing member of the Committee on Professionalism.

- **Field Faculty Members.** Field Faculty members are responsible for reviewing student progress and concerns in field education. They may consult with field instructors and other community based organizational staff regarding student assignments and supervision. Whenever necessary, on field internship requirements, they are responsible for meeting with students to develop and monitor Success Plans and, when more is needed, for working with students to initiate, constitute, and hold a Committee on Professionalism.
- **Field Liaisons.** Field Liaisons, as representatives of the School, are assigned to agencies and students to ensure that the student and agency are working within an appropriate educational plan. The liaison's role is to monitor the student's educational growth, the field instructor's teaching and the agency's ability to provide an appropriate educational plan. Field Liaisons and students will consult with members of the Field Faculty when difficulties emerge requiring a Success Plan.
- **Field Instructor.** The Field instructor is the licensed social worker at the agency level who oversees the learning experience of students in a field internship. The field instructor is an integral part of the student success team and is responsible for planning, implementing, monitoring and evaluating students' educational experience based on their progress meeting the CSWE Core Competencies. Field instructors work with the assigned Field Liaison to ensure progress towards successful completion of all field requirements.

C. Committee on Professionalism

The School's Committee on Professionalism serves as Advisory to the Dean of the School of Social Welfare. The responsibility of the Committee on Professionalism is to engage in a discussion that helps to resolve the student's situation and work with the student to develop and execute a plan that will allow the student to meet the Conditions for Graduation. It is the responsibility of the student to meet the Conditions. The Committee on Professionalism also considers student grievances.

The Committee on Professionalism will be initiated, constituted, and convened by the Student and their Student Services advisor:

1. At the request of a Student;
2. When the Student has been unable to meet the Conditions for Grade Point Average after two or more semesters;
3. When the Student has been in more than one unsuccessful internship;
4. When the Student has received a failing grade in Field Education or a co-requisite Practice course;
5. When the Student has had a serious violation of the School's Conduct Code; or
6. When a student wishes to register a grievance.

The Committee on Professionalism is chaired by the Assistant Dean for Student Services. The Director of Field Education also serves as a standing member of the Committee. Beyond the Assistant Dean for Student Services and the Director of Field Education, the composition of the

Committee is self-directed by the Student in collaboration with their Student Services Advisor and/or Field Faculty Advisor. The Student and the appropriate advisor(s) determine what other members of the School community will be helpful in the discussion. Members of the School community include student peers, faculty members, field liaisons, field instructors, and/or academic advisors. In most situations it is generally helpful to include the Student's Field Liaison and at least one concerned faculty member.

It is understood the Committee on Professionalization is an internal School and/or agency matter and not a legal proceeding. No participant shall be entitled to other advocates external to the School and/or legal representation.

Once it is agreed upon who constitutes the Committee, the Student, the Student's Advisor(s), and the Committee members will receive written notification of the Committee's date and time. The existing Success Plan is sent to all members of the constituted committee. The Student, their Advisor(s), and the Committee that has been constituted discuss how the Success Plan should be strengthened to help the student move forward. In the meeting there should be agreement on the revised Success Plan. Any consequences of not fulfilling the Conditions for Graduation should also be clearly stated.

Following the meeting, a summary of the meeting, detailing the revised Success Plan and the identified consequences, is prepared and sent to the Student, Student Services Advisor, and when relevant, the Field Faculty Advisor within 10 business days following the meeting. The Student and Student Services Advisor must sign the Revised Success Plan. A copy of the summary and signed Success Plan is placed in the Office of Student Services files.

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

Whatever the outcome of the Committee on Professionalism, it is ultimately the responsibility of the student to meet the Conditions for Graduation. If a student fails to do so, they may not file for Graduation.

1. Conditions Under Which to Initiate, Constitute, and Hold a Committee on Professionalism Meeting

In most cases, the Success Plan developed by the Student and the Student Services and/or Field Faculty will achieve the desired results and the Student will meet all Conditions for Graduation. In some instances, however, more is required to improve the Success Planning. In those cases, the Student and their Advisors are asked to initiate, constitute and hold a Committee on Professionalization. Those cases are described below:

Review of Grade Point Average

MSW students are required to graduate with a 3.0 GPA, for BSW 2.5 for University and 3.0 for HSC cumulative GPA. At the end of each semester, each student's grade point average is reviewed. Any student whose record indicates they are not meeting GPA requirements will meet with a Student Services Advisor to develop a Success Plan designed to improve the student's academic performance. The plan must be in writing, signed by both the student and the Advisor, and a copy sent to the SSW Office of Student Services file. If the grade point average does not reach a B (3.00) by the end of the following semester the advisor and the student may either adjust the Success Plan in situations where the GPA is close to being met, or initiate, constitute, and hold a Committee of Professionalism meeting for a broader discussion about the most effective strategies to assist the student in achieving the required grade point average for graduation. The student and the Student Services Advisor will review both the requirements and the student's plan and current standing every semester.

Successful Completion of Field Internships. Students are required to successfully complete the Field Internships associated with their program (i.e., 900 hours of field internships for the full and part time MSW programs, and one 450 hour field internship for Advanced Standing students). Students who are experiencing difficulty in a field internship should meet with their Field Liaison and Field Faculty Advisor to establish and execute a Success Plan that will remedy the situation. The Success Plan must be in writing, signed by both the student, the Liaison, and the Field Faculty Advisor, and a copy sent to the Department of Field Education file.

If after the next semester, the Student's situation is still not resolved, the Student and Field Faculty Advisor may ask for a Committee on Professionalization to be initiated, constituted, and held. The Committee will work with the Student and to augment the Success Plan. It is ultimately the responsibility of the student to complete the internship successfully.

Students who receive an F in field education (HWC 500, 501, 502, 503), or have more than one unsuccessful placement or are in danger of not meeting the Conditions for Graduation relevant to successful completion of Field Internships, the student and their Field Faculty Advisor must ask for a Committee on Professionalization to be initiated, constituted, and held. That Committee will have a self-directed conversation about how the situation can be best remedied, and to revise the Success Plan accordingly. The Committee will also identify the consequences of not meeting the Conditions for Graduation related to successful completion of Field Internships. Students who cannot complete after three unsuccessful placements cannot continue to matriculate.

Successful Completion of Course Credits. Students must complete all courses and course credits required for the MSW program within a 5-year timeframe. To maintain full-time status, students must register for at least 12 credits a semester. Part-time students must register for at least 6 credits each semester but may not exceed 9 credits in a semester. Attached below are Advisement Worksheets to help assist students through the trajectory of the program. If a student has any questions, they should contact their Student Services Advisor.

Adherence to the Stony Brook University Student Conduct Code. Violations of the Stony Brook University Student Conduct Code will be handled in accordance with the University's

disciplinary procedures which can be found at (<http://studentaffairs.stonybrook.edu/ucs/conduct.shtml>).

Adherence to the School of Social Welfare Student Conduct Code. Students are required to adhere to the Stony Brook University School of Social Welfare Student Conduct Code, and it is ultimately their responsibility to do so. When a Student violates the School of Social Welfare Student Conduct Code, they must meet with a Student Services Advisor. Any member of school community who witnesses student violation must contact student services advisor. The Student and the Student Services Advisor develop and execute a Success Plan for ameliorating the situation. That plan must be put in writing, with copies to the Student, the Advisor, and kept on file by the Office of Student Services.

In the case of serious violations, the Student and the Student Services Advisor will ask to initiate, constitute, and hold Committee on Professionalization meeting to have a self-directed conversation about the violation and whether there is an appropriate plan to rectify it.

Suspension. In almost every case, self-directed advising and the development of Success Plans will resolve issues. If the Student Conduct Code rises to the level that it has put someone else (clients, peers, supervisors, faculty members, staff) at risk and there appears to be no appropriate plan to rectify the violation, the Committee may recommend to the Dean that the Student be suspended from the program.

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 courses or field education during the time of the suspension. The usual period of suspension is for one academic year but may be shortened or extended. Periods of suspension count towards the five-year period within which the degree requirements must be completed.

Termination

It is the student's responsibility to meet the Conditions for Graduation. When a student is unable to meet the Conditions for Graduation, the student will 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.

D. Conditions under which Student Conduct and/or Grievance Action(s) May Be Initiated

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

The Committee serves as an advisory entity to the Dean and is responsible for reviewing and evaluating situations of undergraduate and graduate students in which a student's academic standing and continued matriculation may be at risk. The Committee on Professionalism also considers student grievances. The responsibility of the Committee on Professionalism is to engage in a systematic and thorough process of inquiry to gather relevant information regarding

the situation, meet with the student to discuss the situation (whenever possible), and provide a summary and recommendation regarding the reviewed situation.

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

1. Believes that they have a grievance in relation to their status as a member of the school/and or university;
2. Has been conditionally admitted and do not fulfill the conditions for admission;
3. Does not maintain a satisfactory grade point average;
4. Experiences difficulty in meeting standards in course work or in field work;
5. May have violated the Academic Integrity or Professional Standards policies and when questions arise in this regard - The faculty need to fill out a report that details of the student conduct violation.

X. Graduation

A. Student Conditions for Graduation

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, Leaves of Absences and Withdrawal, with students' compliance with the Student Conduct Codes, and the student grievance and appeals procedures. These policies and procedures are an outgrowth of our Self- Directed Advising system and are firmly rooted in the belief that students are self-directed in their pursuit of knowledge, skills, and are motivated to successfully complete their degree program. We refer here to our guiding principles:

- The School is committed to promoting an organizational culture and an academic review process that is consciously and strategically equitable and responsive to a diverse and inclusive student body
- Students are capable of identifying the assistance needed from faculty and staff in order to succeed and will use the support offered
- Students and the School have mutual and complementary responsibilities in graduating knowledgeable, ethical, skillful, thriving and resilient social workers

In order to graduate from the MSW program, students must meet the following conditions:

6. Remain in good standing with a cumulative grade point average (GPA) of B (3.00)
7. Must successfully complete all course requirements in their program, i.e., 37 for Advanced Standing Students and 66 credits for the full and part-time MSW programs.
8. Must successfully complete all required field internships.
9. Must adhere to the Stony Brook University Student Conduct Code
10. Must adhere to the School of Social Welfare Student Conduct Code including policies on Professional Standards: Alcohol, Drug, and Gambling; Academic Dishonesty; Social Media; and Technical Standards.

Students are ultimately responsible for meeting these conditions. The School's faculty and administration are helpful partners in this process. If the conditions are not met the Student may not file for graduation

B. Preliminary Certification for Graduation

Every student planning to graduate must apply by the published deadlines for graduation, in the semester in which they expect 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.

- Petition for Graduation form (available at: 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 a recommendation to the Dean. The recommendation will correspond to the advisor's recommendation, except in cases where the:

- Package is not complete: e.g. a student petition or an advisor's recommendation is missing;
- Records and transcripts of the Office of Student Services show F's, Incompletes or unexplained NR's or blank grades;
- All the requirements in the semester for which the student has applied for graduation have not been completed.

In these instances, the student must:

- 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.

XI. 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. Stony Brook offers a free licensing preparation course to all graduating students and information about licensing is available on the website. Courses are also available in the community.

XII. Communications

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

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

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

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>.

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.

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.

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

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.

XIII. Student and Alumni Organizations

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

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

Student Organizations within the School of Social Welfare:

Undergraduate Social Welfare Alliance (USWA)

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

Graduate Student Government (GSG)

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

Phi Alpha Honor Society

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

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

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.

University Student Organizations

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

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

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/>

XIV. Governance of the School of Social Welfare

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

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

Students participate in both formal and informal ways in matters affecting academic and student affairs. The Dean has multiple meetings with different cohorts of students each semester (e.g. BSW students, MSW full time, MSW evening, Manhattan students). These informal chats are both an opportunity for the Dean to update students on School programs and initiatives, and receive feedback from them on what is working and what they would like to see strengthened. This exchange has been very helpful creating new student programs including a Licensing Preparation course and additional help in writing.

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

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

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