



Yeshiva University
WURZWEILER SCHOOL OF SOCIAL WORK



MASTER OF SOCIAL WORK & MA IN SPECIAL EDUCATION

STUDENT CATALOGUE

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**WURZWEILER SCHOOL OF SOCIAL WORK
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WURZWEILER SCHOOL OF SOCIAL WORK YESHIVA UNIVERSITY

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WELCOME TO THE SCHOOL OF SOCIAL WORK

Welcome to the Wurzweiler School of Social Work. This **Catalogue**, together with the School's website (www.yu.edu/wurzweiler/), is designed to define and to describe the rights and responsibilities of students at the Wurzweiler School of Social Work. It is important for MSW students to be aware of and to understand the School's policies and procedures. This **Policy Catalogue** (<http://www.yu.edu/wurzweiler/curriculum/manuals/>) is a "living document" in that changes to it are anticipated as new policies and procedures are developed. The School reserves the right to change policy and procedures without prior notice and to notify all parties of such changes. Regarding curriculum requirements, students will be governed by the Manual in the year in which they entered the program.

This **Policy Catalogue** includes the School's Mission Statement and a statement of goals and objectives which provide an overview of the School's vision and direction. It states policies and procedures which are currently operating and is intended as a source of information for students, faculty and field instructors. Policies and procedures pertaining to academic requirements, classroom behavior, grading, attendance, comportment, and change of status can be found in this Manual. How to handle student and faculty concerns about a student's performance in the School is also included. The Appendices present important professional and policy background information. Curriculum requirements pertaining to field education are provided in detail in the **Field Instruction Manual** (<http://www.yu.edu/wurzweiler/curriculum/manuals/>).

Also on the website, we encourage you to review the *NASW Code of Ethics* and the *Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice*. Students are expected to conduct themselves in accordance with the Code of Ethics and the Standards for Cultural Competence in the classroom and in field placements.

If you have questions or concerns, please see your faculty advisor and/or one of the School's administrative staff. We wish you the very best and hope that the time you spend at Wurzweiler is engaging, challenging and successful.

Best of Luck,

Danielle F. Wozniak, MSW, PhD Dorothy and David I. Schachne Dean

SECTION I

VISION AND MISSION

A. OUR VISION

Our vision is to change the world through the generation and transmission of knowledge, the promotion of social and economic justice, and the advancement of professional values and ethics.

B. OUR MISSION

Wurzweiler School of Social Work was conceived of the belief that there was a need for a school of social work dedicated to a dual purpose— the excellence of social work practice in both the Jewish Communal Service field and in the wider world of social services. Historically and currently, the school's mission has adhered to a distinct set of values: excellence of teaching and learning, cultural competence, professional ethics and values, scholarship, social justice, and the importance of service to individuals, groups, and communities. The program is accessible to all interested applicants in New York, nationally and internationally and its graduates serve diverse sectors of society in the United States and globally. The program attracts students of diverse backgrounds and cultures so that they bring their heritage and worldview to bear on the learning process. The program's task is to develop social workers who are ethically and culturally competent; who possess empathy for people of diverse social, cultural and economic backgrounds; and who demonstrate awareness and understanding of the complex environments in which people live and develop. Equipped with professional knowledge, skills, values and ethics, students are trained to work with vulnerable populations and to have an impact on the profession of social work. Wurzweiler graduates are expected to have the confidence and leadership to make a difference in the global society wherever there is a need for advocates for human rights and social justice.

C. COMPETENCY - BASED EDUCATION

In 2015, the Council on Social Work Education (CSWE) published the 2nd edition of the competency-based education framework for its Educational Policy and Accreditation Standards (EPAS) which can be found in Appendix C. As in related health and human service professions, the EPAS moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on outcomes. An outcomes-oriented approach refers to identifying and assessing what students should demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the curriculum.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to perform complex practice behaviors in the delivery of professional service to promote human and community well-being.

EPAS recognizes a holistic view of competence; that is, the performance of practice behaviors is guided by knowledge, values, skills, and cognitive and subjective processes that include the social worker's critical thinking, subjective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time with continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. In the EPAS, social work practice competence consists of nine interrelated competencies that are composed of knowledge, values, skills, and cognitive and subjective processes, followed by a set of component practice behaviors. Competence is demonstrated by the acquisition of knowledge, values, skills, and cognitive and subjective processes described in each competency. Using a curriculum design that begins with the outcomes, expressed as the desired competencies, Wurzweiler faculty develop the

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

SECTION II

CURRICULUM

A. CURRICULUM DESIGN

The curriculum, anchored in an Ecological and Systems perspective, is organized to conform to the Educational Policy and Accreditation Standards (2008, 2015) of the Commission on Accreditation of the Council on Social Work Education. During the first year of study, students complete a year-long generalist practice course which serves as the foundation of their professional practice. In the second year, choices for concentration in a particular practice method are offered in Advanced Clinical Practice with Individuals and Families, Social Group Work and Community Social Work Practice.

The goal of Wurzweiler's MSW program is to prepare competent advanced-level practitioners for social work practice. The educational program enables students to integrate the knowledge, values and skills of the profession and helps them to develop into competent professionals.

An essential aspect of the curriculum is the emphasis placed on the student's understanding and development of the conscious use of self. Students are expected to struggle with various theoretical perspectives in developing their analytic and interventive skills. How students use themselves in relation to the individual, group, family or community, as well as agency and School, is viewed to be of crucial importance in their development as professional social workers.

The following table reflects the organization, sequencing and integration of the School's curriculum:

B. GENERALIST AND ADVANCED CURRICULUM

Generalist Curriculum	Advanced Curriculum
Social Welfare and Social Change (Formerly Social Welfare Org)	Practice Method options in three areas
Human Behavior and the Social Environment (HBSE)	1. Advanced Clinical Practice with Individuals & Families I & II
Cultural Diversity Social Work Practice and Evaluation Research	2. Advanced Social Work Practice with Groups I & II
Elective One	3. Advanced Community Practice I & II
Generalist Social Work Practice I & II	Advanced Field Work I & II
Generalist Social Work Field Work I & II	Advanced Policy Advocacy (Formerly known as Social Welfare Policy)
	Psychosocial Pathology Philosophical Foundations of Social Work Social Work Values and Ethics
	Applied Methods in Social Work Research
	Elective Two
	Elective Three
	Capstone Project

C. ROADMAPS – For students beginning classes September 2018 or after

NOTE: For all students entering prior to September 1, 2018, speak to your advisor about your roadmap.

1. **Full Time Roadmaps**: students are enrolled for two academic years of traditional weekday classes from early September to mid-May. The week is divided between classes and assigned field work. Field work begins in the first year of studies.
2. **Part time Roadmaps** (extended) students are enrolled in a minimum of 3 classes (9 credits).
3. **Advanced Standing Roadmaps** students have earned a baccalaureate degree in social work (BSW) from a CSWE accredited social work program within a minimum of five years (which may be extended at the discretion of the Associate Dean or his designee), and have an overall degree GPA of 3.00 or better. Persons who have undergraduate degrees in other fields are not eligible for advanced standing.
4. **Block Program Roadmaps** Block Program roadmaps are based on a class schedule involving face-to-face (F2F) and online coursework. The F2F component takes place during the summer. Continuing course work online is required during the Fall/Spring semesters.

FULL-TIME FALL START

Fall (Year 1)	
<u>Course</u>	<u>Credits</u>
SWK 6003 Generalist Social Work Practice I	3
SWK 6531C Generalist Field Work I	3
SWK 6100 HBSE	3
SWK 6133 Philosophical Foundations of SW	3
SWK 6135 Cultural Diversity	3
TOTAL FALL CREDITS	15
Spring (Year 1)	
<u>Course</u>	<u>Credits</u>
SWK 6004 Generalist Social Work Practice II	3
SWK 6532C Generalist Field Work II	3
SWK 6201 Social Welfare and Social Change **	3
SWK 6401 SW Practice & Evaluation	3
Elective	3
TOTAL SPRING CREDITS	15
Fall (Year 2)	
<u>Course</u>	<u>Credits</u>
SWK 6013/6023/6033 Advanced Practice I	3
SWK 6535C Advanced Field Work I	3
SWK 6402 Applied Methods in SW Research	3
SWK 6111 Psychosocial Pathology or SWK 6252 Leading for Change: Social Work in Administration	3
Elective	3
TOTAL FALL CREDITS	15
Spring (Year 2)	
<u>Course</u>	<u>Credits</u>
SWK 6014/6024/6034 Advanced Practice II	3
SWK 6536C Advanced Field Work II	3
SWK 6210 Advanced Policy Advocacy***	3
SWK 6134 Social Work Values & Ethics	3
Elective	3
SWK 6901 Thesis Capstone	0
TOTAL SPRING CREDITS	15
TOTAL MSW CREDITS	60

*Advanced Clinical Practice majors must take Psychosocial Pathology; Community Social Work majors must take Leading for Change: Social Work in Administration; Group Work majors may select either course.

** SWK 6201 was formerly known as Social Welfare Organization

*** SWK 6210 was formerly known as Social Welfare Policy

FULL-TIME SPRING START

Spring (Year 1)	
<u>Course</u>	<u>Credits</u>
SWK 6003 Generalist Social Work Practice I	3
SWK 6531C Generalist Field Work I	3
SWK 6100 HBSE	3
SWK 6133 Philosophical Foundations of SW	3
SWK 6135 Cultural Diversity	3
TOTAL FALL CREDITS	15
Summer (Year 1)	
<u>Course</u>	<u>Credits</u>
SWK 6004 Generalist Social Work Practice II	3
SWK 6532C Generalist Field Work II	3
SWK 6201 Social Welfare and Social Change **	3
SWK 6401 SW Practice & Evaluation	3
Elective	3
TOTAL SPRING CREDITS	15
Fall (Year 2)	
<u>Course</u>	<u>Credits</u>
SWK 6013/6023/6033 Advanced Practice I	3
SWK 6535C Advanced Field Work I	3
SWK 6402 Applied Methods in SW Research	3
SWK 6111 Psychosocial Pathology or SWK 6252 Leading for Change: Social Work in Administration	
Elective	3
TOTAL FALL CREDITS	15
Spring (Year 2)	
<u>Course</u>	<u>Credits</u>
SWK 6014/6024/6034 Advanced Practice II	3
SWK 6536C Advanced Field Work II	3
SWK 6210 Advanced Policy Advocacy***	3
SWK 6134 Social Work Values & Ethics	3
Elective	3
SWK 6901 Thesis Capstone	0
TOTAL SPRING CREDITS	15
TOTAL MSW CREDITS	60

*Advanced Clinical Practice majors must take Psychosocial Pathology; Community Social Work majors must take Leading for Change: Social Work in Administration; Group Work majors may select either course.

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PART-TIME FALL START

Fall (Year 1)	
<u>Course</u>	<u>Credits</u>
SWK 6100 HBSE	3
SWK 6133 Philosophical Foundations of SW	3
SWK 6135 Cultural Diversity	3
SWK 6520 Advising	0
TOTAL FALL CREDITS	9
Spring (Year 1)	
<u>Course</u>	<u>Credits</u>
SWK 6402 Applied Methods in SW Research	3
SWK 6201 Social Welfare and Social Change**	3
Elective	3
SWK 6520 Advising	0
TOTAL SPRING CREDITS	9
Fall (Year 2)	
<u>Course</u>	<u>Credits</u>
SWK 6003 Generalist Social Work Practice I	3
SWK 6531C Generalist Field Work I	3
Elective	3
TOTAL FALL CREDITS	9
Spring (Year 2)	
<u>Course</u>	<u>Credits</u>
SWK 6004 Generalist Social Work Practice II	3
SWK 6532C Generalist Field Work II	3
SWK 6401 SW Practice & Evaluation	3
TOTAL SPRING CREDITS	9
Fall (Year 3)	
<u>Course</u>	<u>Credits</u>
SWK 6013/6023/6033 Advanced Practice I	3
SWK 6535C Advanced Field Work I	3
SWK 6111 Psychosocial Pathology or SWK 6252 Leading for Change: Social Work in Administration	3
Elective	3
TOTAL FALL CREDITS	12
Spring (Year 3)	
<u>Course</u>	<u>Credits</u>
SWK 6014/6024/6034 Advanced Practice II	3
SWK 6536C Advanced Field Work II	3
SWK 6210 Advanced Policy Advocacy***	3
SWK 6134 Social Work Values & Ethics	3
SWK 6901 Thesis Capstone Project	0
TOTAL SPRING CREDITS	12
TOTAL MSW CREDITS	60

*Advanced Clinical Practice majors must take Psychosocial Pathology; Community Social Work majors must take Leading for Change: Social Work in Administration; Group Work majors may select either course.

** SWK 6201 was formerly known as Social Welfare Organization

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PART-TIME SPRING START

Spring (Year 1)	
<u>Course</u>	<u>Credits</u>
SWK 6100 HBSE	3
SWK 6135 Cultural Diversity	3
SWK 6133 Philosophical Foundations of SW	3
SWK 6520 Advising	0
TOTAL SPRING CREDITS	9
Fall (Year 2)	
<u>Course</u>	<u>Credits</u>
SWK 6003 Generalist Social Work Practice I	3
SWK 6531C Generalist Field Work I	3
SWK 6201 Social Welfare and Social Change**	3
SWK 6402 Applied Methods of Social Work Research	3
Elective	3
TOTAL FALL CREDITS	15
Spring (Year 2)	
<u>Course</u>	<u>Credits</u>
SWK 6004 Generalist Social Work Practice II	3
SWK 6532C Generalist Field Work II	3
SWK 6401 SW Practice and Evaluation	3
Elective	3
TOTAL SPRING CREDITS	12
Fall (Year 3)	
<u>Course</u>	<u>Credits</u>
SWK 6013/6023/6033 Advanced Practice I	3
SWK 6535C Advanced Field Work I	3
SWK 6111 Psychosocial Pathology or SWK 6252 Leading for Change: Social Work in Administration	3
Elective	3
TOTAL FALL CREDITS	12
Spring (Year 3)	
<u>Course</u>	<u>Credits</u>
SWK 6014/6024/6034 Advanced Practice II	3
SWK 6536C Advanced Field Work II	3
SWK 6210 Advanced Policy Advocacy***	3
SWK 6134 Social Work Values & Ethics	3
SWK 6901 Thesis Capstone Project	0
TOTAL SPRING CREDITS	12
TOTAL MSW CREDITS	60

*Advanced Clinical Practice majors must take Psychosocial Pathology; Community Social Work majors must take Leading for Change: Social Work in Administration; Group Work majors may select either course.

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*** **SWK 6210 was formerly known as Social Welfare Policy**

ADVANCED STANDING – FULL TIME FALL START

Fall	
<u>Course</u>	<u>Credits</u>
SWK 6111 Psychosocial Pathology or SWK 6252 Leading for Change: Social Work in Administration	3
SWK 6013 or 6023 or 6033 Advanced Practice I	3
SWK 6535C Advanced Field Work I	3
SWK 6132 Philosophical & Ethical Foundations of Social Work	3
Elective	3
TOTAL FALL CREDITS	15
Spring	
<u>Course</u>	<u>Credits</u>
SWK 6210 Advanced Policy Advocacy*	3
SWK 6014 or 6024 or 6034 Advanced Practice II	3
SWK 6536C Advanced Field Work II	3
SWK 6401 SW Practice & Evaluation Research	3
Elective	3
SWK 6901 Thesis Capstone Project	0
TOTAL SPRING CREDITS	15
TOTAL MSW CREDITS	30

- *The Advanced Standing MSW Program is only open to students holding a bachelor's degree in Social Work from a CSWE accredited program.*
- *Students need two electives in order to graduate.*
- *30 credits total, 28 hours per week internship in fall and spring.*
- *Advanced Clinical majors must take Psychosocial Pathology. Community Social Work majors must take Leading for Change Social Work in Administration. Group Work majors may select either course.*

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ADVANCED STANDING: FULL TIME-SPRING START

Spring	
Course	Credits
SWK 6111 Psychosocial Pathology or SWK 6252 Leading for Change: Social Work in Administration	3
SWK 6013 or 6023 or 6033 Advanced Practice I	3
SWK 6535C Advanced Field Work I	3
SWK 6132 Philosophical & Ethical Foundations of Social Work	3
Elective	3
TOTAL FALL CREDITS	15
Summer	
Course	Credits
SWK 6210 Advanced Policy Advocacy*	3
SWK 6014 or 6024 or 6034 Advanced Practice II	3
SWK 6536C Advanced Field Work II	3
SWK 6401 SW Practice & Evaluation Research	3
SWK 6901 Thesis Capstone Project	0
Elective	3
TOTAL SPRING CREDITS	15
TOTAL MSW CREDITS	30

- The Advanced Standing MSW Program is only open to students holding a bachelor's degree in Social Work from a CSWE accredited program.
- Students need two electives in order to graduate.
- 30 credits total, 28 hours per week internship in fall and spring.
- Advanced Clinical majors must take Psychosocial Pathology. Community Social Work majors must take Leading for Change: Social Work in Administration. Group Work majors may select either course.

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PART-TIME FALL START ADVANCED STANDING

Fall 1	
<u>Course</u>	<u>Credits</u>
SWK 6111 Psychosocial Pathology or SWK 6252 Leading for Change: Social Work in Administration	3
Elective	3
SWK 6132 Philosophical and Ethical Foundations of Social Work	3
TOTAL FALL CREDITS	9
Spring 1	
<u>Course</u>	<u>Credits</u>
SWK 6401 SW Practice & Evaluation Research	3
SWK 6210 Advanced Policy Advocacy*	3
TOTAL SPRING CREDITS	6
Fall 2	
<u>Course</u>	<u>Credits</u>
SWK 6013/6023/6033 Advanced Practice I	3
SWK 6535C Advanced Field Work I	3
Elective	3
TOTAL FALL CREDITS	9
Spring 2	
<u>Course</u>	<u>Credits</u>
SWK 6014/6024/6034 Advanced Practice II	3
SWK 6536C Advanced Field Work II	3
SWK 6901 Thesis Capstone Project	0
TOTAL SPRING CREDITS	6
TOTAL MSW CREDITS	30

- The Advanced Standing MSW Program is only open to students holding a bachelor's degree in Social Work from a CSWE accredited program.
- Students need two electives in order to graduate.
- 30 credits total, 28 hours per week internship in fall and spring.
- Advanced Clinical majors must take Psychosocial Pathology. Community Social Work majors must take Leading for Change: Social Work in Administration. Group Work majors may select either course.

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PART-TIME SPRING START ADVANCED STANDING

Spring 1	
Course	Credits
SWK 6401 SW Practice & Evaluation Research	3
SWK 6210 Advanced Policy Advocacy*	3
SWK 6132 Philosophical & Ethical Foundations of Social Work	3
SWK 6520 Advising	0
TOTAL SPRING CREDITS	9
Fall 1	
Course	Credits
SWK 6013/6023/6033 Advanced Practice I	3
SWK 6535C Advanced Field Work I	3
SWK 6111 Psychosocial Pathology or SWK 6252 Leading for Change: Social Work in Administration	3
Elective	3
TOTAL FALL CREDITS	12
Spring 2	
Course	Credits
SWK 6014/6024/6034 Advanced Practice II	3
SWK 6536C Advanced Field Work II	3
Elective	3
SWK 6901 Thesis Capstone Project	0
TOTAL SPRING CREDITS	9
TOTAL MSW CREDITS	30

- The Advanced Standing MSW Program is only open to students holding a bachelor's degree in Social Work from a CSWE accredited program.
 - Students need two electives in order to graduate.
 - 30 credits total, 28 hours per week internship in fall and spring.
 - Advanced Clinical majors must take Psychosocial Pathology. Community Social Work majors must take Leading for Change: Social Work in Administration. Group Work majors may select either course.
- *SWK 6210 was formerly known as Social Welfare Policy**

BLOCK SUMMER I FULL-TIME

Summer 1	
Course	Credits
SWK 6003 Generalist Social Work Practice I	3
SWK 6004 Generalist Social Work Practice II	3
SWK 6100 HBSE	3
SWK 6135 Cultural Diversity	3
TOTAL SUMMER 1 CREDITS	12
Fall I	
Course	Credits
SWK 6531C Generalist Field Work I	3
SWK 6201 Social Welfare and Social Change** (online)	3
TOTAL FALL/SPRING 1 CREDITS	6
Spring 1	
Course	Credits
SWK 6532C Generalist Field Work II	3
Online Elective (online)	3
TOTAL FALL/SPRING 1 CREDITS	6
Summer 2	
Course	Credits
SWK 6013/6023/6033 Advanced Practice I	3
SWK 6133 Philosophical Foundations of SW	3
SWK 6402 Applied Methods in SW Research	3
SWK 6111 Psychosocial Pathology or SWK 6252 Leading for Change: Social Work in Administration	3
TOTAL SUMMER 2 CREDITS	12
Fall 2	
Course	Credits
SWK 6535C Advanced Field Work I	3
Online Elective (online)	3
TOTAL FALL/SPRING 2 CREDITS	6
Spring 2	
Course	Credits
SWK 6536C Advanced Field Work II	3
SWK 6134 Values & Ethics (online)	3
TOTAL FALL/SPRING 2 CREDITS	6
Summer 3	
Course	Credits
SWK 6014/6024/6034 Advanced Practice II	3
SWK 6401 SW Practice & Evaluation Research	3
SWK 6210 Advanced Policy Advocacy***	3
Elective	3
SWK 6901 Thesis Capstone Project	0
TOTAL SUMMER 3 CREDITS	12
TOTAL MSW CREDITS	60

***Students need three electives in order to graduate.**

The Summer Program class schedule extends from beginning of June through the end of July. Field Work is from September through May in the student's home base.

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BLOCK SUMMER I ADVANCED STANDING

Summer 1	
<u>Course</u>	<u>Credits</u>
SWK 6013/6023/6033 Advanced Practice I	3
SWK 6132 Philosophical & Ethical Foundations of Social Work	3
SWK 6111 Psychosocial Pathology or SWK 6252 Leading for Change: Social Work in Administration	3
Elective	3
TOTAL SUMMER 1 CREDITS	12
Fall/Spring 1	
<u>Course</u>	<u>Credits</u>
SWK 6535C Advanced Field Work I	3
SWK 6536C Advanced Field Work II	3
Elective	3
TOTAL FALL/SPRING 1 CREDITS	9
Summer 2	
<u>Course</u>	<u>Credits</u>
SWK 6014/6024/6034 Advanced Practice II	3
SWK 6401 SW Practice & Evaluation Research	3
SWK 6210 Advanced Policy Advocacy***	3
SWK 6901 Thesis Capstone Project	0
TOTAL SUMMER 2 CREDITS	9
TOTAL MSW CREDITS	30

***Students need three electives in order to graduate.**

The Summer Program class schedule extends from beginning of June through the end of July. Field Work is from September through May in the student's home base.

** SWK 6201 was formerly known as Social Welfare Organization

*** SWK 6210 was formerly known as Social Welfare Policy

BLOCK SUMMER II HYBRID FULL-TIME

Summer 1	
<u>Course</u>	<u>Credits</u>
SWK 6003 Generalist Practice I	3
SWK 6004 Generalist Practice II	3
SWK 6100 HBSE	3
SWK 6135 Cultural Diversity	3
SWK 6133 Philosophical Foundations of SW	3
TOTAL SUMMER 1 CREDITS	15
Fall/Spring 1 - ONLINE	
<u>Course</u>	<u>Credits</u>
SWK 6531C Generalist Field Work I - Fall	3
SWK 6532C Generalist Field Work II- Spring	3
SWK 6201 Social Welfare and Social Change**	3
Elective	3
TOTAL SPRING CREDITS	12
Summer 2	
<u>Course</u>	<u>Credits</u>
SWK 6013/6023/6033 Advanced Practice I	3
SWK 6402 Applied Methods in SW Research	3
Elective	3
TOTAL SUMMER 2 CREDITS	9
Fall/Spring 2 ONLINE	
<u>Course</u>	<u>Credits</u>
SWK 6535C Advanced Field Work I	3
SWK 6536C Advanced Field Work II	3
SWK 6111 Psychosocial Pathology or SWK 6252 Leading for Change: Social Work in Administration	3
Elective	3
TOTAL FALL/SPRING 2 CREDITS	12
Summer 3	
<u>Course</u>	<u>Credits</u>
SWK 6134 Social Work Values & Ethics	3
SWK 6014/6024/6034 Advanced Practice II	3
SWK 6401 SW Practice & Evaluation Research	3
SWK 6210 Advanced Policy Advocacy***	3
SWK 6901 Thesis Capstone Project	0
TOTAL SUMMER 3 CREDITS	12
TOTAL MSW CREDITS	60

The Block Hybrid Program is based on a class schedule involving face-to-face (F2F) and online coursework. The F2F component takes place for 3 1/2 weeks in July, and online classwork continues into the first 2 weeks of August. Continuing course work online is required during the Fall/Spring semesters. The location of Field Work between September and May is where the student currently resides.

** SWK 6201 was formerly known as Social Welfare Organization

*** SWK 6210 was formerly known as Social Welfare Policy

BLOCK SUMMER II HYBRID ADVANCED STANDING

Summer 1	
<u>Course</u>	<u>Credits</u>
SWK 6013/6023/6033 Advanced Practice I	3
SWK 6132 Philosophical & Ethical Foundations of Social Work	3
Elective	3
TOTAL SUMMER 1 CREDITS	9
Fall/Spring 1	
<u>Course</u>	<u>Credits</u>
SWK 6535C Advanced Field Work I-Fall	3
SWK 6536C Advanced Field Work II-Spring	3
SWK 6111 Psychosocial Pathology or SWK 6252 Leading for Change: Social Work in Administration	3
Elective	3
TOTAL FALL/SPRING 1 CREDITS	12
Summer 2	
<u>Course</u>	<u>Credits</u>
SWK 6014/6024/6034 Advanced Practice II	3
SWK 6401 SW Practice & Evaluation	3
SWK 6210 Advanced Policy Advocacy**	3
SWK 6901 Thesis Capstone Project	0
TOTAL SUMMER 2 CREDITS	9
TOTAL MSW CREDITS	30

***Students need a total of two electives in order to graduate.**

***** SWK 6210 was formerly known as Social Welfare Policy**

The Block Hybrid Program is based on a class schedule involving face-to-face (F2F) and online coursework. The F2F component takes place for 3 1/2 weeks in July, and online classwork continues into the first 2 weeks of August. Continuing course work online is required during the Fall/Spring semesters.

The location of Field Work between September and May is where the student currently resides.

MSW/PHD ROADMAP

Fall (Year 1)		
Course		
SWK 6003 Generalist Social Work Practice I		3
SWK 6531C Generalist Field Work I		3
SWK 6101 HBSE		3
SWK 6133 Philosophical Foundations of SW		3
SWK 6135 Cultural Diversity		3
TOTAL FALL CREDITS		15
Spring (Year 1)		
Course		
SWK 6004 Generalist Social Work Practice II		3
SWK 6532C Generalist Field Work II		3
SWK 6401 SW Practice & Evaluation		3
SWK 8296 Social Policy	Substitute for MSW Course: Social Welfare & Social Change	3
Elective		3
TOTAL SPRING CREDITS		15
Summer (Year 1)		
Course		
SWK 8823 Ideology	Substitute for MSW Course: Social Work Values & Ethics	3
SWK 8425 History & Philosophy of Social Work	Substitute for Advanced Policy Advocacy	3
TOTAL SUMMER CREDITS		6
Fall (Year 2)		
Course		
SWK 6013/6023/6033 Advanced Practice I		3
SWK 6535C Advanced Field Work I		3
SWK 6111 Psychosocial Pathology		3
SWK 8421 Strategies of Inquiry I	Substitute for Applied Methods	3
SWK 8406 Fundamentals of Applied Statistics	PhD Course – No MSW Substitution	3
TOTAL FALL CREDITS		15
Spring (Year 2)		
Course		
SWK 6014/6024/6034 Advanced Practice II		3
SWK 6536C Advanced Field Work II		3
SWK 8422 Strategies of Inquiry II	PhD Course – No MSW Substitution	3
SWK 8814 Social Work Practice Theories	Substitute for MSW Elective	3
SWK 8809 Legal Foundations of Social Work	Substitute for MSW Elective	3
TOTAL SPRING CREDITS		15
TOTAL PhD CREDITS INCLUDING SUBSTITUTIONS AND 2 ADDITIONAL PhD COURSES		24
TOTAL MSW CREDITS WITH PhD SUBSTITUTIONS		60
TOTAL SUBSTITUTIONS		18
COMPREHENSIVE EXAM		
MSW COURSE	PhD COURSE	

At the conclusion of Year 2, students earn an MSW and complete coursework for the first year of the PhD program. After passing the Comprehensive Exam, students continue into the 2nd yr. of the PhD program. Page 2 of the road map describes the three concentration options. After Year 3, students begin to work on the Dissertation Proposal, followed by the Dissertation. All courses after year 3 are oriented toward writing the Dissertation Proposal/Dissertation.

Concentration Roadmaps for MSW/PhD Students after Comprehensive Exam has been taken

Research & Academic Concentration

Fall (Year 3)	
Course	Credits
SWK 8952 Structural Equation Modeling	3
SWK 8401 Quantitative Seminar I	3
SWK 8415 Qualitative Data Analysis	3
Elective (students are required to take 1 elective)	3
TOTAL FALL CREDITS	12
Spring (Year 3)	
SWK 8402 Quantitative Seminar II	3
SWK 8010 Grant Writing & Administration	3
SWK 8696 Social Work Education	3
TOTAL SPRING CREDITS	9
Proposal Stage	
SWK 8000 Proposal Seminar	3
TOTAL PROPOSAL CREDITS	3
Dissertation Stage	
SWK 8001 Dissertation Seminar	3
TOTAL DISSERTATION CREDITS	3
TOTAL PhD CREDITS	51

Clinical Concentration

Fall (Year 3)	
Course	Credits
SWK 8415 Qualitative Data Analysis	3
SWK 8951 Single Subject Design	3
SWK 8696 Social Work Education	3
Elective (students are required to take 1 elective)	3
TOTAL FALL CREDITS	12
Spring (Year 3)	
SWK 8956 Trauma Informed Treatment	3
SWK 8955 Introduction to Clinical Data Mining	3
SWK 8964 Clinical Theories and Interventions	3
TOTAL SPRING CREDITS	9
Proposal Stage	
SWK 8000 Proposal Seminar	3
TOTAL PROPOSAL CREDITS	3
Dissertation Stage	
SWK 8001 Dissertation Seminar	3
TOTAL DISSERTATION CREDITS	3
TOTAL PhD CREDITS	51

Policy/Leadership Concentration

Fall (Year 3)	
Course	Credits
SWK 8401 Quantitative Seminar I	3
SWK 8415 Qualitative Data Analysis	3
SWK 8957 Research Methods in Policy and Admin.	3
Elective (students are required to take 3 electives)	3
TOTAL FALL CREDITS	12
Spring (Year 3)	
SWK 8402 Quantitative Seminar II	3
SWK 8010 Grant Writing & Administration	3
SWK 8109 Advanced Legal Topics	3
TOTAL SPRING CREDITS	9
Proposal Stage	
SWK 8000 Proposal Seminar	3
TOTAL PROPOSAL CREDITS	3
Dissertation Stage	
SWK 8001 Dissertation Seminar	3
TOTAL DISSERTATION CREDITS	3
TOTAL PhD CREDITS	51

Students are required to take one elective prior to graduation. Electives are offered every semester and can be found on the Class Schedule. After completion of 2nd year course work, students register for Proposal Seminar and Dissertation Seminar. These courses are designed to help students prepare the dissertation proposal and dissertation.

Admission to the MSW/PhD program

Students admitted to the dual MSW/PhD Program complete their MSW while earning a PhD. The dual degree program is limited to a small number of top tier students after their first semester in the MSW program.

Students are recommended by their MSW academic faculty advisor and/or other MSW faculty.

Degree Requirements

Students in the MSW/PhD dual degree program may register for up to six 3-credit PhD courses, in lieu of six 3-credit MSW courses. Each of the six 3-credit PhD courses will earn six 3-credit MSW credits. The six 3-credit courses count as 18 MSW credits toward the 60 credit MSW program and 18 PhD credits toward the 51 credit PhD program. Students complete the 60 credit MSW during the first two years of the dual degree program.

MSW COURSE	PhD Course	Semester
6201 Soc Welfare & Soc Chnge	8296 Social Policy	Semester 2 MSW Yr. 1
6134 Soc Wrk Values & Ethics	8823 Ideology	Summer MSW Yr. 1
6210 Advocacy Policy	8425 History & Phil of SW	Summer MSW Yr. 1
6402 Applied Methods	8421 Strategies of Inq I	Semester 3 MSW Yr. 2
Elective	8814 SW Pract Theories	Semester 4 MSW Yr. 2
Elective	8809 Legal Fndatns of SW	Semester 4. MSW Yr. 2

D. REQUIRED AND ELECTIVE COURSES (60 CREDITS)

Please be aware that when courses are offered in an on-line format (either asynchronous – Canvas, or Live Online – Zoom, students who want to register for these courses should feel fairly comfortable using computers, social media, and downloading software and videos/DVDs specific to these courses. You can prepare ahead of time before the on-line courses begin by familiarizing yourself with Canvas and Zoom.

FIRST YEAR REQUIRED COURSES

SWK 6003 Generalist Social Work Practice I
SWK 6004 Generalist Social Work Practice II
SWK 6531C Generalist SW Practice Field Work I
SWK 6532C Generalist SW Practice Field Work II
SWK 6100 Human Behavior and the Social Environment
SWK 6135 Cultural Diversity
SWK 6201 Social Welfare and Social Change*
SWK 6401 Social Work Practice & Evaluation Research

Plus one Elective

* SWK 6201 was formerly known as Social Welfare Organization

**SWK 6210 was formerly known as Social Welfare Policy

SECOND YEAR REQUIRED COURSES

SWK 6013/6023/6033 Practice I
SWK 6014/6024/6034 Practice II
SWK 6535C Advanced Field I
SWK 6536C Advanced Field II
SWK 6111 Psychosocial Pathology
SWK 6133 Philosophical Foundations of SW
SWK 6134 Social Work Values & Ethics
SWK 6210 Advanced Policy Advocacy**
SWK 6402 Applied Methods in Social Work Research
SWK 6901 Thesis Capstone Project

Plus two Electives

ELECTIVE CHOICES

SWK 6035 SW Practice in Organizations and Communities
SWK 6103 LGBT Communities Through the Lifespan
SWK 6105 Poverty, Inequality, and Human Development
SWK 6108 Shame & Violence
SWK 6113 Advanced Psychosocial Pathology**
SWK 6114. Psychodrama
SWK 6116 Psychosocial Issues with Human Sexuality
SWK 6136 Jewish Response to Communal Needs
SWK 6139 Immigration
SWK 6141 Family Systems**
SWK 6145 The Changing Jewish Family
SWK 6180 Org. Structure of American Jewish Community
SWK 6182 Social Issues in Clinical Practice for Jewish Community
SWK 6191 Major Concepts in Jewish Cultural History
SWK 6221 Working with Individuals and Families with Disabilities
SWK 6241 Social Work in Health Care
SWK 6252 Leading for Change: Social Work in Administration
SWK 6281 Law and Social Work
SWK 6328 Social Work with Groups
SWK 6329 Clinical Practice for Group Work Majors**
SWK6352 Supervision
SWK 6608 Object Relations in Social Work

SWK 6678 Trauma-Informed Child Welfare Practice
SWK 6681 Community Mental Health
SWK 6682 Evidence-Based Mental Health Practice
SWK 6684 Child and Family Welfare
SWK 6685 SW Practice with Trauma & Interpersonal Violence
SWK 6686 Gerontology
SWK 6689 Spirituality in Social Work Practice
SWK 6691 Addiction I
SWK 6702 Coping with Loss
SWK 6704 Social Work Practice with Children
SWK 6791 Addiction II
SWK 6810 Social Work Practice with the Military
SWK 6813 Leadership in Social Work Practice
SWK 6821 Clinical Practice with Military Families**
SWK 6822 Economic Literacy: The Meaning of Money
SWK 6823 The Treatment of Eating Disorders
SWK 6824 Culturally Competent Social Work Interventions
SWK 6825 Palliative Care: SW Practice with Advanced Serious Illness
SWK 6706 Approaches to Working with Youth and Adolescents
SWK 6710 Using Technology in SW Practice with Individuals, Families, and Groups
SWK 6891 Addiction III

SWK 6630 Social Work Practice in Schools

**Prerequisite Generalist Social Work Practice I and Generalist Social Work Practice Field work I

E. WURZWEILER EDUCATIONAL CERTIFICATES

Wurzweiler offers several types of educational Certificates. A description of each can be found below.

Educational certificates are not certifications, but are rather a recognition that students have completed requirements of a particular course of study.

Each Educational Certificate requires a one-year field placement within the Certificate's domain of practice. A student may qualify for more than one Educational Certificate if the following is fulfilled: (1) Individual requirements of each Certificate (2) A field placement which qualifies as a domain of practice for each Certificate being sought.

Educational Certificate in Child Welfare Practice

Contact Dr. Susan Mason at masonse@yu.edu for more information.

Educational Certificate in School-Based Social Work

Contact Dr. Hanni Flaherty at hanni.flaherty@yu.edu for more information.

Educational Certificate in Creative Arts and Healing

Contact Dr. Sari Skolnik at Sari.Skolnik-Basulto@yu.edu for more information

Educational Certificate in Trauma-Informed Practice

Contact Dr. Lisa Henshaw at lisa.henshaw@yu.edu for more information

Educational Certificate in Gerontology & Palliative Care Practice

Contact Dr. Gary Stein at glstein@yu.edu for more information

Educational Certificate in Social Work Practice With the Military

Contact Dr. Joan Beder at beder@yu.edu for more information.

Educational Certificate in Jewish Communal Service

Contact Dr. Lynn Levy at llevy1@yu.edu for more information.

WURZWEILER EDUCATIONAL CERTIFICATE DESCRIPTIONS

Educational Certificate in Child Welfare Practice

The Educational Certificate in Child Welfare is a New York State approved Social Work Credential offered by the Wurzweiler School of Social Work to students interested in developing knowledge and skills in child welfare practice.

The goal of this Educational Certificate is to enhance knowledge and skill for serving children in a variety of settings including public child welfare agencies, community mental health centers, hospitals, and non-profits serving children. Courses revolve around the knowledge, concepts, and tools associated with contemporary child welfare practice, and the roles that social workers play in enhancing the lives of children and families, with a specific focus on vulnerable populations and underserved communities

The Students must complete 3 of the following electives: Social Work Practice with Children, Child and Family Welfare, Family systems, Social Work Practice in Schools, Community Mental Health, Social Work with Groups, Social Work Practice with Trauma & Interpersonal Violence, Evidence Based Mental Health Practice, Coping with Loss, Law and Social Work Substance Abuse, or Immigration

Educational Certificate in School-Based Social Work

The Educational Certificate in School Social Work Practice highlights specialized knowledge, skills and values associated with working in a school-based setting or in agencies that are school-based or school-linked. The goal of this Educational Certificate is to educate and train social work students to be knowledgeable about the factors and skills required for working in direct practice with students and their families while also being knowledgeable and skilled in collaboration with multiple non-social work professionals while working in a school-based setting.

Students in the Educational Certificate program take three elective courses such as “Social Work Practice in School” “Child and Family Welfare” and “Social Work Practice with Children”, and conduct supervised field work in a school setting or school-linked agency or organization.

Educational Certificate in Creative Arts & Healing

The Educational Certificate in Creative Arts & Healing provides students with specialized knowledge and skills to apply to social work practice. Creative arts therapy refers to a group of techniques that are expressive and creative in nature. The aim of the creative arts therapies is help clients find a form of expression not limited to words or traditional talk therapies. Creative arts therapy is as limitless as the imagination in finding appropriate and new modes of expression.

Courses in this Educational Certificate will introduce students to art therapy, writing, movement, psychodrama, music and drama therapy. Creative art approaches can be applied to a variety of client populations in diverse settings.

Students in this Educational Certificate program take three elective courses which include “Creative Arts & Social Work,” “Introduction to Psychodrama, Sociometry, & Group Psychotherapy, and an elective focused on a specific client population or modality. Additionally, students will be placed for field work in an agency where creative art approaches can be practiced.

Educational Certificate in Trauma-Informed Practice

This Educational Certificate prepares students to engage in trauma-informed practice by highlighting principles, tools, and strategies that expand knowledge and skills in identifying trauma, trauma response, and trauma-informed interventions. The goal of this Educational Certificate is to expand the knowledge of students in understanding the many faces of trauma including national and community trauma experiences, historical and geographic trauma, witnessing violence or other trauma events, interpersonal violence in both childhood and adulthood, specifically childhood sexual abuse, childhood physical abuse, domestic violence (partner abuse), rape/sexual assault, and adult survivors of child sexual abuse. An emphasis will also be placed on vicarious and indirect trauma, and self-care practices for clinicians.

Students in this Educational Certificate take three elective courses such as Social Work Practice with Trauma and Interpersonal Violence, Social Work Practice with Addictions, Treatment of Eating Disorders, or Social Work Practice with the Military and conduct supervised field work in a setting focusing on trauma-based treatment and service delivery.

Educational Certificate in Gerontology & Palliative Care Practice

The Educational Certificate in Gerontology & Palliative Care Practice prepares students to understand the psychosocial and developmental issues around aging and serious illness. A specific focus is placed on how to promote healthy aging in the community; initiating and sustaining difficult conversations about aging, advance care planning, and dying, and in providing guidance that is both holistic and spiritual. Core courses prepare students to support healthy aging and quality of life, and deliver compassionate, quality care and guidance for serious and advanced illness.

Three of four of the following electives are required: Palliative Care: Social Work Practice with Serious Illness, & Social Gerontology; for the third elective, students may take either Social Work in Health Care, or Coping with Loss. Students are required to complete one field placement in either an agency primarily focusing on the service needs and/or clinical issues of older adults; or a hospice, hospital, long-term care facility, or community agency primarily focusing on the service needs and/or clinical issues of individuals (of any age) and families facing advanced, serious illness.

Educational Certificate in Social Work Practice with the Military

The Educational Certificate in Social Work Practice with the Military highlights specialized knowledge, skills and values associated with working with soldiers in the military, returning veterans and their families. The goal of this Educational Certificate is to educate and train social work students who will be capable of addressing the unique physical and mental challenges, as well as transitional needs, of this population.

Students in the Educational Certificate program take three elective courses and conduct supervised field work in an agency that serves the military, such as VAs, Vet Centers and Family Readiness facilities.

Courses such as “Social Work Practice with the Military,” “Coping with Loss,” “Trauma and Interpersonal Violence,” and “Clinical Practice with the Military Family,” are designed to familiarize students with prominent issues and approaches to care, including emphases on topics such as the culture of the military, the impact of war on soldiers and their families, Post Traumatic Stress Disorder, and coping with loss of limbs, among others.

Educational Certificate in Jewish Communal Service

The Educational Certificate in Jewish Communal Service prepares students for work within the Jewish community. Students in this Educational Certificate program are uniquely trained for careers in agencies such as JCCs, federations, family service agencies, educational institutions, vocational services, and human service agencies.

This Educational Certificate includes three elective directed study courses including Jewish Response to Communal Needs, Major Concepts: An introduction to the Values and Ethics of Communal Practice, and the Changing Jewish Family.

Students complete a one-year placement in a Jewish Communal Agency. This Educational Certificate also offers a series of educational enhancements including the possibility of a study seminar in Israel, participation in the annual conference of federation professional and lay leadership, periodic guest speakers, and visits to Jewish communal agencies in the NY area.

Educational Certificate in Child Welfare Practice Declaration Form

This Educational Certificate is granted to any Wurzweiler student who is in good academic standing and who meets the following. Send completed form to jeffrey.coyle@yu.edu.

1. Completion of Foundation Practice I & II, Human Behavior, Social Welfare and Social Change, and both Research courses.
 2. Completion of 3 specialized elective courses (see below).
 3. Completion of one field placement in a child welfare agency.
 4. Completion of the online Child Abuse Certificate.
-

Educational Certificate in Child Welfare Practice students are required to take **three** of the following electives:

Course Number	Course Name	Completion Date
SWK 6684	Child and Family Welfare	
SWK 6685	Social Work Practice with Trauma & Interpersonal Violence	
SWK 6691	Social Work Practice with Addictions	
SWK 6704	Social Work Practice with Children	
SWK 6630	Social Work in Schools	

Complete this form to declare your intention to pursue an **Educational Certificate in Child Welfare Practice** and acknowledge that you have received and understand the requirements needed for completion of the Certificate.

Student Name (please print): _____

Student ID: _____

Signature: _____ Date: _____

Educational Certificate in School-Based Social Work Declaration Form

This Educational Certificate is granted to any Wurzweiler student who is in good academic standing and who meets the following. Send completed form to jeffrey.coyle@yu.edu.

1. Completion of Generalist Practice I & II, Human Behavior, Social Welfare and Social Change (formerly Social Welfare Org), and both Research courses.
2. Completion of 3 specialized elective courses (see below).
3. Completion of one field placement in a school setting or school-linked agency or organization.
4. Commitment to the field of school social work and a commitment to working with youth with the objective of ensuring healthy development for all youth.
5. Awareness of policy and practice standards for school social workers.
6. Incorporation of the NYSSSWA competencies into social work practice.

For this Educational Certificate, students are required to take **three** of the following electives:

Course Number	Course Name	Completion Date
SWK 6684	Child and Family Welfare	
SWK 6685	Social Work Practice with Trauma & Interpersonal Violence	
SWK 6691	Social Work Practice with Addictions	
SWK 6704	Social Work Practice with Children	
SWK 6630	Social Work Practice in Schools	

Complete this form to declare your intention to pursue an **Educational Certificate in School Social Work Practice** and acknowledge that you have received and understand the requirements needed for completion of the Certificate.

Student Name (please print): _____

Student ID: _____

Signature: _____ Date: _____

Educational Certificate in Creative Arts & Healing Declaration Form

This Educational Certificate is granted to any Wurzweiler student who is in good academic standing and who meets the following. Send completed form to jeffrey.coyle@yu.edu.

1. Completion of Generalist Practice I & II, Human Behavior, Social Welfare and Social Change (formerly Social Welfare Org), and both Research courses.
2. Completion of 3 specialized elective courses (see below).
3. Completion of one field placement integrating creative methods into work with client population
4. Awareness of the theoretical framework and evidence-based practices connected to creative art approaches
5. Incorporation of creative arts into social work practice

The Educational Certificate in Creative Arts and Healing students are required to take a total of 3 specialized electives:

Course Number	Course Name	Completion Date
SWK 6670	Creative Arts in Social Work*	
SWK 6114	Introduction to Psychodrama, Sociometry & Group Psychotherapy*	

*Required

Plus, one additional MSW Course that is focused on a specific client population such as:

Course Number	Course Name	Completion Date
SWK6810	Social Work Practice in the Military	
SWK 6685	Social Work Practice with Trauma & Interpersonal Violence	
SWK 6691	Social Work Practice with Addictions	
SWK 6823	Treatment of Eating Disorders	

Complete this form to declare your intention to pursue to pursue an **Educational Certificate in Creative Arts & Healing** and acknowledge that you have received and understand the requirements needed for completion of the Certificate.

Student Name (please print): _____

Student ID: _____

Signature: _____ Date: _____

Educational Certificate in Trauma-Informed Practice Declaration Form

This Educational Certificate is granted to any Wurzweiler student who is in good academic standing and who meets the following. Send completed form to jeffrey.coyle@yu.edu.

1. Completion of Generalist Practice I & II, Human Behavior, Social Welfare and Social Change (formerly Social Welfare Org), Advanced Policy Advocacy (formerly Social Welfare Policy), and both Research courses.
 2. Completion of 3 specialized elective courses (see below).
 3. Completion of one field placement in an agency which focuses on trauma-based treatment and service delivery.
-

The Educational Certificate in Trauma-Informed Practice students are required to take **three** of the following electives:

Course Number	Course Name	Completion Date
SWK 6685	Social Work Practice with Trauma & Interpersonal Violence	
SWK 6691	Social Work Practice with Addictions	
SWK 6823	Treatment of Eating Disorders	
SWK 6810	Social Work Practice with the Military	

Complete this form to declare your intention to pursue an **Educational Certificate in Certificate in Trauma Informed Practice** and acknowledge that you have received and understand the requirements needed for completion of the Certificate.

Student Name (please print): _____

Student ID: _____

Signature: _____ Date: _____

Educational Certificate in Gerontology & Palliative Care Practice Declaration Form

This Educational Certificate is granted to any Wurzweiler student who is in good academic standing and who meets the following. Send completed form to jeffrey.coyle@yu.edu.

1. Completion of Generalist Practice I & II, Human Behavior, Social Welfare and Social Change (formerly Social Welfare Org), Advanced Policy Advocacy (formerly Social Welfare Policy), and both Research courses.
2. Completion of 3 specialized elective courses (see below); completion of all 4 specialized elective courses is recommended.
3. Completion of one field placement in either an agency primarily focusing on the service needs and/or clinical issues of older adults; or a hospice, hospital, long-term care facility, or community agency primarily focusing on the service needs and/or clinical issues of individuals (of any age) and families facing advanced, serious illness.
4. A demonstrated commitment to working with older adults, or individuals and families facing advanced, serious illness.

The Educational Certificate in Gerontology and Palliative Care Practice students are required to take **three** of the following electives:

Course Number	Course Name	Completion Date
SWK 6825	Palliative Care: Social Work Practice with Serious Illness	
SWK 6686	Social Gerontology	
SWK 6241	Social Work in Health Care OR	
SWK 6702	Coping with Loss	

Complete this form to declare your intention to pursue to pursue an **Educational Certificate in Gerontology and Palliative Care Practice** and acknowledge that you have received and understand the requirements needed for completion of the Certificate.

Student Name (please print): _____

Student ID: _____

Signature: _____ Date: _____

Educational Certificate in Social Work Practice with the Military Declaration Form

This Educational Certificate is granted to any Wurzweiler student who is in good academic standing and who meets the following. Send completed form to jeffrey.coyle@yu.edu.

1. Completion of Foundation Practice I & II, Human Behavior, Social Welfare and Social Change (formerly Social Welfare Org), and both Research courses.
 2. Completion of 3 specialized elective courses (see below).
 3. Completion of one field placement in public or voluntary agencies that serve the military or have service members as clients.
-

The Educational Certificate in Social Work Practice with the Military students are required to take **three** of the following electives:

Course Number	Course Name	Completion Date
SWK 6810	Social Work Practice with the Military	
SWK 6702	Coping with Loss	
SWK 6685	Social Work Practice with Trauma and Interpersonal Violence	
SWK 6821	Clinical Practice with Military Families	

Complete this form to declare your intention to pursue to pursue an **Educational Certificate in Social Work Practice with the Military** and acknowledge that you have received and understand the requirements needed for completion of the Certificate.

Student Name (please print): _____

Student ID: _____

Signature: _____ Date: _____

Educational Certificate in Jewish Communal Service Declaration Form

This Educational Certificate is granted to any Wurzweiler student who is in good academic standing and who meets the following. Send completed form to jeffrey.coyle@yu.edu.

1. Completion of 3 specialized elective courses (see below).
2. Completion of one field placement in a Jewish Communal or related agency.
3. A strong commitment to working in the Jewish community serving Jewish individuals, families and communities.

Certificate in Jewish Communal Service students are required to take all of the following **three** electives:

Course Number	Course Name	Completion Date
SWK 6136	Jewish Response to Communal Needs	
SWK 6191	Major Concepts: An Introduction to the Values and Ethics of Communal Practice	
SWK 6145	The Changing Jewish Family	

Complete this form to declare your intention to pursue an **Educational Certificate in Jewish Communal Service** and acknowledge that you have received and understand the requirements needed for completion of the Certificate.

Student Name (please print): _____

Student ID: _____

Signature: _____ Date: _____

F. COURSE DESCRIPTIONS

SWK 6003 – Generalist Social Work Practice I

This is the first of a two-semester sequence that provides students with introductory knowledge of social work methodology within the context of agency-based practice. The focus of this course is to help students build beginning professional relationship and assessment skills. The course provides a framework for the beginning student to gain an understanding of how to help people in any setting using a multiplicity of skills grounded in an ecological systems approach. Core principles and concepts such as starting where the client is; the worker's conscious use of self; and social work as a planned change process in which knowledge, values, skills and purposes determine professional actions are studied in depth and provide the foundation for practice skills. This course is taken in conjunction with the field practicum. Broad based practice skills are introduced including basic interviewing skills, relationship building, assessment, problem solving, sensitivity to issues of diversity and their impact on practice, and culturally competent practice with vulnerable and oppressed groups.

SWK 6004 – Generalist Social Work Practice II

This second generalist practice course builds upon material covered in Generalist Practice I and focuses on designing interventions based on bio-psycho-social-spiritual assessments and theories of practice. The course provides a deeper exploration of clinical work with individuals, families, groups and communities with special attention given to several theories that guide social work practice and the application of practice skills to specific case materials. Evaluating one's own practice and termination of the student/client relationship are discussed. This course is taken in conjunction with the second semester of the field work and provides an opportunity for integration of theory and practice for beginning social work students.

SWK 6531C – Generalist Social Work Practice Field Work I

SWK 6532C – Generalist Social Work Practice Field Work II

The purpose of First Year Generalist Field Work is to develop social work competencies through the professional relationship with clients. First year students have placements in an agency where they acquire and hone practice skills with individuals, families, groups, organizations, and communities. Students apply knowledge and values in their practice with clients and constituents and develop engagement, assessment, intervention, and evaluation skills. To appropriately meet the challenges of the real-life situations of clients and constituents in the field, students are expected to exercise professional judgment, utilize the field instruction supervisory conference and draw from insights gained through the production of professionally conceived process recordings. Uppermost for students should be their regard for meeting their ethical responsibilities with clients. This should be demonstrated by serious involvement in efforts to utilize knowledge, values and skills which further the development of the conscious use of self and awareness of the impact of interventions on clients. The practice skills identified for first year students are presented in

terms of the core roles, knowledge, and skills common for all of social work; in terms of the method specific skills which are the necessary foundation for advanced social work practice in method; and in terms of the phases of practice -- beginning, middle and ending phases. First year students are required to be in a field placement for a minimum of 600 hours during the academic year – 21 hours per week.

SWK 6100 - Human Behavior and the Social Environment

The Human Behavior sequence includes two courses: Human Behavior in the Social Environment (HBSE) and Psychosocial-pathology. HBSE is the first of the two courses in the Human Behavior and will introduce students to the conceptual and theoretical frameworks that inform our understanding of the human condition and the normative stages of human development from prenatal through old-old-age. The course material will focus on the reciprocal and transactional influences between individuals and their environment with an emphasis on the micro, mezzo, macro and chrono systems and the importance of cultural competence for the social work practitioner. The growth and development of the individual will be viewed as a person in dynamic transition through the context and lens of the life course perspective. The individual, family, community, and larger society will be explored as elements in a state of perpetual flux, each uniquely affected by socioeconomic, political, historical, and ecological forces that are part of an overarching framework.

A unique aspect of this course is the emphasis on issues that deal with the 'self' in an ecological context, with specific attention to the exploration of the individual, physical, intellectual, and temperamental endowments in transaction and conflict with socio-cultural norms, family patterns, and the crises, struggles, conflicts, risks and opportunities encountered throughout the life course. This course lays the foundation for social work's understanding of the diverse elements that unite contemporary knowledge and theories regarding human behavior and the social environment and the intersectionality of the human experience. Specific emphasis will be placed on the capacity and adaptability for individuals, groups and organizations to improve the conditions in their own lives in response to external forces.

Through the perspective of the Life Course Theory, the student will begin to approach their interactions with clients using a differentiated lens that reflects the critical influence of the environment on human development. The course utilizes class discussions, readings and assignments to develop increased awareness of themselves in relation to their own life experience, thereby gaining greater sensitivity and cultural competence related to the external forces that contribute to individual development.

SWK 6135 - Cultural Diversity

This required course is designed to heighten students' knowledge, awareness, skill, and understanding of differences among people, and to raise students' consciousness and sensitivity to complexities resulting from difference. Ethnicity and race will be studied in the context of power and powerlessness, racism, sexism, homophobia, heterosexism, classism, and ageism. Through a process of self-examination, students will explore themselves, their own biases and values, and the society in which they live, develop an appreciation for the multifaceted meanings of diversity, and cultivate professional alternatives for combating discrimination, stereotyping and oppression across age, race, gender, sexual orientation, class, physical and mental disability, religion and spirituality, and other diversity factors. Social work practice issues related to diversity are presented as a foundation for working with diverse populations, understanding issues of oppression and distributive justice, developing cultural

competence.

SWK 6201 - Social Welfare & Social Change (formerly known as Social Welfare Org.

Starting with an understanding of the development of the social work profession over time, in this course students learn how theory impacts policy and agency work, with a focus on how social work values and ethics impact this trajectory. Basic concepts related to social welfare (i.e. the wellbeing of groups of people in society) are explored with particular focus on economic inequality, poverty, and systematic oppression through a human rights perspective, in view of the interrelationship of political, economic and social factors such as race, ethnicity, religion, gender, sexual orientation, immigration status. Students begin the application of social policy analysis through the assignments in this course, that deepen their understanding of the political processes relevant to shaping and influencing the institution of social welfare.

SWK 6401 - Social Work Practice and Evaluation Research

The need to evaluate social work interventions in a systematic way has become a necessity since it is essential to knowing which interventions work with specific client systems. Responsible practitioners need to evaluate the effects of what they do, primarily to protect their clients. This course imparts to students an understanding and appreciation of a scientific, analytic approach to building knowledge for practice and for evaluating service delivery. Students will learn the relationship between single subject research and practice, the fundamentals of the language of social work research, the elements of research designs, data analysis techniques used in single subject research, skills required to use research literature and how to communicate research concepts. Research is presented as a logical extension of service delivery, rooted in the ethical imperative to ensure that the methods employed in service delivery are effective.

METHOD CONCENTRATION OPTIONS

Three method concentration **options**:

- (1) ADVANCED CLINICAL PRACTICE
- (2) ADVANCED SOCIAL WORK PRACTICE WITH GROUPS
- (3) ADVANCED COMMUNITY PRACTICE

SWK6013 – Advanced Clinical Practice with Individuals & Families I

This advanced clinical practice course is designed to help students develop conceptual, practical, theoretical and ethical frameworks that will inform their clinical skills with individuals, families and couples in social service agencies. Specific practice theories are explored for their applicability to a refined assessment of client needs. Students formulate therapeutic interventions based on assessments that include an appreciation of the impact of the social, political and agency context; race, ethnicity, social class and status, gender, sexual orientation, age, abilities and religion; professional values and ethics; and relevant practice research findings on the populations they work with and for. Along with Advanced

Field Work I, this course continues to build an integration of theory with practice, and reinforces the importance of on-going practice evaluation.

SWK 6014 – Advanced Clinical Practice with Individuals & Families II

In this course, students will acquire a theoretical framework for specific practice approaches and will develop a better understanding of the critical components of the bio-psycho-social-spiritual assessment of individuals and families. This course focuses on integrating practice theory with actual practice experiences, applying a range of intervention techniques with a range of client populations, and examining the complex nature of the client/worker relationship. There is particular emphasis throughout on applying professional values and ethics, issues of diversity, populations at risk and social justice. The course specifically uses the family, different normative psychosocial stages and particular diagnostic categories to elucidate the integration of clinical theory and practice.

SWK 6023 - Social Group Work I

This course educates students for responsible social work practice with particular competence in the social group work method. The social group work Method provides students with the knowledge base to begin to formulate groups, selecting group members, building mutual support, developing mutual goals and purpose. A major emphasis in this course is development of the professional use of self to assure the evolution of disciplined practice based on purpose, sanction, knowledge, values and skills. The course is integrated with field learning through case presentations, group simulations and class discussion.

SWK 6024 - Social Group Work II

The course focuses on the students' development of practice skills in relation to theoretical constructs. Students will be able to demonstrate differential use of skills in moving the group process toward successful conclusion and to demonstrate the ability to work with differing group models in a variety of settings and with diverse populations. Special issues include social work values and ethics in group work practice, and consultation for the development of group services. The course is integrated with field practice through case presentations, group simulations and class discussion.

SWK 6033 - Community Social Work Practice I

Students who choose this method will gain skills, knowledge and an understanding of community social work practice within the context of diverse communities. Students learn basic and advanced practice principles, concepts, theories, models and approaches. With emphasis on vulnerable and oppressed populations, students learn to practice across a continuum of human relationships and behaviors existing in bureaucratic environments and small and large systems such as groups, organizations, communities and societies. Students learn to integrate social justice and other core values into their practice as they learn to use primary interventions such as planning and social policy; locality and community development; social action; administration; grants writing; networking and other organizing approaches.

SWK 6034 - Community Social Work Practice II

This course uses theories, models and methods of strategic practice with small and other sized groups, organizations and communities. Students have the opportunity to learn specific intervention tactics that contribute to achieving a practice strategy. Students learn

to sustain growth in formal and informal relationships in order to achieve practice goals, objectives, and strategies. Students are introduced to primary concepts such as client/consumer/constituent, initiatives, program planning, power, leadership, administration, participation, conflict, cooperation, motivation, agency, grant writing, and policy analysis. Students learn to maintain conscious utilization of self throughout the semester in work with vulnerable populations and to consciously work for social and economic justice. Students learn practice competency by implementing a community intervention (project, program, or service) by the end of the course.

SWK 6535C Advanced Field I

SWK 6536C Advanced Field II

The purpose of Second Year Field Work is to develop depth in competency attainment within a concentration area. Students select one of the following method concentrations: (a) clinical social work practice with individuals and families; (b) clinical social work practice with groups; (c) community social work. Second year students have field placements in agencies with assignments in their area of concentration in order to deepen their skills in their professionally purposeful relationships with individuals and families, with groups, or with communities. They build on skills of engagement, assessment, intervention, and evaluation as these are specific to their clients and constituents within their concentration area. Knowledge and values are utilized differentially to further the conscious use of self and the unique relationship with clients and constituents. To appropriately meet the challenges of the real-life situations of people they are serving in the field, students are expected to continue to exercise professional judgment and to utilize the field instruction supervisory conference at an advanced level. Students should draw from insights gained through the production of professionally conceived process recordings which reflect deepened understanding of their interventions and self-awareness. Uppermost for students should be their regard for meeting their ethical responsibilities with clients. This should be demonstrated by consistent involvement in the utilization of knowledge, values and skills which further the development of the conscious use of self and awareness of the impact of interventions on clients. Second year students are required to be in a field placement for a minimum of 600 hours during the academic year – 21 hours per week. Second year advanced standing students are required to be in a field placement for a minimum of 840 hours during the academic year – 28 hours per week.

REQUIRED COURSES FOR SPECIALIZED PRACTICE

SWK6111 - Psychosocial Pathology

Psychosocial Pathology is a co-requisite required course for Advanced Clinical Practice I and Social Group Work I majors (who may choose to take Administration as the co-requisite required course). This course focuses on the distinctions between what is commonly thought to be normal and that which is viewed as “abnormal” behavior. Pathology is defined as behavior that deviates from the average or norm or is considered unusual, strange, and socially unacceptable. The initial identification of individuals, whose symptoms and level of functioning indicate that they have a psychologically or sociologically based disorder, is often a social work function. Therefore, it is crucial that students have the necessary skills and knowledge to assess behavior, and to understand how to use the Diagnostic and Statistical Manual, (DSM V). Social workers need to be able to accurately assess clients in order to expedite referrals and to provide treatment in conjunction with mental health workers from other disciplines. The basic premise of the course is that all assessments of psychosocial

pathologies must take into consideration three elements of behavior: 1) symptoms; 2) level of functioning; and 3) social and cultural diversity.

SWK 6133 - Philosophical Foundations of SW

This required course is designed to move students toward enhanced self-discovery by challenging them to confirm, confront, and articulate their own values and spiritual and philosophical beliefs. The classroom environment becomes a living learning environment that challenges students to confront beliefs and values different from their own, to engage with others in an informed and authentic manner, and in the process, to discover the value systems that they bring to their work with clients. The philosophical content, helps students to develop a philosophy of helping. Such philosophical themes as spirituality, the dual nature of the human being, conflicting conceptions of time, good and the problem of evil, loss and suffering, genocide, sin and repentance, behavior change, and social justice are studied from the value perspectives of religion, philosophy, and social work.

SWK 6134 – Social Work Values and Ethics

This course focuses on value conflicts and ethical dilemmas in social work practice. Value conflicts emerge when the values of society, the social work profession, clients, agencies, religion and personal values are juxtaposed. The value conflicts are identified, converted into ethical dilemmas, illuminated through ethical theory, and resolved through ethical decision-making models. This course formalizes the study of values and ethics into models of value analysis and ethical decision-making. The models are applied to concrete issues and practice situations combining theory and practice in ethics. Students learn how to discern value conflicts and ethical dilemmas that arise in their work with clients. This course reinforces the commitment to prepare social workers of diverse ethnic and religious backgrounds to learn how to reason and deal with the complexities of moral and ethical issues in practice, policy, and society.

SWK 6210 – Advanced Policy Advocacy (formerly known as Social Welfare Policy)

This course prepares students to actively practice policy analysis and advocacy through an exploration of theory, and the introduction and exercise of policy practice. Employing a problem-solving approach, this course builds upon theory introduced in Human Behavior and the Social Environment courses and content infused throughout the curriculum related to social justice, equity, and equality for populations in need and at-risk. Through a deeper exploration of theory, knowledge and skills, students will develop an expertise in policy related to their chosen problem that informs how they design and implement a strategy to impact policy to create positive social change.

SWK 6252 – Leading for Change: Social Work in Administration (formerly Administration).

This course is a co-requisite course for students enrolled in Community Social Work and Group Work majors may also take this course. ***The course is an elective for all other students.*** Administration of formal organizations is influenced by the quality, effectiveness and efficiency of social services. Social services are needed to help vulnerable individuals, families; groups, communities and organizations overcome inequality, unfairness or oppression that occurs because of diversity factors or other characteristics.

SWK 6402 - Applied Methods in Social Work Research

This required research course focuses on problem formulation, conceptualization and operationalization of variables; use of measurement instruments; logic of research design including sampling and design selection; ethical and legal issues; quantitative and qualitative modes of observation; analysis of data; use of computers and computer programs; and research report writing. The student participates in an individual research project and learns the basics of conducting social work research: the ability to conduct a lit review and skills in writing about research. The research project is usually either a student administered survey or a secondary analysis of a sample of a large survey sample of a large survey. Research is presented as a logical extension of service delivery, rooted in the ethical imperative not to harm clients and to ensure that the methods employed in the service delivery are effective.

SWK 6901 – Thesis Capstone Project

The Capstone Project is written during the student's final semester. It is the expounding of an idea, or set of ideas, encountered during the student's education for professional practice. Researching and writing the Capstone Project is an opportunity to engage oneself in scholarly exploration; it is not merely an opportunity to describe a situation or recite experience. The Capstone Project is written under the guidance of a faculty mentor. The Capstone Project is meant to be an integral part of the educational experience. Social work education requires that each student experience a growth in awareness and understanding of self. To this end, the Capstone Project should be preceded by the writer's exploration of his/her motivation towards, feelings about, and practice of social work. It should be an opportunity to integrate all aspects of the student's total experience including the acquisition of knowledge, the field practice, and the development of the professional self. Guidelines to be followed in preparing the Capstone Project can be found on the Wurzweiler website.

ELECTIVE CHOICES

SWK 6035 – Social Work Practice in Organizations and Communities

This course will address the purposes and skills of program development and community organizing for social workers whose primary practice and interest is working with individuals and families. The historical aspects of social action and clinical practice

in the countries represented in class will be explored. We will utilize interactive, didactic and social media formats as well as active application of the community organizing phases and skills in assessing specific aspects of the Washington Heights community and its neighborhoods. The processes and work learned will be framed so that students can replicate them in their own agencies and communities as they practice in both micro and macro environments.

SWK 6103 – LGBT Communities Through the Lifespan

This course will consider issues facing lesbian, gay, bisexual and transgender people at various stages of the life cycle. The impact of stigma and societal discrimination will be integrated, as well as growing acceptance of LGBT people in US society. Issues will include an understanding of sexual orientation and gender identity, coming out, challenges facing youth such as bullying, sexuality and building relationships, marriage equality, and challenges facing elders such as care-giving and acceptance by elder care services. Implications for social work practice will be examines, including mental and physical health, and fostering respectful social work services.

SWK 6105 – Poverty, Inequality, and Human Development

This course explores the nature and dynamics of poverty and inequality in the United States and elsewhere, and by extension as an international and global social problem in the context of human development. It identifies who the poor people are, with a focus on the U.S., but also including other affluent nations, as well as poorer nations across the globe, with a particular focus on the North-South hemispheric divide. The course examines causes, correlates, and consequences of poverty and inequality on individuals, families, and locations, and related theories that account for their existence, persistence, and distribution. Major policy interventions are also highlighted, including conditional cash transfers, work-related programs, basic income guarantee schemes, and others. Poverty and inequality will be analyzed in view of the interrelationship of political, economic and social factors such as race, ethnicity and gender, with social justice and related social work values and ethics in mind. Throughout, the role and function of the social work profession is stressed. How poverty and inequity affect the context of social work practice with a variety of clients is also highlighted.

SWK 6221 – Working with Individuals and Families with Disabilities

This course will provide students with an introduction to research topics in the field of disabilities. Students will review the history of the field of disabilities from the perspective of social change, policy, clinical implications and interventions and ethical considerations. Each student will have an opportunity to develop a proposal for original research in the field of disabilities.

SWK 6108 – Shame & Violence in Social Work

This elective course will explore the relationship of shame to violence, as it often appears in clinical social work (addiction and violence against one's self), group work (domestic violence, bullying and workplace harassment) and community organization (neighborhood crime, riots and suicide clusters). The course will examine how people accumulate toxic shame, as well as the more and less adaptive ways of managing shame. The epidemiological perspective will also be employed: events that have been recognized in the past as risk factors for violence will be re-considered as "shame factors," while determinants such as incidence and prevalence will enhance the student's understanding of anti-violence policy. Interventions will be discussed that employ reintegrative shaming, restorative justice, and restorative processes systems for restoring dignity and worth to the victim.

SWK 6139 - Immigration

This course examines social policies and programs that affect Immigrants and refugees. Social work practice with immigrants and refugees is studied in an international context that encompasses political, economic and social factors. The history of immigration to the United States and the history of immigration laws and social policies affecting immigrants and refugees are studied with attention to current social justice issues. The impact of United States foreign policy, media, and ethnic tensions on the life circumstances of immigrants and refugees is explored with a focus on the situation of immigrants in the greater New York City area. The particular needs of newcomers are identified along with appropriate practice interventions. This course provides an understanding of the diversity of immigration experiences in addition to understanding specific issues of oppression and social justice that apply to immigrants.

SWK 6141 - Family Systems

This course provides a conceptual framework of a systems approach to social work practice with families. It provides an overview of family life taking into consideration the developmental

life cycle of families and the profound impact that societal and cultural influences have on a family such as mental and physical illness, alcoholism and domestic violence. The course will provide an overview of assessment and interventions with families from a systems perspective.

SWK 6182 – Contemporary Social Issues: Clinical Practice with the Jewish Community

This course will focus on the contemporary social issues that are prevalent in the clinical practice throughout the Jewish community. Clinicians have not had the benefit of large quantities of evidence-based practice research to assist them in gaining a theoretical and clinical perspective for working with individuals and families in the traditional Jewish community. Social workers who are providing direct care service in agencies, programs, and schools in these communities are confronting challenging issues, such as: spousal abuse, child abuse, teen and adult substance abuse, children veering off the **derekh**/religious path, care of the elderly and the infirm, balancing work and family, increased divorce and remarriage, and the rising number of children diagnosed with autism in the community. This course will engage students from theoretical perspective, a clinical perspective and will expose them to the growing number of agencies and programs throughout the Jewish community that are addressing the needs of the individuals and families.

SWK 6241 - Social Work in Health Care

This course provides the student with a conceptual, ethical and practice framework for social work practice in health care. It provides an overview of the United States health care system, the unique knowledge and skill base of social work in health care, the bio-psycho-social-spiritual impact of illness on patients and their family members, and the special psychosocial needs of populations most often served and underserved in medical social work. The course also provides an overview of common ethical dilemmas unique to social work practice in health care.

SWK 6281 - Law and Social Work

This course introduces students to the field of law as it relates to social policy and social work practice. Students learn the role of law in society, and how law affects social welfare programs and services. The first part of the course examines the role of law in social change and social justice. Through an analysis of Supreme Court decisions, the interplay between law and social change in issues involving race, class, gender, and sexual orientation are examined. Students will learn basic constitutional law principles, including equal protection and due process. The second part of the course focuses on the legal environment in social work practice, with particular emphasis on the skills and knowledge necessary for using the law to advocate for clients. Advocacy skills in administrative and court settings will be taught through an examination of the hearing process, family law, health and mental health law and professional practice issues.

SWK 6328 - Social Work Practice with Groups

Social Work Practice with Groups is designed to increase students' knowledge and skill in social work practice with groups. The course covers the generic knowledge and skills that social workers need to work with a variety of groups. An important aim of the course is to assist students in recognizing the efficacy of practice with groups in a variety of settings. Special issues include values and ethics in group work practice and social justice concerns. ***This elective is for non-Group Work majors.***

SWK 6329 – Clinical Practice for Group Work Majors

Clinical practice for Group Work majors' course is offered to students concentrating in other methods in the second year of the Master's Degree Program. The course builds upon the first year Generalist and HBSE courses. Students will develop conceptual, practical, theoretical and ethical frameworks that will inform their clinical skills with individuals, families and couples in social service agencies. Students acquire a theoretical framework of specific clinical approaches, refine their understanding of biopsychosocial assessment of individuals and families, learn to formulate therapeutic interventions based on assessments considering context as well as status, culture, values and race that are informed by ethics and best practices. In addition, students acquire a deeper understanding of the importance of transference and countertransference in the clinical work. Role play, case illustrations and practice experience from student internships are incorporated into classroom experience examining the interlocking nature of theories that inform contemporary clinical social work.

SWK 6352 - Supervision

Social work supervision is rooted in the history of the profession and in the agency context of social work practice. The functions of supervision, which include education, staff development, administrative accountability, and practice oversight, are complex and require specialized knowledge and skills. Emphasis is primarily on the organizational context of supervision, and on the theories and practice of supervision that pertain to a variety of social work settings. Ethical and contextual policy issues are emphasized throughout the course to inform how supervision is practiced and the changing purposes it may serve. Issues of workplace diversity and developmental needs of professionals are also emphasized. The types of programs and services offered by different agencies and the types of populations served are highlighted as these affect the supervisory relationship.

SWK 6630 - Social Work Practice in Schools

This course is intended for students who plan to work in schools or in agencies that are school based or school linked. It is a practice and policy course because social work practice in schools is so strongly influenced by state and Federal education laws. It elaborates and builds upon basic skills and knowledge learned in foundation courses. This course seeks to familiarize students with the roles social workers assume in schools; the culture of primary, middle, and high schools; the psychosocial and developmental needs of the students; and the pressing issues facing schools today, including violence, diversity, racism, homophobia, overcrowding, poverty, and the changing relationship between family, school and community.

SWK 6678 – Trauma-Informed Child Welfare Practice

This course will introduce students to the core concepts (general theory and foundational knowledge), informing evidence-based assessment and intervention for traumatized children and adolescents who are in the child welfare system. Strength-based practice will be highlighted along with a focus on the identification of protective and promotive factors that foster resiliency and post-traumatic growth. Trauma is broadly defined, and includes children and adolescents exposed to traumatic events including, abuse and neglect and witnessing interpersonal crime (e.g. domestic violence), community violence and other traumatic events who have come into contact with the child welfare system. The course will highlight the role of development, culture and empirical evidence in trauma-specific assessment, referral and interventions with children, adolescents and their families within a child welfare context. It will address the level of functioning of primary care giving environments and assess the

capacity of the community and the child welfare system to facilitate restorative processes.

SWK 6681 - Community Mental Health

This elective is designed for students interested in practicing in the mental health field as providers of direct services, program planners, supervisors, administrators and policy analysts. The course provides an historical review of mental health services development globally and in the United States with accompanying community practice models, financial and regulatory structures and how they shape mental health programs. The focus is on current issues with respect to vulnerable populations including the seriously and persistently mentally ill; the homeless mentally ill; the mentally ill chemical abuser; the mentally ill offender; the HIV positive individual with mental illness and, seriously emotionally disturbed children. The course examines the roles of consumers and their families as partners and advocates in developing programs.

SWK 6682 - Evidence Based Mental Health Practice

This course is aimed at developing the knowledge and skills necessary for working with individuals with a diagnosis of serious mental illness using recovery-oriented evidence-based practices. Students will become familiar with evidence-based practice, within a recovery- oriented paradigm, as a general approach to practice as well as specific evidence-based interventions to use with individuals with a diagnosis of serious mental illness. Students will learn to examine research literature to determine the various levels of support for specific interventions and essential principles for translating research into practice. In addition, they will identify the appropriate treatment outcomes that reflect effective, quality, mental health practice. Each evidence-based practice presented will also be examined for its utility with diverse groups. Providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental illness is the focus of this course.

SWK 6684 - Child and Family Welfare

This course examines the social welfare policies, programs and services to families and children, historically known as "child welfare services." A central theme is the impact of social problems, economic inequity and discrimination on family well-being and how these forces have affected the development of services to families and children. The course is divided into four units. The first unit is an overview that explores changing definitions and expectations of the family, and how such changes are shaped by the economy, cultural values, and other forces. The effects of poverty and discrimination on the well-being of families, and in particular minority and single parent families, are also examined. The second unit examines the primary social service delivery systems designed for children and families, including adoption, foster care, child protective services, and the juvenile justice system. The third unit focuses on specific and contemporary social problems facing children and families today, including teen pregnancy, violence among youth, and domestic violence. The fourth and final unit focuses on preventive and supportive services to children and families, including day care and school-based services.

SWK 6685 - Social Work Practice with Trauma and Interpersonal Violence

This course examines interpersonal violence in childhood and adulthood, specifically childhood sexual abuse, childhood physical abuse, intimate partner abuse (domestic violence), rape and sexual assault, and adult survivors of childhood sexual abuse. With careful attention to the dynamics and consequences of trauma on victims, this course will expose students to key concepts such as Post Traumatic Stress Disorder, Complex PTSD, dissociation, and repressed

memories. Students will learn about individual and group intervention strategies specific to trauma, including crisis intervention, cognitive therapy, feminist approaches, and mutual aid group work approaches, among others. Through a unit on Secondary Traumatic Stress, students will learn about the personal effects of trauma work, the concepts of traumatic counter-transference and transference, and will be exposed to self-care strategies.

SWK 6686 – Gerontology

Dramatic demographic shifts suggest that social workers in the future will inevitably interface with older people. It builds upon knowledge of biology and psychosocial development of the middle and late stages of adulthood, and highlights the contemporary manifestations of ageism. Students are also encouraged to apply practice principles to such challenging phenomena as depression and social isolation in old age, nursing home placement, and elder abuse. The course identifies the core knowledge base necessary for working with older adults and their families. It also explores the theoretical underpinnings, attitudinal factors and ethical and economic aspects of social gerontology that are relevant to understanding this field of practice. Social policies which have profound effects on successful aging are analyzed. The ethical and social justice dilemmas of resource allocation end of life decision making, physician assisted suicide, euthanasia, caregiver burnout, and poverty and vulnerability among diverse elderly are explored.

SWK 6689 - Spirituality in Social Work Practice

Spirituality is an important aspect of human experience and development. Spirituality reflects a holistic perspective that addresses the interrelationship between spirituality and the biological, psychological and social dimensions of human experience. "Social work scholars usually distinguish between spirituality and religion. Spirituality relates to a universal and fundamental aspect of what it is to be human – to search for a sense of meaning, purpose, and moral framework for relating with self, others and the ultimate reality. In this sense, spirituality may express itself through religious forms, or it may be independent of them. Religion is an institutionalized pattern of beliefs, behaviors and experienced, oriented toward spiritual concerns, and shared by a community and transmitted over time in traditions (Canda and Furman, 1999).

SWK 6691 – Social Work Practice with Addictions

This elective course introduces the student to the field of addictions and includes an overview of the policy issues, etiology, manifestations, practice settings, and treatment approaches to addiction/dependency. There are no prerequisites for this course which may be taken as an elective during the first or second year of study. All social workers, at some point in their careers are likely to come into contact with the issues or consequences of addictions, whether in direct practice, group work, or community organizing and planning. This is because addictions are intertwined with many other social problems and psychosocial conditions, such as family violence, child welfare, AIDS and mental health. The course emphasizes the multiple causation of the misuse of addictive substance, the biological, social, and psychological consequences of substance abuse, and the impact of addictions on the family, community, and larger society. Particular attention is paid to the policy and programmatic responses to this social problem, the role of the courts, and differing philosophies and practices regarding treatment.

SWK 6702 - Coping with Loss

This course is designed to explore aspects of social work practice with clients experiencing

loss and grief in a variety of situations. Since society generally associates grief with death, grief which accompanies life events such as separation from home, divorce, retirement, or chronic illness, is frequently not addressed by clients or professionals. The grieving processes are intertwined with each individual's place in their life span, their strengths, vulnerabilities, cultural orientations, values and resources. The use of contemporary knowledge for strengthening the coping skills of grieving individuals, families or groups is emphasized. Areas of study include skills of assessment and treatment which are explored using films and personal and case materials. Strategies and interventions in working with a culturally diverse array of vulnerable populations confronting loss, for whom services and programs need to be planned, are highlighted.

SWK 6704 - Social Work Practice with Children

This course helps students develop conceptual, practical, theoretical and ethical frameworks that inform their practice with children, ages 0-12, and their families. Students must have previous clinical experience working with children or must currently have children assigned to them as part of their field experience when taking this advanced elective. Specific theories of development and practice are explored for their applicability to a refined assessment of client needs. Students formulate therapeutic interventions with the children and their families based on assessments that include an appreciation of the impact of agency context, ethnicity, gender, race, social class, biological developmental issues, as well as current and relevant practice research findings.

SWK 6810 - Social Work Practice with the Military

This elective focuses on the specific problems of those who serve in the military and the response of social workers to those needs. The course explores the nature of war, its impact on those who are wounded, physically and mentally, and their loved ones/caregivers. The course looks at theories, research and intervention strategies for social workers who choose to work with this population. Students will be introduced to a theoretical orientation for stress management which acknowledges the stressors of war and the adaptations made by those engaged in battle, especially the returning war veterans from Iraq and Afghanistan many suffering with PTSD, Traumatic Brain Injury and substance abuse problems. Intervention strategies specifically designed for work with the war injured and their families/caregivers will be introduced.

SWK 6813 Leadership in Social Work Practice

Many situations throughout a student's professional and personal life cycle require Leadership skills. Contemporary life, with its recurrent fiscal and disaster driven human crises has made the need for effective leaders more urgent in all spheres of life. This course is designed to explore key concepts and models of leadership and their application to social work practice. The course builds on established and emerging theories from several disciplines which include business, sociology, psychology, ethics and the allied health professions. Authentic and Trustworthy leadership models are discussed in depth as they are very congruent with the values and skills students acquire during their social work education. Case examples from human service organizations, current events, videos, guest speakers and interactive tools and exercises are used to foster the students' abilities to understand their own leadership styles, to assess power dynamics, to make effective decisions, develop a vision and motivate others to follow shared goals and promote individual and organizational health and effectiveness.

SWK 6821 – Clinical Practice with Military Families

This advanced elective focuses on the specific problems faced by families and children of those who serve in the military. Students will learn about emerging clinical approaches to social work practice with this special population. The course will explore the nature of war, the culture of the military and its impact on loved ones/families/caregivers of our military. The course will look at theories, research and intervention strategies for social workers who choose to work with this growing population given the many war fronts and military stations around the world. This elective has SWK 6810 Social Work Practice with the Military as a prerequisite, and is part of the Educational Certificate in Social Work Practice with the Military.

SWK 6116 – Psychosocial Issues with Human Sexuality

This course will provide an overview of various topics in Human Sexuality. Students will gain perspective on various issues through a religious, cultural, and historical lens. Four major units will guide this course: Human Sexuality from a Biological/Developmental Perspective, Human Sexuality in the eyes of the three main world religious doctrines/Socio/Cultural perspective, Sex throughout the ages: A historic view of human sexuality from biblical times through the internet explosion of the 21st century and Psycho-education and assessment of sexuality for the practicing social worker.

SWK 6822 – Economic Literacy: The Meaning of Money

This elective helps clients, students and practitioners to understand the very personal “meaning of money,” how the economy works, and the real possibility of asset building in today’s world-wide recession. We all need greater economic literacy so that we can provide our clients with information, concepts and tools that can help them achieve economic security. Understanding government benefits like SSI, Medicaid/Medicare or Unemployment benefits can greatly enhance our work with families struggling with budgets, mortgages, bankruptcy, credit card debt, savings plans, and retirement benefits. These are all essential components of our advocacy work with the poor, the near poor and the working-class clients who are faced with these issues on a daily basis.

SWK 6823 – The Treatment of Eating Disorders

This advanced elective course will provide students with a comprehensive overview of eating disorders as bio-psycho-social disorders, and will focus primarily on methods and approaches to treatment within the confines of clinical social work practice. Students will gain an understanding of the etiology of eating disorders and accompanying personality issues from a developmental perspective. Diagnostic criteria will be fully covered, and students will be able to identify specific eating disorders in their clinical practice. Students will become familiar with the underlying language of an eating disorder and available treatment options including the benefits of working on a treatment team with this population. All aspects of high-quality treatment for eating disorders will be addressed and students will leave this class with a solid base for understanding the complexity of eating disorders from a clinical and societal perspective.

SWK 6823 – Loss & Crisis Intervention

Loss and Crisis Intervention discusses the experience of loss across the life cycle and it is broadly defined. Loss is a life event that everyone experiences on some level. Loss presents itself in many forms, it does not necessarily mean losing a loved one nor is it necessarily traumatic. This is not a course on trauma, it is a course designed to help the student understand the difference between a traumatic loss and a life event that may become traumatic without early intervention. This course will focus on the experience of loss that is not traumatic, however may become traumatic without crisis intervention. Crisis intervention is the model of practice to use in

helping those who experience loss to manage the experience in a way that will prevent it from becoming a trauma. Loss can include but is not limited to loss of a job, a move, transitioning to a new stage of life, divorce, a medical diagnosis, incarceration, and addiction. Loss can also be classified as ambiguous and/or disenfranchised.

SWK 6824 – Culturally Competent Social Work Interventions

This course introduces students to the “Cultural Competence Toolkit” that can help you achieve cultural competence in your practice with individuals, families, groups, communities and organizations. Culture impacts how people exhibit symptoms of mental illness, the use of coping mechanisms, social supports, and the willingness to seek care. Lack of cultural competence can contribute to barriers to engagement or continued underutilization of available mental health services. It is widely understood that culturally competent services are necessary in order to improve the mental health system in the U.S. Students will be instructed in the use of the specialized Toolkit which provides them with a structured method for modifying Evidence-Based Practices to better meet the needs of the diverse clients and communities they serve.

SWK 6825 – Palliative Care: Social Work Practice with Advanced Serious Illness

This course will provide a comprehensive study of issues related to palliative and end-of-life care. Palliative care is an exciting, relatively new specialty in health care social work, and presents dynamic practice opportunities for social workers with a knowledge base in this arena. This course will integrate an Interdisciplinary approach to caring for individuals facing life-limiting and serious chronic illness and their families. Readings, class discussion, and student research will include medical, psychosocial, legal, and ethical perspectives. This course is an elective for students in the Educational Certificate Program in Aging, but is open to all students. There are no prerequisites for this course, but it is highly recommended that students take Social Work in Health Care (SWK 6241) as background prior to enrolling in this course.

SWK 6706 – Approaches to Working with Youth and Adolescents

Approaches to Working with Adolescents, is designed to enhance the knowledge and skill of the student for working with youth and adolescents. It builds upon the knowledge and skills acquired from Psychology, Sociology, and other liberal arts courses. Inexperienced or uninformed practitioners who work with youth may not be aware of the opportunities and challenges that promote best practices with adolescents. Most commentators suggest that adolescence is a period of great change and challenge; much debate exists about how to help adolescents meet these challenges and how to help them transition into successful adults.

This class will provide an overview of the developmental issues specific to the adolescent stage and the skills and knowledge that can be instrumental in engaging and working with adolescents. This course will also equip students with an understanding of the unique concerns and issues that adolescents face, and the systems they must negotiate. The focus will be placed on learning about adolescent identity and development, intervention techniques, risk behaviors, outreach and engagement, group facilitation, and practical skills for working with adolescents.

SWK 6710 – Using Technology in Social Work Practice with Individuals, Families & Groups

This class Clients is designed to enhance the knowledge and skill of integrating technology into clinical Social work. As tele mental health technologies have become more sophisticated and affordable, they have expanded opportunities for behavioral and mental health professionals to

provide quality care. Telemental health now encompasses the full range of services, including assessment, treatment delivery, psychoeducation, supervision, and consultation. Many of the skills needed for competent telepractice are the same as those provided in conventional in-office care. However, physical distance, as well as technology itself, can create challenges to safe and ethical practice. This course will address how technology can be utilized across the spectrum of practice with individuals, families, groups, organizations, and communities

Educational Certificate in Jewish Communal Service Courses

SWK 6136 - Jewish Response to Communal Needs

This first semester elective course is part of the Educational Certificate Program in Jewish Communal Service. There are two foci in this course: the needs of American Jews, and the ways the community organizes itself to meet those needs. Needs include the strengthening of Jewish identity and the sense of belonging to an ethnic/religious group; relationship to Judaism as a religion and way of life; the quality and meaning of the Jewish family in its multiple forms; the role of women in Jewish life; and the effects of intermarriage on the family and community. Israel occupies a major component of American Jewish identity and in the promotion of Jewish continuity. The course concludes with an analysis of the organizational structure of the Jewish community in response to its multifarious needs.

SWK 6180 - Organizational Structure of the American Jewish Community

This course will begin with a critical review of the historical, religious traditional perspective of Jewish community organization and trace its impact on contemporary American Jewish community organization. It is important that students gain an understanding of the forces (Judaic and American) that have shaped and continue to shape American Jewish community organization from its inception until this very day. Students considering a career in Jewish communal service will gain a broad understanding of the religious historical roots, politics, leadership roles (volunteer and professional), funding sources and policy formulating mechanisms that impact the development and viability of the American Jewish community organization structures.

SWK 6191 - Major Concepts in Jewish Cultural History

This course introduces students to the broad sweep of the Jewish historical experience, and focuses on developing skills necessary for working within the Jewish Community. This course is divided into two broad sections. The first section examines organizational dynamics and various leadership styles. The student is expected to draw on the knowledge gained in previous semesters to assist in the seminar style discussions on leadership styles. The second part of this course aims to focus on developing an understanding of community and community work, as well as the various roles available for social workers within the Jewish communal service system.

SWK 6145 - The Changing Jewish Family

This course will explore the Jewish family from biblical through modern times utilizing a systems and ecological perspective as the theoretical framework for social work practice. The course will follow the family through the developmental stages of the life cycle and will address the unique characteristics of the Jewish family system and its adherence to life cycles from a religious and cultural perspective. It will explore the various aspects of family identity and the impact of Judaism on the development of the family, its relationship to the larger culture and the impact of immigration, acculturation and assimilation on the family system with

specific attention to the Jewish family experience. Issues such as mental and physical illness, caring for aging parents and the “Sandwich Generation”, alcoholism, drug addiction, and domestic violence will be addressed. In addition, unique issues that have changed the structure of the Jewish family will be discussed such as inter-religious marriage, cross-cultural marriage, later marriage and ‘non’ marriage, cross-cultural adoption, the aging Jewish population, and the impact of the Holocaust on generations of family members.

Joint MSW/CASAC Program
For information about the CASAC, see p. 60.

SWK 6691, Social Work Practice with Addiction I

Social Work 6691 is designed to increase student knowledge and skills for addressing of addictive phenomena and its relation to social work practice issues. Students values are explored, and cognitive and affective processing of macro, mezzo and micro level practice concerns are covered. Attention will be given to biological, psychological and social factors in the etiology of individual addiction and implications for families. Addiction exists in diverse cultural contexts; thus, the importance of language and clinical presentation is addressed. The consequences of addictions will be studied at the individual, family, community and societal levels. There will be some policy covered as well. This course draws on current research in the field of addictions and emphasizes critical thinking and analysis of the current controversies in the field.

SWK 6791, Social Work Practice with Addiction II

Social Work 6791 is designed to increase student knowledge and skills for addressing of addictive phenomena and its relation to social work practice issues. Ethics and student values are explored throughout, and cognitive and affective processing of macro, meso and micro level practice concerns are covered. Attention is given to biological, psychological and social factors in the etiology of individual addiction and implications for families. Addiction exists in diverse cultural contexts thus the importance of language and clinical presentation is addressed throughout with direct professorial feedback through discussions. The consequences of addictions will be studied at the individual, family, community and societal levels. There will be some policy covered as well. This course will draw on current research in the field of addictions and will emphasize critical thinking and analysis of the current controversies in the field.

Social Work 6891: Practice with Addictions III

Social Work 6891 is the third of three courses in Addiction offered at Wurzweiler School of Social Work. SWK 6691 and SWK 6791 are required pre-requisites. Like the previous two Addiction courses, 6891 is designed to increase student knowledge and skills for addressing of addictive phenomena and its relation to social work practice issues. Ethics and student values are explored throughout, and cognitive and affective processing of macro, meso and micro level practice concerns are covered.

SECTION III
MA IN SPECIAL EDUCATION
PROGRAM

A. ROADMAPS

Special Education Program ROADMAP
ADVANCED STANDING TRACK 30 Credits
Early Childhood - Birth – Grade 2
Childhood – Grade 1– Grade 6

Semester 1	
<u>Course</u>	<u>Credits</u>
Foundations of Special Education EEX 5001	3
Understanding the Developing Child's Typical and Atypical Growth EEX 5002	3
Developing Strategies, to Support Children's Challenging Behaviors: Prevention and intervention EEX 5003	3
Collaborative Partnership EEX 5009	3
Student Teaching I EEX 5007	3
Total Credits (semester 1)	15
Semester 2	
<u>Course</u>	<u>Credits</u>
Teaching Math Foundations: Process and Understanding EEX 5004	3
Assessment and Instructional Strategies for Teaching Students with Mild to Moderate Disabilities EEX 5015	3
Special Education Seminar – EEX 5030	3
Literacy Early Childhood & Childhood EEX 5005	3
Student Teaching II – EEX5008	3
Total Credits (Semester 2)	
Total Credits (semester 2)	15
<u>ELECTIVES: These are not required courses</u>	
Action Research in Special Ed – EEX 5051	3

Legal Issues in Special Education – EEX 5052	3
Jewish Education & Special Ed – EEX 5010 May Be substituted if Literacy was taken in UG	3
Teaching Students with Severe and Multiple Disabilities EEX 5020 may be substituted for Literacy (taken in UG)	3
TOTAL CREDITS REQUIRED	30

Special Education Program ROADMAP
Early Childhood – Birth – Grade 2
Childhood – Grade 1 – Grade 6

Semester 1	
<u>Course</u>	<u>Credits</u>
Foundations of Inclusive Education EEX 5001	3
Understanding the Developing Child Typical and Atypical growth Birth – grade 2 EEX 5002	3
Field Experiences in Early Childhood Education or Student Teaching I EEX 5007	1 or 2
The Collaborative Partnership: Children with Disabilities; Families and Professionals EEX 5009	3
Developing Strategies that Support Children’s Challenging Behaviors EEX 5003	3
Semester 2	
<u>Course</u>	<u>Credits</u>
Special Education Seminar 1 Reflecting on Integrating Theory and Practice in Supporting children with Disabilities EEX 5030	3
	3
Teaching Mathematics, Foundations, Processes and Understanding EEX 5004	(3)
Early Childhood and Childhood/ Special Learners- Literacy I EEX 5050	3
Student Teaching II EEX 5008	2
Semester 3	
<u>Course</u>	<u>Credits</u>
Planning for Children with Disabilities with Building on Formal & Classroom Assessments EEX 5005	3
From Literacy Assessment to Instructional Planning: Intervention in Support of the Special Learner Literacy II. EEX 5065	3
Teaching Science In Early Childhood and Elementary Education. EEX 5006	3

Special Education Seminar 1: Reflecting in Integrating Theory and Practice in Supporting Young Children with Disabilities EEX 5030	3
Student Teaching in Early Childhood/ Childhood Special Education II EEX 5040	3
ELECTIVE - Jewish Education and Special Education Practice and Practicum EEX 5010	3
Semester 4	
<u>Course</u>	<u>Credits</u>
Educating Students with Severs and Multiple Disabilities: Identification and use of Adaptive/ Assistive Technology EEX 5020	3
Student Teaching – Culminating Experience	3
Special Ed Seminar II the Teacher as an Emerging Professional CULMINATING EXPERIENCE EEX 5040	3
ELECTIVE Working with Infants and Toddlers with Disabilities. Theory and Practicum Seminar TBD	
ELECTIVE: Legal Issues in Special Education EEX 5052	
ELECTIVE: Action Research in Sp. Ed. EEX 5051	
TOTAL SEMESTER	
TOTAL CREDITS REQUIRED	47

B. COURSE DESCRIPTIONS

EEX 5001 Foundations of Inclusive Education: Historical & Theoretical Frameworks

An overview of the historical foundations of education with a focus on the emergence of Special Education including the history of education and the emergence of Special Education as it relates to current legislation and practices will be explored. The role of culture and effective collaboration with professionals and family members will be explored as well as discussion about inclusion, transition, and opportunities for individuals with disabilities.

EEX 5002 Children's Typical & Atypical Growth

A comprehensive child study which examines typical and atypical development across the domains of language communication, cognitive academic; social/emotional sensory; and motor/physical development. Observational methods and teaching strategies are explored.

EEX 5003 Teaching Children with Challenging Behavior

Understanding the philosophical and theoretical foundations of approaches to behavior change and interventions. Prevention strategies through effective classroom management/discipline approaches, interventions, will be studied. Implementing a Functional Behavior Assessment, behavioral intervention plans and supports will be addressed.

EEX 5004 Teaching Mathematics: Foundations, Processes & Understanding

This course is designed to introduce teachers who will work with children in pre-K to grade 2, and/or grades 1-6, with the knowledge of how to teach mathematics. Students will learn how to create a classroom that incorporates mathematics, within the likes of a classroom, beginning with setting up the classroom to promote and motivate students to engage in mathematical thinking. Students will learn how to develop and implement instruction using multiple mathematical tools and strategies for children with learning challenges and disabilities. Classes will be devoted to teaching specific mathematical concepts that align to state standards. Students will also learn how to create lessons and problems to meet their fieldwork and student teaching assignments.

EEX 5005 Teaching Early Childhood & Childhood Literacy

The purpose of this course is to provide an overview of birth to grade 2 and grades 1-6 of language acquisition, development and foundations of literacy. It includes neurological, psychological, linguistic and cultural bases, speech/language developmental milestones, and the relationship of language and literacy. Students will learn about common models of language processing and the latest advances and research on language processing in the brain. The course will cover language development, stages of reading and writing development and state and federal guidelines and standards. Attention will be given to how to work collaboratively in order to promote the multiple skills needed for children with learning challenges to learn to read and write.

EEX 5006 Teaching Science in Early Childhood and Elementary Education

The goal of this course is to provide a comprehensive overview of Teaching Science to Early Childhood and Elementary school learners. Current teaching methods, as well as relevant strategies and approaches will be explored. Students will develop an understanding and appreciation of science that makes a positive impression on children's attitudes and skills that are essential to science literacy. An exploration of what is science and how science instruction is related to current theories of child development will be included. Students will

learn how to develop and implement science lessons across different domains. There will be a focus on strategies for teaching science to students with learning disabilities.

EEX 5007-EEX 5008 Student Teaching I-II

In a setting that includes at least 20% of children who have Individual Plans and is taught by a certified Special Educator. Students identify strengths and areas that need improvement, participate in all classroom activities, develop and implement lessons for small groups and the entire class.

Student Teaching II is the culminating experience for students who have had prior experiences at least on which included children with disabilities. This placement be in an inclusive or self-contained classroom with a certified special education teacher. It is expected that the Student Teacher will take on significant direct teaching responsibilities and also focus on their emerging professionalism. The Student Teacher will be expected to be able to develop and implement sequential lessons, develop a unit, and teach small groups as well as the entire class.

EEX 5009 Collaborative Partnership: Children with Disabilities Families and Professionals

Introduction to a framework for collaboration and strategies for fostering relationships with family members of children with special needs and professionals. How to address conflicts will be studied. Students will engage in simulations that focus on parent conferences and Individual Education Plans (IEP) development. Concurrent student teaching experiences will provide and reinforce an understanding of the impact of special needs in families.

EEX 5010 Jewish Education and Special Education

This course will focus on Special Education in the Jewish Early Childhood and Childhood schools or Yeshiva Day schools. Beliefs, attitudes and important historical figures in Special Education and in Jewish literature will be discussed. The students will explore current Judaic curriculum studies as well as English curriculum for adapting and modifying the instruction to meet the needs of all learners with exceptionalities.

EEX 5015 Assessment and Instructional Strategies for Teaching Students with Mild to Moderate Disabilities in Inclusive Settings

This course is designed to explore models of effective instruction and assessment in content areas as a means to determine how teachers collect and use assessment data to inform and guide effective instruction leading to strong and positive outcomes for all students, including students who demonstrate significant learning challenges. The course includes the development and design of educational experiences and lessons that meet the unique learning needs of children in early childhood and childhood classes who require curriculum adaptations and accommodations in order to optimize their learning. The course includes the principles of Universal Design for Learning and developmentally appropriate practice in order to serve the individual needs of all students.

EEX 5020 Education of Students with Severe and Multiple Disabilities: Identification and Use of Adaptive/Assistive Technology

This course focuses on a person-centered approach to creating environments and opportunities within and beyond traditional educational settings. Use of low and high tech adaptive and assistive technology will be presented. Specific lessons will be devoted towards

meeting the needs of students with Autism Spectrum Disorder (ASD) across multiple settings as well as students with severe and multiple disabilities.

EEX 5030 Special Education Seminar I: Developing and Implementing Curriculum for Early Childhood and Childhood Education and Special Education

This course will include experiences relating to observations and experiences with children with disabilities, during their early childhood and childhood school years. Exploration and evaluation of community and school settings that offer optimal learning opportunities will take place. Review of latest research in Special Education will be discussed, as well as advocacy and legal issues that are relevant to children with disabilities.

EEX 5051 Action Research and Practitioner Inquiry in Special Education

The goal of this course is to provide a comprehensive overview of the foundations, purposes, practices and techniques for conducting action research and methods of inquiry. Students will learn the methodology of research and apply it to special education. Learning through action is important when teaching students who have disabilities. An action research project is included in this course where students plan, develop, reflect and engage in ways to address teaching and learning for children with challenges. This course provides preservice teachers with the skills necessary to use action research as a tool to improve their educational context.

EEX 5052 Legal Issues in Special Education

This course provides an overview of relevant laws and regulations as they pertain to students who are identified as having a disability. Court cases that are significant and relevant to educational practice will be explored and discussed. Details of the referral process, as well as the consideration of the ideology and merits of inclusive classrooms and the IEP development, will be explored and analyzed. The knowledge and understanding of this content is important for teachers in special education. Knowledge about the reasons for high litigation in Special Education, as well as present obstacles, provide the context to prepare teachers for problem solving and positive outcomes. Projects are designed which will contribute to a solid foundation of issues in Special Education.

EEX 5060 Foundations of Curriculum Design for Diverse Learners

Overview of current and past theories and practices in educational models and curriculum development, instructional planning and assessment as they relate to knowledge about the learning process, motivation, communication and classroom management models. Examination of appropriateness of various educational models for students with diverse needs and characteristics in early childhood and elementary grades. The course will provide an overview of formal and informal methods of assessment and their role in instructional decision making.

EEX 5065 Teaching Literacy and English Language Arts (Literacy II)

This course provides the second part of language acquisition development and foundations of literacy. It continues the complex task of the teacher in developing the English Language Arts of all children focusing on developing skills in reading and writing. Topics in this course overlap with those of literacy in early childhood education and provide a foundation for understanding the challenges of reading that are further explored in Literacy I. Components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension are studied.

EEX 5070 Instructional Methods for Teaching Children with Learning Disabilities Grades K-6

This course provides an in-depth overview of Learning Disabilities with an emphasis on an understanding of teaching methods in the areas of reading, written language skills, work-study habits, perceptual skills, executive functioning skills, and cognitive skills. Students will be prepared to work with children who have learning challenges in diverse and inclusive settings.

EEX 5081 Introduction to Educational Technology in Special Education

This course provides a foundation for using the computer and technology tools in early childhood and childhood special Education settings. This is the first of three courses for a specialty in using technology for students with learning challenges. It focuses on the history and direction of educational technology with an emphasis on special education. Learning theories that enhance pedagogy and technology integration will be explored. The concepts of Universal design and differentiated instruction will be incorporated, as well as the latest research in educational technology for educators.

SECTION IV
STUDENT RIGHTS AND RESPONSIBILITIES

A. STUDENTS AT WURZWEILER – The student body reflects the diversity of society at large. Summer Block students come from all over the world, and from all social, racial/ethnic, and religious backgrounds. WSSW students bring their unique personal perspectives to the educational process. An array of activities and opportunities is part of the educational milieu. The student activity fee provides funds for the various student-run educational and social activities throughout the school year, including regular meetings for business and educational purposes. Students are represented on various School Committees, such as Student Government, Common Day, Hearing Appeals, and Social Action, and assist in various ways in enhancing the functioning of the School. A faculty member is assigned as the faculty liaison who works with students on planning their various activities.

The **MSW program** prepares students for advanced social work practice in clinical settings, group work or community organization. To accommodate our students' busy schedules, we offer several flexible plan choices, including day, evening and Sunday classes; summer block; part-time three-plus years; and traditional two-year full-time programs.

Program for Employed Persons (PEP) is designed for those already employed in social welfare or allied fields. Its flexible schedule and orientation to the needs of working people make it ideal for those seeking to develop and advance their professional standing. Field instruction is located at the work setting, provided that the work assignment meets the educational requirements of the School and that the student is supervised by a qualified and approved social worker. PEP can be completed full time in two years, or part time in three years. Classes meet one evening a week and on Sundays.

Concurrent: Full time, traditional two-year program with classes and field work running concurrently. Concurrent Plan can be completed full time in two years or part time in three years. Classes meet twice a week on Wednesdays and Thursdays.

Provisional Extended: This part-time acceptance first semester requires that students earn a grade of "B" or better in each class and maintain a GPA of at least a 3.0 or above in order to continue into the next semester.

Advanced Standing students have earned a baccalaureate degree in social work (BSW) from a CSWE accredited social work program within the past six years and have an overall degree GPA of 3.00 or better. Persons who have undergraduate degrees in other fields are not

eligible for advanced standing.

The Block Plan: With an international student body, the Summer Block Plans are a unique opportunity to earn a master's degree in social work. There are two program options: Block I, which is comprised of eight weeks of classes, over three summers, on the WSSW campus in NYC during the summer months of June and July. Followed by field work from September through May in hometown communities throughout the world. Block II is a hybrid model, comprised of 4 weeks of face-to-face classes (during July), and 3 weeks of online classes (during August), over three summers. Diverse students from all over the world, bring an opportunity to learn about different experiences, cultures, and religious backgrounds.

Joint Programs:

MSW/JD is a dual degree program between Wurzweiler School of Social Work and the Benjamin N. Cardozo School of Law. Candidates for the joint MSW/JD Program must apply to and be admitted by both Schools separately. An admission to one School does not guarantee admission to the other. Designated Cardozo courses, totaling no more than 10 credits may be counted towards the MSW degree and similarly, 10 credits of designated Wurzweiler courses may be counted toward the J.D. degree. This joint degree takes four years to complete.

MSW/MDiv - offered in conjunction with Yale University Divinity School, prepares students for service in occupations where social work and the pastoral mission intersect. The period of study required to complete the two degrees is less (usually by one year) than would be required to complete those degrees if they were pursued independently. Field education may be coordinated between the two programs. Students interested in pursuing a joint M.Div./M.S.W. are encouraged to apply to both programs at the start of the application period in the fall.

YC/STERN Dual Degree Program – WSSW permits qualified undergraduate students who are earning their bachelor's degree at Stern College and Yeshiva College to apply to an accelerated 5-year bachelor's to master's program leading to a Bachelor of Arts degree from SCW/YC and Master of Social Work degree from WSSW. Participating in an accelerated bachelor's to master's program provides the opportunity for students to complete both a bachelor's degree and a master's degree in an efficient and effective format. Students enrolled in the dual program are eligible to have credits applied to both undergraduate and graduate degrees.

The Joint Program is open only to students who enter SCW/YC with no more than 40 college credits. During the first three years at SCW/YC students complete 104 credits of coursework

toward their general and Jewish Studies requirements. Qualified students enter the program at WSSW in the fall of their senior year. Additional credits needed to complete the major and to reach the 128 credit minimum required for the B.A. are accepted from WSSW. Students may apply for the B.A. degree after completing college requirements and after completing the first year at WSSW. Students attending Wurzweiler will pay WSSW tuition.

Interested students should meet with an Academic Advisor during their first semester on campus to plan a course of study and complete a shaped major form. During the Fall of the Junior Year, students file the BA-MSW Joint Program Application (see below) and complete the online WSSW Graduate Application which requires recommendations and an interview. A GPA of 3.0 is required.

Subject to approval, students may take graduate level courses at WSSW but not officially enroll at WSSW; permission must be obtained from an academic advisor at Stern/YC and WSSW. The following form should be submitted: (Request To Take Graduate Course for Undergraduate Credit). The following stipulations apply:

- (1) Seniors, with a GPA of 3.0, who are not in any BA/MA program may be permitted to take a limited number of graduate courses at Wurzweiler for undergraduate credit. The “request to take a graduate course for undergraduate credit form, that is signed by each student is clear that the class only counts toward undergraduate credit.
- (2) The permission of the head of the undergraduate department is required if the student requests that the course meet a major requirement.
- (3) The undergraduate is expected to meet WSSW’s standards and requirements and will be graded by WSSW’s marking system.
- (4) Students should attach a copy of their transcript to this form and submit both to an Academic Adviser.

For students not enrolled in the joint program, credits will only count toward the undergraduate degree. Enrollment in a graduate-level course does not imply subsequent approval for admission to WSSW, nor may the course be used for MSW credit unless the student has been admitted into the dual degree program.

Students not in the dual program who wish to attend WSSW, may be waived out of classes already taken at WSSW, given that a “B” or better was earned in the course. Graduate credit is not given for these classes, since undergraduate credit has already been awarded (and students were not enrolled in the dual program). All WSSW students must complete 60

credits. Undergraduate YC/STERN students who have taken WSSW courses, but who are not in the dual program, may apply for the YC/STERN WSSW scholarship, given to undergraduate YC/STERN (non-dual degree) students who have demonstrated academic excellence in their WSSW Classes.

As previously stated, students interested in taking classes that will count toward both the BA and MSW must register for the dual degree program. Some students will complete the BA but not complete the MSW. If the MSW has not been completed, coursework taken in the MSW program should be discussed with the Associate Dean or his/her designee.

MSW/PhD Program

Admission to the program

Students admitted to the dual MSW/PhD Program complete their MSW while earning a PhD. The dual degree program is limited to a small number of top tier students after their first semester in the MSW program. Students are recommended by their MSW academic faculty advisor and/or other MSW faculty.

Degree Requirements

Students in the MSW/PhD dual degree program may register for up to six 3-credit PhD courses, in lieu of six 3-credit MSW courses. Each of the six 3-credit PhD courses will earn six 2-credit PhD credits. The six 3-credit courses count as 18 MSW credits toward the 60 credit MSW program and 12 PhD credits toward the 60 credit PhD program. Students complete the 60 credit MSW during the first two years of the dual degree program.

MSW COURSE	PhD Course	Semester
SWK 6201 Soc Wlfare & Soc Chnge	SWK 8296 Social Policy	Semester 2 MSW Yr. 1
SWK 6134 Soc Wrk Values & Ethics	SWK 8823 Ideology	Summer MSW Yr. 1
SWK 6210 Adv. Policy Advocacy	SWK 8425 History & Phil of SW	Summer MSW Yr. 1
SWK 6402 Applied Methods	SWK 8421 Strategies of Inq I	Semester 3 MSW Yr. 2
Elective	SWK 8814 SW Pract Theories	Semester 4 MSW Yr. 2
Elective	SWK 8809 Legal Fndatns of SW	Semester 4. MSW Yr. 2

Registration

Students admitted to the dual program register for the 3-credit version of the PhD courses listed above. Students are also encouraged to take two PhD level courses during their first two years

(Fundamentals of Statistics & Strategies of Inquiry II), which help students stay on-course, following completion of MSW courses.

Note: In some situations, other substitutions may be allowed, left to the discretion of the PhD Director, not to exceed 6 courses in total. For example, a PhD level elective may serve as a substitute for an MSW level elective (these substitutions must be discussed with the PhD Program Director). MSW/PhD students living in Israel are obligated to take an MSW level policy class in Israel. For these students, the Israeli Policy course will substitute for SWK 8425 History and Philosophy of Social Work.

The PhD Program is designed for the working social work professional. Classes are not scheduled during regular work hours, allowing students to be employed full time. Courses are offered in three platforms: Face-to-face, Live Online (Zoom), and Asynchronous (Canvas). The program's objective is to further the education of professionals for scholarly and creative leadership in social work practice, education, social policy, planning, research and administration. Practice and policy issues, both historical and contemporary, provide a focus for studying social work as an institutionally based profession.

Social work theory, philosophy, knowledge, values and skills are explored within the context of current and past practice experiences. Each course provides the student with different and complementary opportunities to explore the relationship between theory and practice, knowledge and action. Students choose from among three areas of focus: research and teaching, clinical practice, and policy and leadership.

(a) Research & Academic

The General Research/Academic prepares the next generation of social work scholars, educators, and researchers. Graduates from this track will be competitively positioned for careers as independent researchers, scholars, and educators. Students on this track will learn methodological, statistical, and conceptual methods for cutting edge research as well as teaching pedagogy and skill.

(b) Clinical

The Clinical Track prepares tomorrow's leading clinical social work practitioners and scholars. Students on this track will learn to design and execute research on clinical practice while enhancing their clinical knowledge and skills through courses including Clinical Data Mining, Family therapy, and Trauma-Informed Practice.

(c) Administration, Policy & Leadership

The policy and leadership track prepares social workers to be scholars, leaders, and social change agents. Through their work in the policy arena and non-governmental organizations, students of this track will be prepared to address the biggest challenges facing the profession of social work and the world today. Graduates will be prepared to conduct original research, policy analysis, and lead others in their social change efforts.

Matriculated students have been admitted to the School as degree-seeking students. The minimum semester course load is 9 credits for part-time students and 12 to 16 credits for full – time students. Students are responsible for ensuring that the courses selected will meet their degree requirements for graduation.

Non-Matriculated students have not been admitted to the School but have been permitted to enroll in one to two courses, of which, one must be a required course. Non- matriculated students are not eligible for federal financial aid or School scholarship assistance.

The Joint MSW/CASAC credentialing program. The Joint MSW/CASAC program at Wurzweiler School of Social work is designed to graduate social workers educationally eligible to apply and become both a Licensed Master Social Worker and Credentialed Alcohol and Drug Abuse Counselor (CASAC-T). Embedded in the 60 graduate credits required for the MSW program are three specifically designed courses in addictions (SWK 6691, 6791 and 6891). These cover everything from intake, assessment, evaluation and treatment to ethics, policy and legal context. Students choosing this program will also complete a course in psycho-social pathology (SWK 6111) best prepare them for treating the mental health issues which cooccur with substance use disorders. Additionally, two advanced practice courses round out this educational program. New York State requires 6000 hours of practice to become a CASAC. 4000 are given when you have an MSW. In the Wurzweiler joint MSW/CASAC program students will amass an additional 1200 hours in field placement. Graduates will need only an additional 800 hours of practice in an agency to turn their CASAC-T into the full CASAC-II. For information about the CASAC, contact Dr. Tim Conley (timothy.conley@yu.edu).

B. FACULTY ADVISING

Every Wurzweiler student is assigned a faculty advisor within the first few weeks of classes. Advisors are an important resource for academic and career planning. The advisement

process at WSSW is designed to guide each student toward a successful educational experience. The advisor/advisee relationship enables students to obtain information needed to maintain enrollment as an MSW student, to stay informed about WSSW's rules and regulations, and to provide support and guidance.

All students are assigned to a full-time faculty member for advisement. Advising begins at orientation and continues through graduation and beyond. The faculty view advisement as a serious responsibility, requiring time, commitment and understanding of the unique educational plan and goals of each student. The ultimate goal of advisement for both student and advisor is to foster intellectual and personal development toward academic success.

Advisement provides an opportunity for each student to gain assistance in navigating the MSW roadmap and learning how to access resources and services. Academic advising is a collaborative partnership between student and advisor, with each equally invested in the educational process, and in the professional growth and development of each student. Although we urge students to stay with their advisor for the duration of the MSW program, advisors can be changed at any time. Students should meet with their advisor within the first six weeks of arriving on campus, and at least once per semester thereafter. It is each student's responsibility to schedule these appointments.

Meetings with advisors are fully confidential unless you are at risk of serious risk of harm to yourself or to another individual. In addition to support, encouragement, and advice, each student can expect the following:

- Help in developing a realistic educational plan
- Monitoring and documenting progress toward completion of course requirements.
- Accessibility during office hours
- Help in resolving academic or related issues or problems

All students should be prepared for an initial meeting with their advisor by first reviewing academic progress through DegreeTrack. DegreeTrack allows students to view completed classes as well as those classes still needed in order to fulfill course requirements.

1. <https://insidetrack.yu.edu/>
2. Log in with your username and password
3. On the top header, hover over/click on "Students"

4. Select "Graduate or Undergraduate"
5. Navigate to Banner Self-Service
6. Click on Student and Financial Aid
7. Click on Degree Track

A step-by-step tutorial is available to guide you in registering for classes. <https://www.yu.edu/registrar/faqs#Login2>

Students should be prepared for their advisement meeting with the following:

(1) The Advisement Checklist (see Appendix I)

(2) A copy of your roadmap; roadmaps are available here:

<https://www.yu.edu/wurzweiler/curriculum/program-plans>

(3) An understanding of Educational Certificate options (and sign the Educational Certificate Declaration Form) www.yu.edu/wurzweiler/certificate-programs

(4) An organized a list of questions that you might have.

C. STUDENT SUPPORT SERVICES

The Student Support Specialist is available to assist currently enrolled and newly admitted students in enhancing educational outcomes. A focus is placed on providing a smooth transition for new students entering the MSW program, as well as assisting students throughout the entirety of their MSW. This includes working with students on roadmaps, monitoring educational progress, meeting with students to enhance professional development, helping students connect with the registrar, university finance, Office of Disabilities, and Career Services. Contact Leslie Glass: leslie.glass@yu.edu.

The Counseling Center offers a range of services to current Yeshiva University students attending classes at the Manhattan campuses, including counseling and support, medication management and referrals. All services are free of charge and confidential.

<http://www.yu.edu/student-life/counseling/>

Office of Disability Services (ODS) collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities. The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to

identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability. <http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/>

Peer Mentoring is a program designed to assist in acclimating to Wurzweiler by pairing incoming first-year students with second year students who act as mentors throughout the academic year. Wurzweiler is uniquely invested in the success of its students and, as such, is one of the only schools of social work to offer the opportunity for Peer Mentorship to incoming students. Balancing school, field work, and maintaining healthy relationships in one's personal life can be a challenge for even the most organized student. Our successful second-year students provide guidance and peer support to help new students navigate the transition into the professional world of social work. Mentorship is a model for the social work profession, and we believe that our students are more successful because they have a network of supports at Wurzweiler. Contact Leslie Glass (leslie.glass@yu.edu) for more information.

Writing Consultants at Wurzweiler aim to help students find the resources and develop the skills they need to write proficiently, both in their coursework and in the field. They are available to consult on all kinds of writing tasks, from decoding assignments to brainstorming and organizing papers to using APA style and polishing sentences. Students can sign up for sessions at <http://wsswwriting.setmore.com/>. The session options include in-person meetings, email exchanges, and online or telephone chats.

Academic Computing is a service center for students and faculty who require support with academic computing equipment and facilities at Yeshiva University.

<http://yu.edu/its/academic-computing/>

D. INSTRUCTIONAL INFORMATION

Criteria for Grading Papers:

Wurzweiler has clear [guidelines](#) about how papers are graded.

E-Reserves:

Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e-reserves is <http://yulib002.mc.yu.edu:2262/er.php>. Most of the

articles mentioned in the curriculum are available on electronic reserve (E-reserves). You can access the full text articles from your home or from a university computer at no charge.

ACCESSING E-RESERVES

FROM CANVAS

1. Go to your class Canvas page.
2. Click the link "Library Resources & E-Reserves" (no password required)

FROM CAMPUS

1. If you wish to access e-reserves from the library home page (library.yu.edu),
2. Use "wurzweiler" all lower case, as the password.
3. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

FROM OFF-CAMPUS

1. Go to the library's online resources page:
http://www.yu.edu/libraries/online_resources.asp
2. Click on E-RES; you will be prompted for your [Off Campus Access Service login](#) and password.
3. Use "wurzweiler" all lower case, as the password for all courses in all social work programs.
4. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

USING E-RESERVES

1. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
2. Click on the link to your course.
3. When the article text or book record appears on the screen, you can print, email, or save it to disk. To view documents that are in PDF format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html

Academic Calendar: Please see the Wurzweiler academic calendar which is available on our website www.yu.edu/wurzweiler prior to the beginning of class. Be aware that some course meeting dates are changed due to holidays and ensure that you are aware of this. Each semester consists of 14 classes.

Confidentiality: Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

Canvas: Canvas is our online learning management system. For information, see the following website: <https://www.yu.edu/its/academic-computing/student-computing/eLearning> All classes, whether face-to-face (F2F) or online have a Canvas shell associated with the class. Canvas support is available 24/7/365 at (800) 829-7418.

E. PREREQUISITES: A prerequisite is a requirement that must be met before you can enroll in certain courses. Students attempting to register for a course that requires a prerequisite will receive an error message from the registrar, indicating that a prerequisite is required. A corequisite is a course that may be taken concurrently. It is each students' responsibility to make sure that they meet prerequisite or corequisite requirements.

F. PLAGIARISM

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes **plagiarism** and is a violation of academic standards. The School will not condone **plagiarism** in any form and will impose sanctions to acts of **plagiarism**. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. **Plagiarism** occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also **plagiarism** to use the ideas and/or work of another student and present them as your own. It is **NOT plagiarism** to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. If it is determined that a student has plagiarized any part of any assignment in a course, the student automatically **FAIL** the course. The student also will be placed on Academic Probation and will be referred to the Associate Dean for any additional disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use the following "plagiarism checker" websites, easily accessible, and generally free on Google:

www.grammarly.com/plagiarism_checker

www.dustball.com/cs/plagiarism.checker

www.plagtracker.com

www.plagium.com/

www.plagscan.com/seesources/

www.duplichecker.com/

As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

G. HIPAA

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present in class or coursework will need to be de-identified. What this means is that any information that would allow another to identify the person must be changed or eliminated. This includes obvious identifiers such as names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation, it can be included if it will not allow for identification.

FERPA & OTHER UNIVERSITY POLICIES

- Wurzweiler's policies and procedures are in compliance with FERPA regulations. Information about FERPA regulations can be found [here](#).
- Drug-Free University Policy can be found [here](#).
- Policy Statement on Non-Discrimination, Anti-Harassment, and Complaint procedures can be found [here](#).
- The University's Computer Guidelines can be found [here](#).

H. IMMUNIZATIONS

As required by law and University policy, all students (fully online are exempt) must prove immunity to measles, mumps, and rubella prior to registration. In addition, per law and University policy, the University distributes information on meningococcal meningitis and the vaccine that protects against the disease, and collects and maintains a record of each student's decision regarding meningitis vaccination.

I. BIOLOGY REQUIREMENT

Many MSW programs in NY and across the nation continue to maintain a biology requirement which must be fulfilled at some point during each student's MSW education. We continue to have this requirement - which is posted on our website (A YouTube video link is provided which provides an overview of Human Biology). (See Appendix A).

Students are required to answer a series of questions, and write an essay. After completed, the "exam" should be turned in to Jeffrey Coyle (jeffrey.coyle@yu.edu) - and this will be noted on their record.

J. MALPRACTICE INSURANCE

The Wurzweiler School of Social Work maintains professional liability insurance for its students engaged in field work as well as for faculty members serving as field liaison.

K. HEALTH INSURANCE - Required under the Affordable Care Act.

All graduate students who are enrolled at Wurzweiler are required to be covered by a health Insurance plan and as such will be automatically enrolled in Yeshiva University Graduate Students Health Insurance Plan. If you currently have insurance coverage and want to waive the University's coverage, you must complete the online waiver form.

L. CHILD ABUSE AND REPORTING REQUIREMENT - NY State mandates that social workers provide documentation of having completed two hours of coursework or training regarding the identification and reporting of child abuse and maltreatment. This is a requirement and once taken, does not need to be completed again. WSSW requires that this training be completed for all students prior to graduation. Most states have this requirement.

Students are required to participate in a 2-hour web-based online training course, which is offered by NY State and available to be taken 24/7. There is no charge for taking this course. It is offered by the NY State Office of Children and Family Services. The course does not need to be completed in one sitting, but must be completed within 30 days of beginning the course. Progress is saved at the end of each section, so students can complete it at their own pace. Interactive exercises are customized for the major disciplines. Users also learn definitions, indicators, and how to make a report to the New York Statewide Central Register. The course is user friendly, fully narrated, and includes taped video segments that enhance learning points. Most importantly, this course meets the New York State Education Department

mandatory requirements for Training in Child Abuse Identification and Reporting. At the conclusion of the course, print a certificate of attendance, and submit a copy of it to Jeanette Wermuth at jeanette.wermuth@yu.edu or in-person in BH 912.

The link for the course is as follows:

1. [LINK for course](#)
2. CLICK ON "CREATE ACCOUNT"
3. Fill out form - and select "social services."
4. Click on Register Account
5. A link is sent to your email account
6. Click on the link (in the email) to validate your email account
7. In a second email, you will be given a Username & temporary password
8. Return to the webpage and enter your username and password.
9. You will be brought to a webpage - look for the box entitled "registered classes"
10. In that box, it should read "Mandated Reporter Web-Based On-Line" - Confirmed
11. Click on that course - this will begin the training.

If you need help with the online MANDATED REPORTER - CHILD ABUSE IDENTIFICATION AND REPORTING CLASS contact the Mandated Reporter (Child Abuse) Customer Service at 1-800-836-0903 OR email: MRCustomerService@bsc-cdhs.org. Their hours are Monday through Friday from 8am to 4pm.

M. AUDITING A CLASS

Audits are permitted if there is space available in the course. An audited course is not considered part of your workload. The regulations regarding auditing courses are listed on the WSSW Request to Audit a Course form (see Appendix H). Please read the regulations carefully, complete the form including the instructor's signature, and return the form to the Registrar's Office with payment of \$50. The University does not permit students to attend individual classes that they are not officially registered for.

N. CONVERSION THERAPY

The Wurzweiler School of Social Work at Yeshiva University, in accordance with the National Association of Social Workers, Policy Statement (2005) and NY State law, rebukes conversion therapy, as it is based on a misinformed, erroneous and dangerous paradigm of sexual

orientation, which has been rejected by every major health and mental health profession. The evidence-based destructive effects of conversion therapy include traumatic sequelae of posttraumatic stress disorder, depression, anxiety, and heightened rates of suicidality.

Wurzweiler School of Social Work unequivocally opposes any model of conversion therapy as it is antithetical to the cornerstone principles of the social work code of ethics and is abhorrent to the professional, pedagogical and clinical paradigms that inform social work education and practice. Wurzweiler rejects conversion therapy in any form and upholds the commitment to advocacy and social justice rights of all vulnerable populations, including sexual minority persons. Under no circumstance is this illegal and unethical intervention to be introduced as a viable clinical approach by our full time, adjunct faculty or guest lecturers to our student body. Wurzweiler supports only evidence-based constructive and respectful paradigms based on the dignity and worth of each and every student and client in our community.

P. ACADEMIC HONORS

At the close of each semester, students who have earned a 3.8 GPA and above are recommended for the Dean's list. Students achieving a 4.0 are recommended for the President's list. These milestones are a mark of scholastic distinction and academic excellence.

SECTION V

SCHOOL-RELATED MATTERS

A. REGISTRATION

Course Availability

The faculty and administration of the School pride themselves on the richness and flexibility of the curriculum and its course offerings. Enrollment levels may occasionally affect the variety of elective courses available to students or may reduce the range of days and times of classes being offered. The School reserves the right to cancel a class when enrollment drops below a reasonable number. The School guarantees that required courses will be available to students. However, when sections are consolidated; students need to take these courses whenever they are given.

Add/Drop Period

All students register for classes on-line each semester. Look for announcements about on-line registration posted on our website or ask your faculty advisor (<http://www.yu.edu/wurzweiler>). The Academic Calendar lists the dates for adding or

dropping courses and these dates differ each semester. Tuition penalties are incurred for dropping a course after the official Add/Drop period. Please contact the Office of Student Finance for further information (<http://yu.edu/osf/>). When a student who is registered for a course then decides not to take the course, the course must be officially dropped through the MSW Director's Office.

A step-by-step tutorial to guide you in registering for classes can be found by clicking on the following link: <https://www.yu.edu/registrar/fags#Login2>

1. <https://insidetrack.yu.edu/>
2. Log in with your username and password
3. On the top header, hover over/click on "Students"
4. Select "Graduate or Undergraduate"
5. Navigate to Banner Self-Service
6. Click on Student and Financial Aid

To check on class status, hold status and registration date.

- Go to <https://insidetrack.yu.edu>
- Log in with your username and password
- On the top header, hover over/click on "Students"
- Select "Undergraduate"
- Navigate to Banner Self-Service
- Click on 'Student Information and Financial Aid'
- Click on 'Registration'
- Click on 'Registration Status'
- Select the semester from the drop down menu
- Click on 'Submit'

Withdrawals

A student who wishes to withdraw from the Program must complete an "Application for Official Withdrawal from the School" Form through the Associate Dean's Office. To formally withdraw from the School, the following steps must be taken:

1. Discuss the reason for withdrawal with their faculty advisor.
2. See the MSW Director or Student Support Specialist to complete the withdrawal and Add/Drop Forms.
3. Satisfy all remaining financial responsibilities with the University's Financial Aid Office.
4. Contact the MSW Program Director (jeffrey.coyle@yu.edu), in writing, of your intent to withdraw from the Program.

B. CLASS ATTENDANCE

ATTENDANCE POLICY FOR FACE-TO-FACE AND LIVE ONLINE CLASSES

Students are expected to attend all classes as scheduled. Prompt and regular attendance is an expectation.

Social work is an applied professional discipline. Punctuality and attendance are indicative of current and future professional conduct. Gaps in learning resulting from class absences or tardiness compromise the student's ability to fully meet obligations as a professional social worker. An unexcused or uncommunicated absence is a serious matter.

- (1) To receive credit for a course, students must regularly attend and be prompt in their arrival to class.
- (2) We realize that some absences are unavoidable. Students are required, prior to the class session, to contact professors to discuss any absence from class. In the event of a hospitalization or emergency, contact the professor within 48 hours of the missed class.
- (3) Students missing more than 20% of class time will receive an "F" for the class. Exceptions will be made only for excused absences approved by the instructor (see below). Class absences invariably result in missed course content, which could ultimately jeopardize client care. Instructors typically have specific rules about attendance, which might include appropriate consequences as noted on the syllabus (i.e. reduction in grade, or extra assignments to make up material missed). Students are responsible for understanding each instructor's policies on attendance, realizing that any absence from class may affect their grade. In addition to the consequences for absences listed here in the Student Catalogue, the instructor's attendance policy as stated in the syllabus, may outline additional consequences for class absences. **The instructor retains discretion over the consequences of lateness and absences.**
- (4) In face-to-face classes, some students may have prior arrangements to attend **all** classes using the Live Online platform (Zoom). Other students, who regularly attend class face-to-face, may under extenuating circumstances, and with permission of the instructor, Zoom into a class, but with the understanding that the class will still count as an absence.
- (5) Students in Live Online or fully Synchronous/virtual classes are expected to arrive to class on-time, and remain in class for the full period by logging in on time and keeping cameras on. Students who leave class by turning the camera off for an extended period, or who frequently leave and return, disrupt the flow of the class and is a discourtesy to instructors

and classmates alike; this violates classroom etiquette. Penalties for lateness or for classroom disruptions will be at the discretion of the instructor.

- (6) The practice of bringing children to class is generally discouraged, due primarily to the impact on the learning environment. Children may not attend class without prior approval by the instructor.

ATTENDANCE POLICY FOR ASYNCHRONOUS ONLINE CLASSES

Students are expected to actively participate in class activities regularly. Logging in without participation is insufficient by itself, to satisfy the requirement for participation. Students must complete assigned activities in order to be counted as 'attending' class. Activities are outlined by the professor in the syllabus. If a student has not logged into a course for a period longer than two weeks, the student may be asked to withdraw from the class, with penalty. Social work is an applied professional discipline; punctuality and attendance are indicative of current and future professional conduct. Gaps in learning resulting from class absences or tardiness compromise the student's ability to fully meet obligations as a professional social worker. An unexcused or uncommunicated absence is a serious matter.

- (1) To receive credit for a course, students must regularly participate in the class discussion boards and all other assignments.
- (2) We realize that some absences are unavoidable. Students are required, **prior** to the class module/activities, to contact professors to discuss a request for an excused absence (see below – Excused Absences). In the event of a hospitalization or emergency, contact the professor within 48 hours of the missed module/activities.
- (3) Students missing more than 20% of class time/activities will receive an "F" for the class. Exceptions will be made only for excused absences (see below), approved by the instructor. Missing course activities/class time invariably results in missed course content, which could ultimately jeopardize client care. Instructors typically have specific rules about deadlines, discussion boards, and posts, which might include appropriate consequences as noted on the syllabus (i.e. reduction in grade, or extra assignments to make up material missed). Students are responsible for understanding each instructor's policies on missed course activities, realizing that any missed activities may affect their grade. In addition to the consequences for missed class time/activities listed here in the Student Catalogue, the instructor's policies regarding missed activities or class time as stated in the syllabus, may include additional consequences.

(4) Students who cannot attend a class due to an extenuating circumstance, who provide appropriate documentation, may request an excused absence from the instructor. The criteria for granting an excused absence for an extenuating circumstance includes urgent and substantiated non-academic reasons directly affecting the student and are beyond the student's control (such as: religious observance, military obligation, illness of the student or immediate family member, participation in WSSW activities at the request of WSSW faculty/administration, other compelling circumstances beyond the student's control (death of family member, court appearance). In such situations, a student may ask the instructor for an excused absence.

It is completely at the professor's discretion whether an excused absence will be permitted. Absences stemming from employment duties other than military obligations and traffic/transit issues, do not qualify as an excused absence. Absences due to other situations are left to the instructor's discretion as to whether these will be excused or not.

To receive consideration for an excused absence, the student must notify the instructor at least 24 hours prior to the absence. The student must provide appropriate documentation for the absence.

ATTENDANCE POLICY FOR STUDENTS WITH DISABILITIES

Any student with a documented disability, must be registered with the Yeshiva University Office of Disability Services (Abigail Kelsen, (646) 592-4280; akelsen@yu.edu) to qualify for consideration for class absences and lateness. Students with chronic health issues, which occasionally cause absences from class are encouraged to register. Students with accommodations are responsible for completing all coursework. The accommodation should not to be viewed as a waiver of attendance requirements.

C. ACADEMIC STANDARDS

Wurzweiler seeks to develop expert practitioners who are independent in thought and action; who are socialized into the values of the social work profession; who are aware of their own personal values and beliefs and how these impact on their practice; who are analytic in their approach and able to utilize a systemic and problem solving perspective to guide interventions; and who are aware of the consequences of their interventions; with a strong sense that their social responsibility goes beyond the individuals or groups served.

The School also stresses empathy for people of all social, economic, and ethnic backgrounds;

the courage to take risks and stand up for professional convictions; self-awareness and appreciation of the complex nature of social work and the limitations of the social worker; the ability to seek and accept supervision; familiarity with social work and related literature resulting in the continual seeking of additional knowledge outside of school; awareness of the interpersonal, social, economic, and political structures in which social work clients live and struggle in the contemporary world with an emphasis on issues affecting people of color, vulnerable populations and women; and a strong commitment to social and economic justice. The rigorous demands of the curriculum require full commitment by students to make optimum use of available educational opportunities. The School, therefore, discourages students from becoming involved in outside activities that compete with coursework and field work. Students who are engaged in outside employment or who plan to become so involved should consult with their faculty advisors regarding such activities. Faculty advisors will take into account the student's right to privacy and self-determination while assisting the student to avoid any deflection from the full investment of time and energy required for focus on the course of study. No modification of requirements or performance in class or field can be made on the basis of external employment commitments.

Students are required to maintain satisfactory standards of scholastic performance and progress. Failure to make satisfactory progress toward degree requirements may result in the loss of financial aid, scholarships and loans, or removal from the MSW program. If there is a cause for concern with a student at any point during the semester as a result of academic performance, comportment, or student conduct in field placement, generally the following process may be followed:

- (1) The instructor meets with the student to discuss a plan of action to address the concern (if the concern is more urgent, or beyond the scope of the instructor's purview, see step 2).
- (2) If the issue persists, or if the issue is beyond the scope of the instructor's purview, the instructor will consult with other staff, which may include the student's academic advisor, field advisor, MSW Program Director, and Student Support Specialist. The student will be required to meet with the Student Support Specialist to develop a Performance Improvement Contract; the contract will be included in a Letter of Caution, sent to the student. The Performance Improvement Contract specifies concerns that need to be addressed; it is intended to encourage students to reflect

critically on the key issues described, and to take action as soon as possible to improve outcomes. **The contract is to be signed by the student.** The Letter of Caution serves as a mid-term progress report, providing students with an early warning if they are currently at-risk for earning a poor or failing final grade in a course.

The Letter of Caution only indicates the student's performance in a specific class at that time; students are encouraged to consult with their instructors throughout the remainder of the class to ensure they are on track for the particular letter grade they are expecting. The Letter of Caution is shared with the student's faculty advisor, Student Support Specialist, MSW Program Director, Field Director, and Associate Dean. This is to increase appropriate oversight, and to ensure that a sufficient level of support is provided to the student.

- (3) If the issue is not resolved by the end of the semester, the student will receive a Notice of Concern from the Student Review Committee and Associate Dean. Most students who receive a Notice of Concern are also placed on academic probation. A **Notice of Concern** is sent to the student indicating the nature of the difficulties and the academic requirements to be met by the student. The Student Review Committee meets to review all Notices of Concern. At this point in the process, students are encouraged to contact their advisor and the Student Support Specialist, and to respond in writing to the Associate Dean.

The Student Review Committee serves in an advisory capacity to faculty members when students are experiencing academic or field work problems which involve difficulties in learning or adhering to the professional standards of the program or the profession. The Committee may also be consulted by students (see p. 91 - Concerns Raised by Students).

- (4) If the student has not successfully met the requirements specified in the **Notice of Concern**, the student may be dismissed from the Program. The student who is to be dismissed from the Program will have the decision conveyed to him or her in writing and signed by the Associate Dean acting as Chair of the Student Review Committee.

Degree candidates are required to maintain a “B” average (3.00). If an overall 3.0 grade point average is not maintained in a given semester, the student will be placed on academic probation.

Receipt of a “C” grade in any course will result in an academic review of the student's progress, and the student will receive a **Notice of Concern** from the School. A student who earns a “B-” in a practice class or field internship will be placed on academic probation. A student on academic probation must raise his or her overall grade point average to a 3.0 level by the following semester. Failure to achieve the required 3.0 average in the semester after being placed on academic probation is grounds for dismissal by the School. A student who fails a course in any semester will be placed on academic probation for the following semester. Failure in two or more courses (including field work and the related practice class), results in dismissal from the School.

All students admitted to the Advanced year of the master's program must have satisfactorily completed all Generalist Practice course requirements. Students who are not in good standing will receive a letter from the Associate Dean's Office informing them that they cannot register for the second year. The Office of the Registrar will receive a list of those students who have not maintained satisfactory academic progress to ensure that they cannot register.

D. GRADING SYSTEM

1. Students are graded using letter grades of A, A-, B+, B, B-, C+, C, F.
2. Students are required to maintain a 3.0 GPA or better to remain in good academic standing.
3. Students will receive a "Y" grade for their field work if they are making satisfactory progress at the mid-year evaluation. The “Y” stands for Year-Long. Certain courses are designed to span the entire academic year. The grade of Y is given in the first semester of the sequence to acknowledge that the coursework is legitimately extended to the following term. Such a grade is required to continue in the field placement for the second semester. Students who successfully complete the year of field placement will receive a "P" grade.
4. A student who has not satisfied an "Incomplete" grade for a course (see Section D, below) may be prevented from registering for the next semester. An "Incomplete" in

the first semester of a year-long course must be completed before the student can register for the second half of the course.

5. Students are expected to satisfactorily complete all course requirements before the last class session of each semester (see Section D, below).
6. A student who fails either Field Work or a Practice class receives a failing grade for both as they are interrelated. The Student Review Committee reserves the right to make individual decisions based on extenuating circumstances. Failure of these two interrelated courses results in dismissal from the school.
7. The field instructor makes a recommendation for the grade to be received in Field Work. The faculty advisor makes the final decision as to the awarding of the grade.
8. A student who fails a required course must repeat that course.
9. A grade of “F” in any course results in Academic Probation.
10. Failure in two or more classes results in dismissal.
11. Failure to maintain a cumulative 3.0 GPA for two consecutive semesters may be grounds for dismissal.
12. Provisional students are dismissed if they have not earned a grade of “B” in every class and their GPA falls below a 3.0 during their first semester.

E. ACADEMIC PROBATION

Academic Probation is a warning that you have fallen into academic or professional jeopardy and that you need to improve your academic performance to reach a “Good Standing” status to avoid the risk of dismissal from Wurzweiler. Students on academic probation will receive a letter outlining the reasons for the probation and the required course of action. Notification will be provided to your academic and field advisors.

Students on academic probation must:

- (1) meet (within one week of receiving the probationary letter) with the Student Support Specialist to review progress and to develop a plan for remediating the identified issues.
- (2) raise your GPA for the next semester to a 3.0 and maintain a 3.0 GPA each subsequent semester; failure to achieve a 3.0 is grounds for dismissal. Students must have a 3.0 GPA to graduate from the program.
- (3) are advised to use supports available at WSSW which include the writing center, academic advisement, MSW Program Director, and Associate Dean. You are encouraged to reach out for help in remediating issues impeding your academic progress.

The following criteria are used to assess a student's status of academic probation (and in some instances, may be grounds for dismissal):

- (1) GPA falls below 3.0
- (2) A grade of "F" in any semester.
- (3) A grade of "B-" in practice
- (4) More than one "C" grade in MSW coursework.
- (5) Poor performance in field as indicated by a conjoint determination made by the field instructor and Field Director at WSSW as detailed in the field manual.
- (6) Plagiarism or cheating
- (7) Most students who receive a Notice of Concern are also on academic probation.
- (8) Failure to meet the professional comportment requirements of the school or profession. See section below on Professional Comportment

F. PROFESSIONAL COMPORTMENT

Wurzweiler expects all students to adhere to the highest academic and professional standards of comportment, which includes adherence to the NASW Code of Ethics. Graduate study requires excellence of character as well as excellence of intellect. Graduate students are expected to show seriousness of intellectual dedication; respect for the views and convictions of others; concern for the impact of advanced knowledge on society at large; regard for instructors, fellow students and the School as a whole; and, above all, adherence to the highest ethical and moral standards in their personal and professional lives. All Wurzweiler students have access to the *NASW Code of Ethics* and the *NASW Indicators for the Achievement of Cultural Competence in Social Work Practice* on the School's website, which are incorporated by reference into this Catalogue. Students are held accountable to conduct themselves according to the Code and the Indicators in the classroom and field placement.

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

"Comportment" is defined as acting and conducting oneself in a professional manner. Students are expected to be guided on comportment by the NASW Code of Ethics in all course-related and practice behaviors. Students are accountable for upholding professional and ethical standards in both the classroom and in field work.

Comportment attributes describe skills and qualities needed for success as both a student and social worker. Failure to demonstrate these attributes can lead to probation and/or dismissal from the program. These attributes include the following:

Communication: Effective communication is a vital aspect of social work. Students are expected to express their ideas and feelings with honesty and integrity and demonstrate a keen ability to listen to others. Communication involves speaking, listening, understanding non-verbal cues and body language, and interpreting and controlling emotions. Social work students must be able to communicate effectively with other students, faculty, staff, clients and other professionals, in a clear, open, and respectful way. In addition, it is important to protect the “safe space” of the classroom by not divulging information about clients discussed or comments made by other classmates. Confidentiality should be maintained when discussing the events taking place in a course with outside students or faculty.

Interpersonal Skill: Interpersonal skill is a measure of how proficient one is at interacting with others. Examples include active listening, conflict resolution, compassion, objectivity, integrity, teamwork, leadership, flexibility, respect for others, and communication. Students must demonstrate an advanced level of interpersonal functioning when interacting with students, instructors, administrators, clients, and within the professional realm.

Class Attendance, Engagement, and Participation: Consistency in these areas offers students the best opportunity to understand course content and to think critically about the topics being covered. Attendance, engagement and participation also demonstrate professionalism, responsibility, and a commitment to a successful learning experience. Students are expected to help maintain a classroom atmosphere that is conducive to learning and intellectual discourse. The use of personal computers, cell phones or recording devices is not permitted in classrooms without the express permission of the instructor. It is also expected that students arrive to class on-time, and remain in the class for the full class period; being late to class is a discourtesy to instructor and classmates alike and disrupts the flow of the class. Similarly, within the professional social work arena, there are high expectations of attendance and punctuality in the workplace; as such, we expect our students to comply with the highest levels of attendance and punctuality.

Respect for the Ideas and Perspectives of Instructors, Administrators, and Fellow

Students: Students are expected to demonstrate civility, courtesy, and tolerance of differing viewpoints, ideas, and beliefs. Students are expected to conduct themselves respectfully and courteously with all members of the Wurzweiler community be that in the Field Agency, classroom or with fellow students. Refer to the NASW Code of Ethics Standards 3 and 4. Any language or behavior that intimidates and belittles others, or which causes emotional harm will not be tolerated. Students are also expected to build positive relationships with faculty and fellow students, and to respect boundaries.

Deadlines & Assignments: Students are expected to show responsibility and dependability by meeting assignment deadlines. Good time management demonstrates reliability and the ability to stay focused. These are virtues and character traits that social workers ought to display in the workplace, and in their interactions within the professional environment.

Self-Reflection: Commentators explain that self-reflection is a useful tool through which social workers consistently explore their everyday practice by examining their beliefs, values, and other variables, which influence their perception of others. Students must demonstrate a willingness to engage in reflective thinking, and be willing to understand and alter behaviors that interfere with effective interventions.

Empathy: Empathy is one of the most important skills that social workers bring to their relationship with clients. It is the act of perceiving, understanding, experiencing and responding to the emotional state and ideas of another person (Barker, 2003). Social work students are expected to exemplify empathy both personally and professionally.

Ethical Conduct: Students are expected to demonstrate honesty and integrity in all aspects of the program. Section 4.04 of the NASW Code of Ethics explains that: Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception."

Acceptance of Diversity: Students should demonstrate an increasing understanding and appreciation for the value of diversity; a fundamental value of the social work profession. Students are expected, both in the classroom and field, to treat all people with dignity and

respect regardless of age, class, race, ethnicity, religious affiliation, gender, sexual orientation disability status, gender expression or values.

Professional Demeanor: Students are expected to demonstrate professional demeanor in behavior, appearance, values and in oral and written communication. Education Policy 2.1.1 states that: Social workers serve as representatives of the profession, its mission, and its core values. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. It is expected that in class, field, and in other situations in which the student is identifiable as a social work student, including social media, the student should be aware of personal appearance and actions. Students do not need to dress professionally as they would in the field placement, but dress modestly and appropriately for the classroom.

G. INCOMPLETES

Students are expected to satisfactorily complete all requirements before the last class session of the semester. Extensions for assignments will be allowed only within the following guidelines:

- (a) The student should discuss with the instructor the need for more time to complete an assignment prior to the due date. The instructor may give the student additional time to complete assignments up to the deadline due date for all Incomplete grades.
- (b) Except when the professor determines that an absence is due to an extenuating circumstance (see below), any Incomplete grade will become a failing grade after the Incomplete grade due date.
- (c) An incomplete grade is not available to students who have filed for graduation.

All students have until the incomplete deadline due date (listed on the monthly calendar) before an incomplete grade is changed to "F". Under no circumstances will an extension be given beyond the incomplete deadline due date unless an 'incomplete for extenuating circumstances contract' (see 7a below for details & Appendix B for the contract) is signed by the instructor, student, and MSW Program Director; a copy is retained by the MSW Program Director.

H. INCOMPLETES FOR EXTENUATING CIRCUMSTANCES

Students who cannot complete the requirements for a course due to an extenuating circumstance, who provide appropriate documentation, may request an Incomplete "I" from the

instructor (see Appendix B for a contract regarding incomplete work). The criteria for granting an incomplete for an extenuating circumstance includes urgent and substantiated non-academic reasons directly affecting the student and are beyond the student's control, such as illness or hospitalization. In such situations, a student may apply for an incomplete for the course. It is completely at the professor's discretion whether an incomplete will be permitted. Incomplete contracts must be approved by the Associate Dean.

If the extenuating circumstance occurs during posted refund periods (see tuition refund policy), the student should drop the class and retake at another time. If the extenuating circumstance occurs after the posted refund period, and the student has satisfactorily completed a sufficient portion of the course without the need to re-enroll, the instructor will designate what a student must do to complete the course and set a reasonable specific date for completion. This may or may not include completing requirements within a subsequent section of the instructor's course.

To earn a grade, a student must complete the work for the course as prescribed by the instructor by the indicated date on the incomplete. Students may not re-register for a course in which they receive a grade of incomplete. If make-up work requires classroom attendance in a subsequent term, the student should not register for the course again, instead the student must speak with the MSW Program Director to develop a plan for the completion of the course.

I. POLICY AND PROCEDURE ON TRANSFER OF CREDITS

Credits may be accepted for transfer from a graduate course taken at another accredited graduate school of social work if the course grade is a "B" or higher, with the exception of field work grades. Field Work grades are generally indicated as "P" and they are transferable. Following a student's acceptance into the program, the field office will use their rubric to determine whether a student will need to complete a 600 or 800 hour field placement, based on the number of hours already completed.

Some programs grant Credit, No Credit or Honor grades. The equivalence of these grades to letter grades must accompany the transfer of credit form.

Transfer credits are not entered on a student's permanent record until the student has satisfactorily completed at least 12 credits at Yeshiva University, and transfer credits may be revoked, either in whole or in part, if subsequent work, either generally or in a particular subject,

is not satisfactory. As courses at Wurzweiler earn three (3) credits, courses that may be more than three credits at another social work institution will be accepted in transfer as three credits. Students will not be given more credits than earned. Courses transferred from another social work institution, whether taken before or after admission at Yeshiva University, appear on the student's record with credit value only; grades earned elsewhere are not entered on the records of Yeshiva University.

The Wurzweiler MSW Program is a 60 credit Master's degree. The total number of transfer credits from other universities is left to the discretion of the Associate Dean or his designee. This includes all required and elective courses (3 credits each) and field work credits (3 credits each). There are certain courses that are part of the Wurzweiler curriculum which may not be offered at other social work institutions and therefore must be taken at Wurzweiler, (i.e. Philosophical Foundations of Social Work). As a result, although transfer credits have been granted for course work at other social work institutions, additional courses, specific to the Wurzweiler community, may be required, extending the course of study of a transfer student beyond the normal time frame or number of credits required for a degree. Applicants must be in good standing with the school from which they are transferring and should be prepared to submit syllabi from completed courses for evaluation.

In accordance with accreditation guidelines from the Council on Social Work Education, the Wurzweiler School of Social Work does not give academic credit for: 1. Work, volunteer, or life experience 2. Undergraduate courses; and/or 3. Graduate courses that have been used to fulfill requirements for other graduate degrees. Under certain circumstances, course work that may be repetitive may be waived. In such a case, transfer students are required to take additional courses at Wurzweiler, to earn the credits needed for graduation.

Transfer credit is not offered for a single semester of a practice course (i.e. Generalist Social Work Practice, Clinical Social Work Practice, Social Group Work Practice, Community Organization) or field work. Practice courses and field work are given transfer credit only if taken over the course of two semesters.

Any shortfall in credits needed for graduation must be made up by taking elective courses. Students entering the Advanced Standing Program with a degree from a Baccalaureate Social

Work Program accredited by the Council on Social Work Education will be required to take 30 credits of advanced coursework.

Students who have completed graduate course work in research must be able to demonstrate their research competence in a meeting with the Research Sequence chair who may approve a waiver for the course.

It is the applicant's responsibility to apply for transfer credits. The evaluation of credits for transfer will begin after the applicant has been accepted to the Wurzweiler School of Social Work and has paid his or her deposit.

1. Students must complete an "Application for Transfer Credit Toward a Graduate Degree" form and submit the form to the Associate Dean's Office prior to the beginning of their first semester at WSSW.
2. Students must have an official transcript(s) sent directly to the Associate Dean's Office no later than two months after beginning their studies at Yeshiva University.
3. Students must provide the Associate Dean's Office with copies of the course description, school catalogs and/or course syllabi from any course they seek transfer credit for.
4. Students must earn 12 credits at WSSW before the Transfer of Credit form is processed. When all the necessary paperwork is received and completed, the materials will be forwarded to the Office of the Registrar. The Office of the Registrar holds the final decision as to whether credits are transferred.
5. Credits cannot be transferred from a previously conferred degree.
6. Any student who is matriculated at Wurzweiler must receive prior approval from the Associate Dean before taking any course work at another University, with the exception of transfer credit. Such requests must be in writing and indicate the reasons for taking courses elsewhere. Course descriptions/college catalogs must be supplied by the student with their request.

6. Transfer credits must have been earned at an accredited graduate degree-granting institution (and applicable to Wurzweiler's graduate degrees). Courses accepted for transfer credit must have been earned within a reasonable time at the discretion of the Associate Dean or his designee.

7. Elective courses that have been transferred from another graduate school of social work do not fulfill the elective requirements for a Wurzweiler Educational Certificate.

8. Advanced Standing applicants must have received the BSW degree from a CSWE-accredited program within five years of their matriculation at WSSW, which may be extended at the discretion of the Associate Dean or his designee.

J. FIELD EDUCATION INSTRUCTION MANUAL

Field work comprises a major portion of your MSW education. The Field Instruction Office designs and evaluates first- and second-year field placements, which allow students to develop the required practice skills with individuals, families, groups and communities. As a student conducting field work, you learn engagement, assessment, intervention, evaluation and termination in a range of settings that provide diverse clients for you to serve. Through the weekly supervision and feedback from your social work field instructor, you develop self-reflection and improve your use of self with clients. You have maximum opportunities to build relationships with clients while learning to integrate classroom knowledge and professional ethics within your client interactions.

[This Field Instruction Manual](#) provides important information about field education. It is a "living document" in that changes to it are anticipated in keeping up with current innovations in the profession. At Wurzweiler, we are committed to the development of effective social work practitioners. A review of the Schools Mission Statement, its goals and objectives and curriculum outline will clarify the school's vision. Policies related to securing, reassignment, and termination of a field placement are highlighted below, and are also contained in the Field Instruction Manual.

Failure to Secure a Field Placement

- (1) In the event that a student, after completing a minimum of three field placement interviews is not accepted for field placement and/or declines available field placement opportunities, the Field Department will discuss the rationale for this decision with the student. Feedback received from the student and interviewers will be considered to explore and reassess a student's readiness for field. The Director of Field Instruction, along with the Student Review Committee will then develop a plan to address the issues, which may include, but not be limited to, mock interviewing sessions with the University's Career Services Department. If after remediating the identified issues in securing a field placement, concerns remain about the student securing a field placement, the Director of Field Instruction will again seek consultation with the Student Review Committee to consider next steps, up to and including dismissal from the MSW program, as students without an approved field placement are unable to move forward in the MSW program.
- (2) Every effort is made by the Field Department to secure a field placement that meets the needs of each student (i.e. geography, time, physical condition, religious observance, family commitments, etc.). In the event that a student cannot secure a field placement, due to their schedule or other commitments, the Field Department will review with the student to determine if securing a field placement is possible. If the student cannot make any changes to accommodate a field placement, the student will need to defer field work, or take a leave of absence until they can accommodate the scheduling requirements of field work.

Field Placement Reassignment/Termination

In the event that the agency, field instructor, or student raises concerns regarding the viability of the placement, and/or if a student is dismissed from a field placement site, the information is reviewed by the assigned Field Advisor in consultation with the Director of Field Instruction. If further consultation is needed, the Director of Field Instruction will engage the Student Review Committee.

Depending on the circumstances, the following courses of action would be implemented:

- (1) In some circumstances, the decision will be made to identify another field placement opportunity for the student. This process might take time, and as a result, the student might be delayed in completing field work hours and related requirements. Students who

have not successfully completed a minimum of 75% of the required field hours in the semester, or who have not met the required field work competencies, will not be permitted to register for the subsequent field work and social work practice courses in the following semester.

- (2) If the student's field placement has been terminated for issues related to professional comportment, or NASW Code of Ethics violations, the Field Department will refer the matter to the Student Review Committee, where a decision will be made up to and including dismissal from the MSW program.

K. PROVISIONAL STUDENTS

Students admitted without meeting the full requirements for regular status may be admitted as provisional. Students are classified as provisional for one semester; at the conclusion of the first semester, students must earn a grade of "B" in every class and have a GPA of 3.00 or better. Provisional students take a limited program, and are required to meet with their advisor and the Student Support Specialist. This process ensures that the students' progress be reviewed and that they receive supports that advanced academic success. Provisional students who demonstrate satisfactory academic progress will be reclassified as regular after one semester.

L. FINANCIAL AID INFORMATION

A variety of low interest student loans are available in addition to a general scholarship which is awarded to students who meet the criteria for such an award. (Note that the following information is accurate as of 9/1/2000, and is subject to change).

- (1) Where to start:** For all U.S. citizens, permanent residents, and those to whom refugee/asylum status has been granted, the financial aid process begins when you file a Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. International students should submit the university's International Graduate Student Financial Aid Application (available as a PDF at www.yu.edu/osf). Students should file for financial aid as soon as possible - and should not wait until being accepted to the program. Financial aid is a loan that must be paid back over time.

The FAFSA asks specific questions regarding your tax return. The FAFSA's IRS Data Retrieval Tool can be used to automatically transfer data from your tax return to your financial aid application. Using this tool will save time and reduce the likelihood of the need to submit additional documentation in the future. Even if you have not yet filed your

return, file FAFSA as soon as possible using estimated figures.

Once you have completed your FAFSA, you may submit the results to Wurzweiler by entering Federal School Code 002903, Campus Code 00.

(2) Loans: For all U.S. citizens

Wurzweiler students who file a FAFSA (and enroll at least as a half time student each semester) are eligible to receive up to \$20,500 per year in Unsubsidized Stafford Loan through the William D. Ford Federal Direct Loan Program.

All Stafford Loans for graduate students are Unsubsidized (meaning that interest will start to accrue but you will not be required to make a payment while you are at least a half time student). The interest rate (2018/2019) on the Stafford Loan is fixed at 6.21% and there is a 1.073% origination fee imposed by the government to help offset the cost of the loan program.

Wurzweiler students who file a FAFSA (and enroll at least as a half time student each semester) are also eligible to apply for a Graduate PLUS Loan through the William D. Ford Federal Direct Loan Program. Half-time status is a minimum enrollment of 6 credits.

Unlike the Stafford Loan program, there is a credit check involved and the exact amount you may borrow through Graduate PLUS will depend upon your individual FAFSA.

However, the program allows a student to borrow up to the “cost of attendance” which includes many items ranging from housing costs to personal expenses. When determining eligibility, scholarship awards are also factored into the students cost of attendance and will be a determinant of the combined amount you may borrow.

The interest rate (2018/2019) on the Graduate PLUS Loan is fixed at 7.21% and there is a 4.292% origination fee imposed by the government to help offset the cost of the loan program.

To apply for a Stafford or Graduate PLUS Loan, please visit www.yu.edu/osf and click on “Graduate Schools” (right-hand side) and then “Loans”.

(3) Work-Study: If the result of your FAFSA demonstrates financial need, you may also be

eligible to earn money through the Federal Work-Study program. Work-Study offers part-time on campus employment at an hourly wage. Work-Study hourly wage is paid directly to the student in the form of a paycheck and not directly applied to the students account.

(4) Tuition: Wurzweiler bills per semester and per credit - the MSW Program's tuition for the 2019-2020 academic year can be found [here](#). All students are also charged student fees per semester.

(5) Contact: For questions regarding your FAFSA and federal student loans, please contact the Office of Student Finance at studentaid@yu.edu.

For questions regarding scholarships, awards, please contact The Office of Admissions at Wurzweiler (<http://www.yu.edu/Admissions/Graduate/Wurzweiler/>).

SECTION VI

PROCEDURES FOR CHANGING STATUS

A. WITHDRAWING FROM THE PROGRAM

When withdrawing, students are expected to make all necessary provisions for responsible separation from classes and field instruction, including preparation of agency clientele and completion of outstanding records and other procedures essential to responsible termination in the field.

The following formal withdrawal procedures should be adhered to:

1. Notification and discussion with advisor;
2. Notification to field and class instructors;
3. Filing an Official Withdrawal Form signed by the Associate Dean;

Note: Without an Official Withdrawal Form, it will be assumed that the student is still registered.

B. WITHDRAWING FROM A COURSE OR FIELD WORK

Students may withdraw from field work or individual courses without penalty based on the deadlines designated in the School Calendar. After those dates, a "W" will appear on the transcript only after the necessary paperwork has been signed off on by the Associate Dean's Office. Certain courses must be taken in conjunction with field work (such as Generalist Practice and Advanced Practice), withdrawal from one of these courses will require that field work also be dropped; similarly, withdrawal from field work requires that the practice class be dropped. Any deviation from this guideline must be approved by the Associate Dean.

If a serious medical condition develops after the withdrawal deadlines indicated on the academic calendar, a student may request a withdrawal without financial penalty. Withdrawal requests for medical reasons fall under the responsibility of the Associate Dean, who consults in every instance, with a committee comprised of representatives from across the University before making a decision. The student must explain how the medical situation affects their ability to maintain satisfactory standing in the course. Documentation from an appropriate medical, psychiatric, or psychological professional must be provided at the time the request is made. The deadline for all withdrawals is the last day of class for the semester.

Withdrawals that change a student's full-time status can affect other areas such as financial aid and visa status. Please check with the appropriate offices for guidance.

In case of withdrawal from individual courses or field work, the following procedure should be adhered to:

- Notification and discussion with advisor;

- Notification to field and class instructor; and

- Filing of Program Change and Withdrawal Forms with the Registrar's Office.

C. LEAVE OF ABSENCE

Students who intend to absent themselves from the School and then return must file a Leave of Absence (LOA) form. If they do not obtain such a leave, readmission may be denied. As per the Department of Education a student can only be on LOA for a single semester in a 12 month period. If a student needs to take a 2-semester LOA, the student must be withdrawn from the School and then reapply when they wish to reactivate their studies.

Leaves of Absence, except for the purpose of government service, do not extend the time limits set for completion of degree requirements, which are normally five years. A Leave of Absence is granted only to students who are in good academic standing. Requests for medical leave must follow the above Leave of Absence procedure. However, medical documentation must be provided to the School prior to approval of the leave and prior to readmission.

In addition to the above:

A Leave of Absence is only available to students who have earned credits at WSSW. Therefore, first semester students are not eligible for a Leave of Absence. They must withdraw from the School and apply for readmission when they wish to return.

A Leave of Absence is only granted under extraordinary circumstances. Examples of such extraordinary circumstances include, but are not limited to: physical or mental illness, bereavement, a significant personal crisis, maternity/paternity/adoption. All Leave of Absences for international students must be approved by the International Student and Scholar Advisor.

A student who neither registers nor secures an official Leave of Absence for any semester will be considered as having withdrawn from the School. Such a student who wishes to resume studies will be required to apply for "READMISSION."

Students who withdrew from the School and wish to apply for Readmission must follow the regular admissions procedure. Their admission will be subject to the usual admissions criteria in effect at the time of application for Readmission.

D. MAINTENANCE OF REGISTRATION

Students are required to maintain continuous registration with the University until they complete all of the requirements for a degree. There are three mechanisms for doing so:

- a. Registering for at least one academic course in each semester;
- b. Requesting a Leave of Absence; or
- c. Registering for Master's Research.

E. EXTENDED ADVISING (SWK 6520 – 0 CREDITS)

Extended Advising is required for all students who are not in a practice course and are still taking course work. Students will register Extended Advising, SWK 6520 – 0 credits. To meet this requirement, a member of the faculty is assigned to provide advising to the student. Students are entitled to use the libraries and other facilities of the University.

F. MASTER'S RESEARCH (SWK 6971 – 0 OR 1 CREDITS)

Students are required to maintain continuous registration with the University until they complete all degree requirements. A student who fails to complete course requirements, including, but not limited to, the submission of the Capstone Project prior to the date of graduation, must register for Master's Research. The mechanism for accomplishing this is SWK 6971

Master's Research, 0 credits.

Students who are no longer taking courses but have not completed all requirements for the Master's degree (those having to finish "Incompletes" or complete the **Capstone Project**), must register for Master's Research for 1 credit. Students are thus maintained on the University's rolls and permitted to use the University libraries and consult with members of the faculty. **The charge for this course is equivalent to tuition for a one-credit course plus the usual registration and student fees.**

G. CAPSTONE PROJECT (SWK 6900 – 0 CREDITS)

The Capstone Project is a course that is required for graduating MSW students. The Capstone Project is written during the student's final semester. It is the expounding of an idea, or set of ideas, encountered during the student's education for professional practice. Researching and writing the Capstone Project is an opportunity to engage oneself in scholarly exploration; it is not merely an opportunity to describe a situation or recite

experience. The Capstone Project is written under the guidance of a faculty mentor, who may be the student's academic advisor. The Capstone Project is meant to be an integral part of the educational experience. Social work education requires that each student experience a growth in awareness and understanding of self. To this end, the Capstone Project should be preceded by the writer's exploration of his/her motivation towards, feelings about, and practice of, social work. It should be an opportunity to integrate all aspects of the student's total experience including the acquisition of knowledge, the field practice, and the development of the professional self. The Capstone Project requirement provides an experience of crucial importance. The student must struggle with the necessity of writing, enunciating and expanding on a set of ideas. The student contends with the problem of validating the ideas with evidence and logic as well as with inner conviction, thus, the student will move towards a new synthesis of reason and emotion. It requires that the data be accurate, the logic cogent and the form in accordance with scholarly standards. A student who does not complete the Capstone Project during the semester in which they register for it must register, in subsequent semesters, for one credit of Master's Research (SWK 6971) until the Capstone Project is submitted and accepted in final form. Guidelines to be followed in preparing the Capstone Project are on the Wurzweiler website.

H. GRADUATION

All course requirements, 60 credits including the Capstone Project, must be completed before the date of graduation. Unless all of the degree requirements, including the submission of the Capstone Project, are completed prior to graduation, the student will not be eligible to graduate at that time. All requirements for a degree must be completed within five (5) years of the start of the student's first course at WSSW.

Students must maintain a cumulative 3.0 GPA or better to graduate. Additional coursework may be necessary to meet graduation standards. In addition, all students with a 'financial hold' or with an 'incomplete' listed on their transcript will not be approved to graduate.

During the last semester, students must complete the Graduate School Application for Graduation (link below). A fee of \$150 is payable by credit card, check or cash to the Office of Student Accounts and must be done so before submitting this form. The filing deadlines

are as follows: (1) for September Degree: no later than July; (2) for January Degree: no later than September; (3) for May/June Degree: no later than January. Degrees are conferred ONLY when the Office of the Registrar officially confirms that all requirements have been met and there are no outstanding financial obligations to the University.

In order for a MSW student to be listed in the Commencement Program, a minimum of 60 credits (including required and elective courses) must be completed by the end of the Semester in which they file with the Registrar's Office to graduate. Students who have completed fewer credits or who have not had their Capstone Project accepted will not be listed on the Commencement Program and will not be permitted to participate in the Graduation ceremony. WSSW also requires that the child abuse training be completed prior to graduation (see p. 69).

SECTION VII

GROUND FOR DISMISSAL AND APPEALS PROCEDURES

A. GROUND FOR DISMISSAL

- a. Failure in two or more courses results in dismissal.
- b. Failure to maintain a cumulative 3.00 GPA for two consecutive semesters may be grounds for dismissal.
- c. Provisional students will be dismissed if they have not earned a grade of “B” in every class and their GPA falls below a 3.00 during their first semester.
- d. Professional behavior, especially in practice settings, is an academic requirement not separate from the educational component of the Program. Unprofessional behavior and any violations to the NASW Code of Ethics are grounds for dismissal.
- e. Cheating, exercising dishonesty and/or plagiarizing are academic grounds for dismissal.
- f. Consumption, influence or possession of alcohol or other controlled substances in class or field placement are grounds for immediate dismissal.
- g. Failure to meet generally accepted standards of personal integrity, professional conduct, or inappropriate or disruptive behavior toward colleagues, faculty or staff (whether at School or field placement), or any other individual may subject students to dismissal.
- h. Students are required to complete their degree within five years of admission. Failure to do so is grounds for dismissal.
- i. Joint MSW/PhD students are required to maintain a “B” or above to remain in good academic standing. A student who fails a course in the MSW program will be placed on Academic Probation for the both the MSW and PhD programs. Failure in two or more courses in the MSW will result in dismissal from both the MSW and PhD program.

B. CONCERNS RAISED BY STUDENTS

Should a problem arise in regard to the student's field work, field instructor, classroom work, faculty advisor, classroom teacher, or other faculty member, the following process is available for resolving the problem:

- a. If a problem is encountered in the field or in a class, the student is expected to take responsible action by talking to the field instructor or the classroom instructor involved.

- b. If the issue remains unresolved or there is a desire for further clarification, the student should speak with his or her faculty advisor.
- c. If the issue is still unresolved, the student can arrange to see the Director of Field Instruction (if the problem pertains to field work), or the Associate Dean (if the problem relates to classroom issues).
- d. If the above steps have been taken and the student feels that the issue or problem remains unresolved, the student can request a Student Review (see Section D, below) for further consultation. The Committee's decision as to whether or not to review the matter and make a determination of the issues shall be final.

THE ABOVE PROCEDURE SHOULD BE INITIATED WITHIN THE SEMESTER IN WHICH THE PROBLEM OR INCIDENT OCCURS AND NO LATER THAN 30 CALENDAR DAYS BEYOND THE FINAL DAY OF CLASSES IN ANY GIVEN SEMESTER.

C. CONCERNS RAISED BY FACULTY

If there are questions about the capacity, performance, or the continuation of a student in the Program, these concerns may be first brought by the faculty member to the student. If the issue persists, or if the issue is beyond the scope of the instructor's purview, the following procedure may be followed; further clarification and context can be found in the Academic Standards section of this Catalogue (p. 66-68).

- (1) First meet with the student to discuss and develop a plan of action
- (2) If the issue persists, or if beyond the scope of the instructor, the faculty member will consult with the student's academic advisor, and will alert the MSW Program Director and Student Support Specialist; if field related, contact will include the Director of Field. The student will be instructed to contact the Student Support Specialist to develop a Performance Improvement Contract, which is discussed with the Associate Dean and Sequence Chair.
- (3) A **Letter of Caution** including a Performance Contract, as determined by the Student Review Committee, will be sent by the Associate Dean to the student; the Letter of Caution serves as a mid-term progress report.
- (4) If the issue remains unresolved, the student will be placed on academic probation, and will receive a **Notice of Concern**, as determined by the Student Review Committee, will be sent by the Associate Dean, which indicates the nature of the difficulties and the academic requirements to be met by the student.
- (5) In the event that the student does not successfully meet the requirements specified in the **Notice of Concern**, the student may be dismissed from the Program. The student who is to be dismissed from the Program will have the decision conveyed in writing and signed by the Associate Dean for the Student Review Committee.

Faculty are guided by the following criteria in determining actions to be taken when problems or concerns arise:

- a. If an overall 3.0 grade point average is not maintained in a given semester, the student will be placed on academic probation.
- b. Receipt of a "C" grade in MSW coursework will result in an academic review of the student's progress, and the student will receive a **Notice of Concern** from the School. More than one "C" grade raises questions as to the student's ability to continue in the Program, and places the student on academic probation.
- c. A student who earns a "B-" in a practice class or field internship will be placed on

academic probation.

- d. A student on academic probation must raise his or her overall grade point average to a 3.0 level by the following semester.
- e. Failure to achieve the required 3.0 average after being placed on academic probation is grounds for dismissal by the School.
- f. A student who fails a course in any semester will be placed on academic probation for the following semester. Failure in two or more courses results in dismissal from the School.
- g. In cases or situations which may pose the risk of imminent danger, the School may immediately suspend the student with proceedings to follow.
- h. In cases of plagiarism and/or cheating, students will fail the course and will be placed on Academic Probation.

D. APPEAL OF DISMISSAL

1. Any student who has been dismissed from the Program may appeal this action, in writing, within 30 days of the written notice of dismissal.
2. The dismissed student is required to present a written request addressed to the Hearing Appeals Committee. This request should be submitted via the Dean's Office.
3. The Hearing Appeals Committee will consist of three (3) faculty members and two (2) student representatives. The Hearing Appeals Committee will convene and select a Chair. Each member of the Committee will have one vote.
4. Once the Hearing Appeals Committee is formed, it will review the student's file including but not limited to, the following items:
 - (A) Probation letter(s)
 - (B) Field Work evaluations
 - (C) Any correspondence concerning student's field work or academic performance during a student's tenure at WSSW
 - (D) Student evaluation forms submitted by instructors
 - (E) Any correspondence the student has submitted to WSSW faculty or Administration
 - (F) Any other material the Committee considers relevant.
5. The Hearing Appeals Committee will contact the student and arrange for a meeting so that the student will have the opportunity to orally present the nature of his/her appeal to the dismissal process.
6. The Hearing Appeals Committee may also meet with any of the faculty members or others who were involved with the student to gain a fuller perspective of the events leading to the dismissal process.
7. After review of written communications and oral presentations from the student and others, the Hearing Appeals Committee will communicate with the Dean in one of the following ways:
 - (A) Support the determination to dismiss the student (Based on the conclusion that the appropriate procedures were followed); or
 - (B) Recommend overturning the decision to dismiss the student (The conclusion that the appropriate procedures were not followed).
8. The decision of the Hearing Appeals Committee will be by majority vote. It will be communicated to the Dean in written form, who will take the

recommendation under advisement. The Dean will make the final determination and notify the student in writing. The decision of the Dean is final.

E. APPEAL OF GRADES

THE FACULTY HAS SOLE AUTHORITY TO GIVE GRADES. The Student Review Committee and the Hearing Appeals Committee shall have no authority to change a student's grade or to consider such issues. A student may appeal a final course grade of "F" in writing directly to the Dean only after first discussing the matter with the instructor and his or her advisor. The Dean may override an "F" grade only if the Dean finds extreme and egregious unfairness. An appeal of an "F" grade must be made within 30 calendar days of receipt of the grade.

APPENDIX A

To compete the Biology requirement – please use the following YouTube link as a reference in answering the questions below. This exam must be turned into the main office or emailed to naterena.cofield@yu.edu at your earliest convenience. If you are uncertain if you have fulfilled this requirement please call Naterena A. Parham-Cofield at 646-592-6832.

<https://www.youtube.com/playlist?list=PL3EED4C1D684D3ADF>

BIOLOGY EXAM NAME: _____ STUDENT ID# _____ Please answer each of the following questions. Write your answers in the space provided or on a separate piece of paper and submit it with your paper to complete the Biology Requirement.

Please bring a copy with you to orientation or submit it as soon as possible.

1. What is the largest organ in the body?
2. What are the six major functions of the digestive system?
3. Which gland is responsible for the response to physical and emotional stress?
4. What do t-cells do?
5. What are the major functions of the cardiovascular system?
6. What are the two categories of hormones?
7. What is the strongest muscle in the body?
8. What does the lymphatic system do?
9. What are the two classes of cell tissue that make up the nervous system?
10. What is lanugo? How long does it usually last?
11. How often does your body replace the equivalent of the skeletal system?
12. What are the two main stages of sleep?
13. How many quarts of blood does the heart pump in an hour?

ESSAY: After completing this worksheet, write a brief paper on the intersection between biology and social work. In social work, we create a biopsychosocial evaluation for each client. In what regard is the biology component of this assessment necessary and valid.



APPENDIX B

CONTRACT REGARDING INCOMPLETE WORK

YESHIVA UNIVERSITY
Wurzweiler School of Social Work

CONTRACT REGARDING INCOMPLETE WORK

Course No. _____ CRN _____ Course Name _____

I understand that I will receive an Incomplete for my work in this course since I have not yet met all of its requirements.

I understand the School's policy statement regarding Incompletes:

1. It is the responsibility of the Student to contact the instructor when incomplete work in a course is anticipated, or occurs, to reach an agreement as to when course requirements will be completed. The time may not exceed one semester from the last day of class in which the "I" occurred.

2. Once the extension of time has been agreed upon ALL further responsibility for meeting deadlines rests with the student.

3. If the agreed-upon date passes without the necessary coursework being completed, or an extension being approved by the Associate Dean, a failure will be given for the course.

To have the grade of Incomplete for this course removed from my transcript, I shall complete the following work (stated below) by _____ (date).

Date signed _____ Signature _____
(Student)

Signature _____
(Faculty)

Signature _____
(Jeffrey Coyle)

Signature _____
(Sequence Chair)

APPENDIX C

Educational Policy
and Accreditation Standards
Council on Social Work Education
2015



COUNCIL ON SOCIAL WORK EDUCATION

Commission on Accreditation
Commission on Educational Policy

2015

Educational Policy and Accreditation Standards

for Baccalaureate and Master's Social Work Programs

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

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Introduction

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

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

EPAS Revision Process

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

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

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

For updated information about the 2015 EPAS, please visit www.cswe.org/Accreditation or send an e-mail to accreditation@cswe.org.

July 2015

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards



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

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

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

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



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

Competency-Based Education

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

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

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

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

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

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



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



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

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

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

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

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

Values

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

Program Context

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

Accreditation Standard 1.0—Program Mission and Goals

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



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



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

Educational Policy 2.0—Generalist Practice

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

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

Accreditation Standard B2.0—Generalist Practice

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

Accreditation Standard M2.0—Generalist Practice

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

Educational Policy M2.1—Specialized Practice

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

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

Accreditation Standard M2.1—Specialized Practice

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

Educational Policy 2.2—Signature Pedagogy: Field Education

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

Accreditation Standard 2.2—Field Education

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



Implicit Curriculum

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

Educational Policy 3.0—Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

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

Educational Policy 3.1—Student Development

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

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

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

Admissions

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

Advisement, retention, and termination

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

Student participation

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

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

Educational Policy 3.2—Faculty

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

Accreditation Standard 3.2—Faculty

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

Educational Policy 3.3—Administrative and Governance Structure

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

Accreditation Standard 3.3—Administrative Structure

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

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

Educational Policy 3.4—Resources

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

Accreditation Standard 3.4—Resources

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



Educational Policy 4.0—Assessment of Student Learning Outcomes

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

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

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

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

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

Accreditation Standard 4.0—Assessment

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

Appendix: 2015 EPAS Glossary

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

Educational Policy Terms

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

Accreditation

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

Behaviors

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

Classroom

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

Clients and constituencies

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

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

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

Competency-based education framework

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

Curriculum design

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

Environmental justice

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

Holistic competence

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

Intersectionality

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

Multidimensional assessment methods

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

Program options

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

Signature pedagogy

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

Specialized practice

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

Student learning outcomes

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

Accreditation Standards Terms

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

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

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

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

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

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

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

In-person contact (AS 2.2.4):

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

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

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

Multiple dimensions of each competency (AS 4.0.1)

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

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

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

Simulated practice situations (AS 4.0.1):

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

Transfer of credits (AS 3.1.4)

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



COUNCIL ON SOCIAL WORK EDUCATION

1701 Duke Street, Suite 200
Alexandria, VA 22314-3457

www.cswe.org

Strengthening the Profession of Social Work

APPENDIX D

WURZWEILER SCHOOL OF SOCIAL WORK ACADEMIC MID-SEMESTER ASSESSMENT RUBRIC

Student Name: _____ Prof. Name: _____
Course Name: _____ Date: _____

If you have a student who may be in jeopardy of failing your class, please complete below.

1. To what extent might **numerous absences** of this student put student in jeopardy of failing your course?

1	2	3	4	5
Not at all	Somewhat	Possible	Very Likely	Definitely

2. To what extent has **unprofessional comportment** put this student in jeopardy of failing your course?

1	2	3	4	5
Not at all	Somewhat	Possible	Very Likely	Definitely

3. To what extent has **poor academic performance** put this student in jeopardy of failing your course?

1	2	3	4	5
Not at all	Somewhat	Possible	Very Likely	Definitely

4. To what extent has **lateness of assignment** submissions put this student at jeopardy for failing your course?

1	2	3	4	5
Not at all	Somewhat	Possible	Very Likely	Definitely

5. To what extent has **student unresponsiveness** with you put him/her in jeopardy of failing your course?

1	2	3	4	5
Not at all	Somewhat	Possible	Very Likely	Definitely



APPENDIX E

Yeshiva University - WURZWEILER SCHOOL OF SOCIAL WORK

OFFICE OF THE REGISTRAR REQUEST TO AUDIT A COURSE

1. Auditing is limited based on available space.
2. A student must have a minimum GPA of 3.0.
3. The instructor must approve the request before it is submitted to the registrar.
4. The student must attend the course regularly and must complete such work and take such examinations as determined by the instructor.
5. A grade L (= listener) will be listed on the student's permanent record if the student attends regularly and meets the other conditions set by the instructor. If the student does not attend or meet the requirements, the grade will be W (=withdrew without penalty).
6. An audited course does not count in the student's work load.
7. No credit is given for an audited course, and it fulfills no requirements or prerequisites.
8. An audited course cannot be taken for credit at a later date.
9. There is a \$50 registration fee for students.

I request to audit: ☐ Fall ☐ Spring ☐ Summer 20____

CRN	Dept.	Course	Title	Instructor	Section #
			YUID#: _____		

Name: _____

Mailing Address: _____

Phone: _____ Email: _____

Class (Choose) ☐ 1st year ☐ 2nd year

Student's Signature: _____ Date: _____

Approval by instructor: ☐ Approved ☐ Rejected Signature: _____ Date: _____

FOR OFFICE USE ONLY

Comments by Registrar: ☐ Average OK ☐ Course Open Signature _____

Remarks _____ Date _____

Action by Dean: ☐ Approved ☐ Rejected Signature _____

Remarks _____

Office of Student Finance: Payment received _____ Date _____

Amount Paid \$ _____ Signature _____

Date _____

Audit Request Processed by: Signature _____

APPENDIX F

ADVISEMENT CHECKLIST

This checklist rests with the student. It is your responsibility to schedule at least one appointment per semester with your advisor. The checklist, and all associated documents should be kept by both you and your advisor. At times, students change from one program to another (eg. Block to Regular; MSW to MSW/PhD). It is your responsibility to alert any program change to your advisor or Jeffrey Coyle (jeffrey.coyle@yu.edu).

***Please check completed items below:**

NAME _____

DATE _____

For All Students

- ☐ I have conducted a self-audit using DegreeTrack.
 - ☐ I reviewed DegreeTrack with my advisor.
 - ☐ I have attached a copy of my DegreeTrack to this checklist.
 - ☐ I reviewed my GPA with my advisor. My current GPA is _____.
 - ☐ I have printed my transcript to take to my advisor.
 - ☐ I have a course 'roadmap' and have prepared a list of potential courses for next semester.
 - ☐ I have discussed with my advisor any incompletes that are listed on my transcript.
 - ☐ I am pursuing a Specialization in _____.
- I still need to take the following classes to satisfy that Specialization.
- _____

For first year 2nd semester students

- ☐ I am within 30hrs of degree completion.
- ☐ I have discussed which Specialization (Clinical Practice with Individuals & Families, Group Work, or Community Organization) I plan to choose for my 2nd year.
- ☐ I have discussed field placement options for my 2nd year.

For Graduating Students – Spring Semester Meeting w/advisor

☐ I filed for graduation & my cap/gown is ordered.

Advisor's Notes:

Advisor's Name (print) _____

Advisor's Signature _____

ADVISOR CONTACT INFORMATION

Debby Akerman	hannah.akerman@yu.edu
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