

Long Island University



**Master of Social Work Degree Program
Student Handbook**

LIU Post Campus
Brookville, New York
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LIU Brooklyn Campus
Brooklyn, New York

Table of Contents

Preface.....	3
LONG ISLAND UNIVERSITY.....	4
Master of Social Work Degree Program.....	5
Program Mission, Goals, & Competencies	5
Mission Statement.....	5
Vision Statement	5
Program Goals	6
Foundation Program Competencies.....	6
Advanced Program Competencies.....	7
Concentration-Specific Competencies.....	7
Gerontology.....	7
Nonprofit Management.....	8
Alcohol & Substance Abuse Counseling.....	8
Child & Family Welfare.....	8
Forensic Social Work.....	9
Criteria for Admission & Academic Standing.....	9
Transfer & Advanced Standing.....	10
Criminal Background Checks	10
Recommended Liberal Arts Curriculum.....	11
Program Description.....	13
LIU MSW Degree Program, full time (2 years, 60 credits).....	14
Advanced Standing (33 credits).....	15
Advanced Std. Plan of Study.....	16
Part Time Programs	17
Three Year Plan of Study.....	18
Four Year Plan of Study.....	19
Field Work Requirements.....	21
Course Descriptions: Foundation Year.....	22

Course Descriptions: Concentration Year	24
Gerontology – Long Term Care, Track I.....	27
Gerontology- Senior Community Service, Track II.....	28
Nonprofit Management.....	29
Alcohol & Substance Abuse Counseling.....	31
Child & Family Welfare.....	33
Forensic Social Work.....	35
Students' Rights and Responsibilities	37
Academic Advisement.....	37
Student Evaluation, Termination, Grievance & Appeal Procedures	38
Grading Practices.....	38
Unsatisfactory Grades	39
Incomplete.....	39
Plagiarism.....	39
Criteria for Evaluating Students' Academic Performance	40
Criteria for Evaluating Students' Non-Academic Performance	40
Faculty Obligations for Assisting Students Experiencing Difficulty in	
Academic and/or Non-Academic Areas of Performance.....	44
Grievance, Appeal, & Termination Procedures	44
LIU Brooklyn Campus.....	44
LIU Post Campus.....	47
Leave of Absence	48
Student Services	48
Financial Aid.....	48
Campus Grants & Scholarship Opportunities	48
Disability Support Services.....	49
MSW Graduate Student Association	49
Phi Alpha	49
Non-discrimination Policy	50
Appendix A: NASW Code of Ethics.....	51

MASTER OF SOCIAL WORK DEGREE PROGRAM

Preface

On behalf of the Department of Social Work faculty, we welcome you to our program. We designed this Student Handbook to help you understand the Master of Social Work Program at Long Island University.

In this handbook, we review our Master of Social Work degree program, which was accredited by the prestigious Council on Social Work Education (CSWE) in June, 2007. Our faculty and counseling staff are available to answer any questions you have regarding your academic and career plans. Please feel free to come in and plan your academic schedule. The University Bulletin is the official and binding document governing all programs in the University, and you should also read all relevant material in the Bulletin.

We believe that our program has all the essentials for an exciting academic experience, which will enhance your professional career. The curriculum is carefully constructed to lead to specialized practice in one of four areas: gerontology, nonprofit management, alcohol and substance abuse counseling, and child and family welfare. The faculty is committed to effective teaching and research. We are all committed to excellence in preparing our students with the knowledge and skills they will need to pursue professional social work careers.

The program unites the geographic communities of Brooklyn, New York and Brookville, Long Island. Brooklyn is characterized as an urban area while Brookville is traditionally suburban. The Program has built a coalition that includes University personnel, faculty of both campuses and community service providers. The LIU MSW Program has formed a community-based advisory board comprised of individuals from local organizations.

It is also important to note that our program offers the opportunity for advanced state certification in gerontology, nonprofit management, and forensic social work. We have designed our program in conjunction with New York State requirements for CASAC or Certification in Alcohol and Substance Abuse Counseling. Thus, students will graduate with an educational background that transcends the scope of the traditional MSW. Our degree should serve you well for practical as well as academic purposes in preparing you for specific employment opportunities.

We look forward to helping you meet your academic and career goals. Best wishes for a rewarding educational experience.

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LONG ISLAND UNIVERSITY

In its ninth decade of providing access to the American dream through excellence in higher education, Long Island University is a multicampus, diverse, doctoral institution of higher learning. One of the largest and most comprehensive private universities in the country, Long Island University offers 590 undergraduate, graduate and doctoral degree programs and certificates, and educates over 24,000* credit-seeking and continuing education students in Brooklyn, Brookville (LIU Post), Brentwood, Riverhead, Rockland and Westchester. The Arnold & Marie Schwartz College of Pharmacy and Health Sciences prepares students for successful careers in the fields of pharmacy and health care. The University's Global College provides a wide range of study abroad options at overseas centers in China, Costa Rica and India, and through program offerings in Australia, Taiwan, Thailand and Turkey.

Long Island University's nearly 650 full-time faculty members provide outstanding instruction, which is supplemented by internships and cooperative education opportunities. The accomplishments of nearly 177,000 living alumni are a testament to the success of its mission - providing the highest level of education to people from all walks of life. The University's NCAA Division I and II athletic teams, nationally renowned George Polk Awards in journalism and Tilles Center for the Performing Arts provide enrichment for students and the community.

*This number includes high school students enrolled in one or more degree-credit courses.

Master of Social Work Degree Program

Program Mission, Goals, and Competencies

Mission Statement

The mission of the Master of Social Work Program at Long Island University is to educate and train professional social work practitioners who are well grounded in the profession's history, purpose, and philosophy and who can competently and effectively work with diverse populations of clients and client systems in the richness of the New York City and Long Island areas. Integral to competent practice is the ability to engage in interdisciplinary collaboration. Graduates of our program are prepared to engage in practice that is informed by a diverse body of theories and knowledge, social work values, and professional social work skills.

Vision Statement

The Long Island University MSW Program is committed to providing access to social work education to a diversified student body within a framework of student-faculty collaboration that is consistent with Long Island University's academic tradition. Long Island University faculty will work with our students to:

- a. educate them about social work foundation knowledge, values, ethics, and skills they will need to engage in professional social work practice
- b. help them develop an understanding of interdisciplinary approaches to helping and foster a commitment to a lifetime of learning;
- c. guide them in their journey to become competent professionals, dedicated to enhancing the well-being of their clients and to work effectively within a variety of professional settings and client systems
- d. instill the ability to engage diverse cultures and at-risk groups;
- e. address issues related to social and economic justice, social problems, and needs including the mechanisms of coalition building and advocacy.

Program Goals

- I. To prepare social workers to work with individuals, groups, families organizations and communities
- II. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
- III. To prepare social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
- IV. To prepare social workers to evaluate the processes and effectiveness of practice
- V. To prepare social workers to formulate and influence organizational and social policies and administer social work services in diverse institutional contexts.
- VI. Understand and interpret the history of the social work profession and its contemporary structures and issues
- VII. Analyze, formulate, and influence social policies.
- VIII. Apply principles of collaboration to the social work role in the interdisciplinary context
- IX. Understand and apply advanced knowledge in a particular area of concentration, specifically, gerontology, nonprofit management, substance and alcohol abuse counseling or child and family welfare

Foundation Program Competencies

- I. Identify as a professional social worker and conduct oneself accordingly, including knowledge of the profession's history as well as proper use of supervision and consultation.
- II. Understand the value base of the profession and apply related social work ethical principles to guide professional practice.
- III. Apply critical thinking to inform and communicate professional judgments.
- IV. Engage diversity and difference to practice without discrimination.

- V. Understand strategies of advocacy to combat oppression and discrimination as well as advance human rights and social and economic justice.
- VI. Evaluate research studies and engage in research-informed practice as well as practice-informed research.
- VII. Acquire and critique theoretical frameworks to understand human behavior and the social environment and apply the knowledge to practice.
- VIII. Engage in policy analysis, formulation and advocacy, including collaboration with clients and colleagues, to advance social and economic well-being and to deliver effective social work services.
- IX. Monitor and appraise the contexts that shape social work practice and respond effectively to improve quality of social services.
- X. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Advanced Program Competencies

- I. Utilize evidence-based knowledge to the practice of social work in the respective concentration areas of gerontology, nonprofit management, substance and alcohol abuse counseling, family and child welfare, or forensic social work.
- II. Apply principles of interdisciplinary collaboration to social work practice in the respective concentration areas of gerontology, nonprofit management, substance and alcohol abuse counseling, family and child welfare, or forensic social work.

Concentration-Specific Competencies

Gerontology Concentration:

- I. Utilize evidence-based knowledge about the bio-psycho-social-spiritual needs and functioning of older people to social practice in the area of gerontology.
- II. Apply principles of inter-disciplinary collaboration to social work practice in the area of gerontology.

Track I: Long-Term Care

- I. Apply evidence-based knowledge to social work practice in the following areas:

- a. Health-care facility administration.
- b. Health care financing.
- c. Legal issues in health care.
- d. Gerontology.
- e. Personnel management.

Track II: Senior Community Service

- a. Plan and develop community services for older adults.
- b. Perform treatment planning and interventions with older adults.
- c. Apply evidence-based knowledge about death, dying, bereavement and loss to social work practice on the micro and macro levels.

Nonprofit Management Concentration

- I. Apply evidence-based knowledge about concepts and theories of nonprofit management and organizations to social work practice in this area.
- II. Apply principles of inter-disciplinary collaboration to social work practice in the area of nonprofit management.

Substance Abuse Concentration

- I. Apply evidence-based knowledge to social work practice in the following areas:
 - a. Alcoholism and substance abuse counseling.
 - b. Assessment; clinical evaluation; treatment planning; case management; and client, family, and community education in the area of alcohol and substance abuse counseling.
 - c. Professional and ethical responsibilities and documentation.
- II. Apply principles of inter-disciplinary collaboration to social work practice in the area of alcohol and substance abuse counseling.

Child and Family Welfare

- I. Apply evidence-based knowledge about the major policy and practice issues, concepts and theories related to children and their families to practice with this population.
- II. Identify the collaborative role for social work in the area of child and family welfare.

Forensic Social Work

- I. Apply knowledge to inform social work professional role and practice in specialized areas of forensic social work (e.g., understanding the interface between law enforcement and social work, familiarity with federal and state regulations and procedures, ethical considerations).
- II. Promote the inter-disciplinary practice of social work in the area of forensic services (e.g., criminal and juvenile justice, alcohol and substance abuse, domestic violence).

Criteria for Admission and Academic Standing

Long Island University's MSW Program's admission criteria and procedures reflect the program's goals and objectives and support the Long Island University philosophy of "Access and Excellence." The program seeks students from diverse backgrounds who reflect the diversity of the populations its graduates will serve – encompassing both the suburban population of Nassau County and the widely multi-ethnic urban population of Brooklyn and Queens. Students who apply to this program should be interested in working with populations-at-risk, including the elderly; immigrants and refugees; the physically and mentally challenged; gay, lesbian, bisexual and transgender (GLBT) populations; the suburban and urban poor; and other populations economically at-risk, through direct care or leadership roles in the field of social work.

The Long Island University MSW Program seeks applicants who have a broad liberal arts education consisting of the humanities, social and behavioral sciences, the natural sciences including biology, and courses reflective of a basic interest in human services.

Additional requirements include:

1. A Bachelor of Arts degree from a regionally accredited university
2. A minimum overall grade point average of 2.8
3. A "B" average in courses taken during the final four semesters of undergraduate study
4. A minimum of three recommendations
5. A personal narrative/autobiographical statement
6. Undergraduate transcript
7. Personal characteristics and qualifications essential for professional work with vulnerable individuals and populations-at-risk

Only candidates who have earned an undergraduate degree are admitted to the master of social work degree program. The MSW Program's admission criteria include the requirement of a completed Bachelor of Arts or Bachelor of Science degree from an accredited university.

Consistent with the policies of the Council on Social Work Education (CSWE), the Long Island University MSW Program does not grant social work course credit for life experience or previous work experience under any circumstance.

Transfer and Advance Standing

In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content. Students may be waived from a foundation area course under two conditions. These conditions are: 1) acceptance into the Advanced Standing Program, and 2) upon transferring from another CSWE accredited MSW Program. Course work completed at another CSWE accredited program must be deemed equivalent to this program's course for study to be granted credit. Students must submit a course outline and an official transcript listing the grade achieved. Only courses in which the student has received a "B" or above will be accepted for credit.

As per the above statement, transfer credits will only be accepted from an accredited program. The transfer credits would only be in foundation areas if the courses meet our curriculum objectives. Since our program places a great deal of emphasis on students being able to understand and apply the fundamentals of interdisciplinary practice, students will *not* receive transfer credit for our third practice course, Social Work Practice with Organizations and Communities, in which these connections are most specifically elaborated.

Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE. Advanced standing will be awarded according to the rules outlined above regarding the transfer of credits.

Criminal Background Checks

Students desiring entrance into a Master of Social Work Program should be aware that presence of a criminal record can result in licensing/certification/registration agencies refusing to issue the

professional license that will allow the graduate/practitioner to practice in the field of Social Work.

In the New York State Licensed Master Social Worker Form 1, the following questions are posed regarding the applicant's criminal background:

- 1) Have you ever been found guilty after trial, or pleaded guilty or no contest, or nolo contendere to a crime (felony or misdemeanor) in any court?
- 2) Are any criminal charges pending against you in any court?

Students desiring entrance into the Master of Social Work Program should be aware that field sites, clinical institutions and intern sites can bar students from these sites if a criminal record exists or if a positive drug test is noted. Inability to gain clinical, fieldwork or intern educational experiences could result in a failure to meet certain program requirements. A student who is deemed unable to obtain fieldwork experience will not be permitted to complete the MSW Program.

Accordingly, should the applicant indicates a "Yes" to questions one (1) and/or (2) two above, the applicant will be asked to supply the Campus and/or the MSW Admissions Committees with documentation on the nature of the charge or conviction, and its disposition. The application must present official court documentation to confirm the charge, conviction and disposition (or sentence); and to confirm the status of all pending charges.

The Admissions Committee(s) will review the information submitted by the applicant. Based upon the information provided, the Admissions Committee(s) reserves the right to deny admission into the MSW Program any applicant whose criminal background would likely result in a ban from required field work sites, and from obtaining New York State Licensure.

Recommended Liberal Arts Curriculum

The curriculum of the Long Island University MSW Program will be grounded in the liberal arts and sciences. The liberal arts and sciences foundation will be insured and maintained through the Program's admissions criteria and process of evaluating applicants.

The Long Island University MSW Program defines a liberal arts foundation as an undergraduate course of study that includes, but is not limited to, courses in the following disciplines and the accumulation of the following number of credits in those disciplines:

COURSE		RECOMMENDED NUMBER OF CREDITS
The Social Sciences	Philosophy, Anthropology	6 Credits
	Sociology	3 Credits
	Psychology	3 Credits
	History	6 Credits
	Economics	3 Credits
	Political Science	3 Credits
The Humanities	English Composition	6 Credits
	English Literature	6 Credits
	Art, Music, or Dance	3 Credits
	Foreign Language	6 Credits
The Natural Sciences & Mathematics	Physics	3 Credits
	Chemistry	3 Credits
	Biology	3 Credits
Computer Science	Any course	1 Credit

This liberal arts and sciences foundation admission criteria will be automatically met by applicants who have earned a Bachelor's degree in Social Work from a CSWE- accredited program. The transcripts of all other applicants will be closely scrutinized by the LIU MSW Program's Admissions Committee who, using the above list of courses as a guide, will look for evidence of a strong liberal arts foundation in the applicants' undergraduate studies.

Program Description

The MSW program is coherently integrated to provide a step-wise progression in the student's understanding of generalist and specialized practice. The first year curriculum includes content in the eight foundation areas of policy, practice, human behavior, field, diversity, populations at risk and promotion of social justice and values. The first year curriculum introduces the student to the components of generalist practice with systems of all sizes and provides an understanding of generalist practice that distinguishes between generalist and advanced content and supports the integration of specialized knowledge and specialized technologies into a generalist perspective. The first year curriculum also introduces the student to principles of interdisciplinary collaboration to begin preparation for work in interdisciplinary fields of practice.

The second year curriculum builds on the first year by deepening the student's understanding of psychosocial assessment and administrative theory and practice. Students select a specific area of concentration – nonprofit management, substance abuse, gerontology, child and family welfare, or forensic social work – for more specialized education in a particular area of practice. The research curriculum in the second year supports the concentrated study by demonstrating application of research methodology to the student's specialized area of concentration. Field experience in the second year provides an opportunity for the student to apply generalist and specialized knowledge in the selected area of concentration.

The curriculum is consistent with program goals insofar as the student receives a generalist background that includes a conception of generalist practice, an eclectic knowledge base and an understanding of the relationship of values, diversity, populations at risk and promotion of social justice to the social work professional role with systems of all sizes. The advanced curriculum provides the student with an integrative and interdisciplinary theoretical and practice framework for the combining of specialized and generalist components of practice.

Following is the course of study for the full time Master of Social Work degree program.

Long Island University MSW Degree Program - Full Time (2 years, 60 credits)

First Year Fall Semester

Course Number	Course Title	Credits
SWK 611	Practice I	3
SWK 601	Policy I	3
SWK 621	Human Behavior In the Social Environment I	3
SWK 798	Research I	3
SWK 701	Field Instruction I	3

First Year Spring Semester

Course Number	Course Title	Credits
SWK 612	Practice II	3
SWK 613	Practice III	3
SWK 602	Policy II	3
SWK 622	Human Behavior In the Social Environment II	3
SWK 702	Field Instruction II	3

Second Year Fall Semester

Course Number	Course Title	Credits
SWK 623	Administrative Behavior	3
SWK 799	Research II	3
SWK 703	Field Instruction III	3
	Concentration Course (I)	3
	Concentration Course (II)	3

Second Year Spring Semester

Course Number	Course Title	Credits
SWK 650	Psychopathology	3
	Concentration Course (III)	3
	Concentration Course (IV)	3
SWK 704	Field Instruction IV	3
SWK 790	Capstone Seminar	3

* Concentration courses are those included in each area of specialized study: Gerontology - Track I (Long Term Care) or Track II (Senior Community Service); Nonprofit Management; Alcohol and Substance Abuse Counseling; Child & Family Welfare; and Forensic Social Work. Students must complete 4 courses in a particular concentration.

By taking one additional course in the Nonprofit Management, Gerontology, or Forensic Social Work concentrations, students will qualify for a New York State advanced certificate in those areas.

Advanced Standing

The Advanced Standing Program will provide credit for foundation coursework achieved under the auspices of an accredited baccalaureate program or up to one full year of credit. This policy complies with the Council on Social Work Education guidelines regarding advanced standing. Students are not expected to repeat coursework already covered in an accredited social work program. However, only those courses in which the student has received a "B" or better will be accepted for credit. A course has been added to the MSW Program to serve as a bridge for students from other baccalaureate programs who have been accepted with advanced standing into the graduate program.

The course, SWK 614, entitled *Advanced Principles of Administrative and Clinical Practice within an Interdisciplinary Context*, includes advanced clinical content in individual and family systems of practice and also an introduction to role theory and its application in organizational and community systems of practice. The foundation year of the MSW Program at LIU emphasizes the integration of a generalist perspective with principles of advanced clinical and administrative practice to serve as a transition to the more in-depth concentration year of study that follows. SWK 614 will ensure that students who are eligible for advanced status will have the same orientation as students who have completed the foundation year of our graduate program.

LONG ISLAND UNIVERSITY MSW PROGRAM -ADVANCED STANDING - 33 CREDITS

FALL SEMESTER

Course Number	Course Title	Credits
SWK 614	Advanced Principles of Administrative & Clinical Practice within an Interdisciplinary Context ¹	3
SWK 623	Administrative Behavior	3
SWK 799	Research II	3
SWK 703	Field Instruction III	3
	Concentration Class (I)	3
	Concentration Class (II)	3

SPRING SEMESTER

Course Number	Course Title	Credits
SWK 650	Psychopathology	3
SWK 790	Capstone Project	3
SWK 704	Field Instruction IV	3
	Concentration Class (III)	3
	Concentration Class (IV)	3

¹ SWK 614 will be offered in the summer preceding the first semester of study.

* Concentration courses are those included in each area of specialized study: Gerontology - Track I (Long Term Care) or Track II (Senior Community Service); Nonprofit Management; Alcohol and Substance Abuse Counseling; Child & Family Welfare; and Forensic Social Work. Students must complete 4 courses in a particular concentration.

By taking one additional course in the Nonprofit Management, Gerontology, or Forensic Social Work concentrations, students will qualify for a New York State advanced certificate in those areas.

Note: Students are required to complete a minimum of 600 hours in the field. Field III & IV are 21 hours per week (600 hours) at their field placement.

Part Time Program

The Part-Time Program is designed as an alternative course of study for students who have full-time jobs and require a flexible schedule. Students in the Part-Time Program will fulfill the same requirements as dictated by the Council on Social Work Education as full-time students. There are two options for the Part-Time Program: the three year plan of study and the four year plan of study.

Both plans offer a coherent, integrated, curriculum that takes students through a two phase, step-by-step process starting with a generalist orientation followed by advanced practice training. [See detailed plans of study for each plan following this general overview] During the first phase of the Program, which is equal to the first year of the full-time program, the generalist training prepares students to be practitioners who are capable of working with systems of all sizes and with a variety of populations.

Courses will include the eight foundation areas of policy, practice, human behavior, field, research, diversity, populations at risk and promotion of social justice and values. Here too, there is an emphasis on the components of generalist practice that distinguishes between generalist and advanced content and supports the integration of specialized knowledge and specialized technology into a generalist perspective. Again, the first and second years will introduce students to principles of interdisciplinary collaboration to begin preparation for work in interdisciplinary field of practice.

The second phase of the program takes place during the third and/or fourth years of the program. The curriculum will build on the first and/or second years deepening the students' understanding of psychosocial assessment, administrative theory and practice as well as diversity sensitive practice. Students will select a specific area of concentration (gerontology, nonprofit management, substance abuse, child and family welfare, or forensic social work) for more specialized education in a particular area of practice. Moreover, there is greater emphasis on interdisciplinary collaboration and the role of social work and social workers in a variety of settings and with a variety of populations.

Students will be free to take any section of the courses that are offered in the MSW Program as long as it is consistent with their part-time course of study. This includes Tuesday, Wednesday, Thursday, and Saturday sections. Non-matriculated students will be permitted to take Policy I or HBSE I only. Upon matriculation, students will be required to follow the part-time sequence of courses.

Three Year Plan - Course of Study

Three-Year Part-Time (60 Credits)

First Year, Fall Semester

Course Number	Course Title	Credits
SWK 601	Policy I	3
SWK 621	Human Behavior in the Social Environment I	3

First Year, Spring Semester

Course Number	Course Title	Credits
SWK 602	Policy II	3
SWK 622	Human Behavior in the Social Environment II	3

Second Year, Fall Semester

Course Number	Course Title	Credits
SWK 611	Practice I	3
SWK 798	Research I	3
SWK 701	Field Instruction I	3

Second Year, Spring Semester

Course Number	Course Title	Credits
SWK 612	Practice II	3
SWK 613	Practice III	3
SWK 702	Field Instruction II	3

Third Year, Fall Semester

Course Number	Course Title	Credits
SWK 703	Field Instruction III	3

SWK 799	Research II	3
SWK 623	Administrative Behavior	3
	Concentration (I)	3
	Concentration (II)	3

Third Year, Spring Semester

Course Number	Course Title	Credits
SWK 704	Field Instruction IV	3
SWK 650	Psychopathology	3
SWK 790	Capstone	3
	Concentration (III)	3
	Concentration (IV)	3

* Concentration courses are those included in each area of specialized study: Students must complete 4 courses in a particular concentration.: Gerontology - Track I (Long Term Care) or Track II (Senior Community Service); Nonprofit Management; Alcohol and Substance Abuse Counseling; Child & Family Welfare; & Forensic Social Work.

By taking one additional course in the Nonprofit Management, Gerontology, or Forensic Social Work concentrations, students will qualify for a New York State advanced certificate in those areas.

Note: Students are required to complete a minimum of 1000 hours in the field. Field I & II are 14 hours per week (400 hours) and Field III & IV are 21 hours per week (600 hours) at their field placement.

Four Year Plan - Course of Study

1st Year

FALL		SPRING	
Course	Credits	Course	Credits
Policy I	3	Policy II	3
HBSE I	3	HSBE II	3

HBSE = Human Behavior & the Social Environment

2nd Year

FALL		SPRING	
Course	Credits	Course	Credits
Practice I	3	Practice II	3
Research I	3	Practice III	3
Field Instruction I	3	Field Instruction II	3

3rd Year

FALL		SPRING	
Course	Credits	Course	Credits
Administrative Behavior	3	Psychopathology	3
Concentration Course	3	Concentration Course	3
Field Instruction III	3	Field Instruction IV	3

4th Year

FALL		SPRING	
Course	Credits	Course	Credits
Research II	3	Capstone	3
Concentration Course	3	Concentration Course	3

Concentrations Offered: Gerontology [Track I - Long Term Care Administration & Track II - Senior Community Service; Nonprofit Management; Alcohol & Substance Abuse Counseling; Child & Family Welfare; & Forensic Social Work. Students take 4 classes in their chosen concentration during the 3rd & 4th year of the Part Time Program.

By taking one additional course in the Nonprofit Management, Gerontology, or Forensic Social Work concentrations, students will qualify for a New York State advanced certificate in those areas.

Note: Students are required to complete a minimum of 1000 hours in the field. Field I & II are 14 hours per week (400 hours) and Field III & IV are 21 hours per week (600 hours) at their field placement.

Field Work Requirements

Field work is a critical part of the Social Work Educational experience. The program offers intensive field experience and supervised individual and group instruction. Students are required to complete a minimum of 1,000 hours in the field, 2 days a week (14 hours) in the foundation year and 3 days a week (21 hours) in the concentration year. See the *MSW Field Instruction Manual* at <http://www.liu.edu/CWPost/Academics/Schools/SHPN/Dept/SW/Graduate-Programs/MSW/Field-Ed.aspx> for a comprehensive description of the field experience. The four courses in the sequence are described below:

SWK 701: Field Instruction I: This is the first course in a four semester Field Instruction sequence in the Master of Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Foundation prepares students 1) to function at a beginning level of competence in a social service delivery system 2) to develop generalist problem-solving and relationship-building skills, 3) and to integrate and apply knowledge from Practice, Policy, Human Behavior & the Social Environment (HBSE), and Research to work with clients.

SWK 702: Field Instruction II: This is the second course in a four semester Field Instruction sequence in the Master of Social Work program and the final semester of Field Instruction in the Foundation year. Field Instruction II continues to prepare students 1) to function at a beginning level of competence in a social service delivery system 2) to develop generalist problem-solving and relationship-building skills, 3) and to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with clients.

SWK 703: Field Instruction III: This is the third course in a four semester Field Instruction sequence in the Master of Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Specialization year prepares students 1) to gain expertise in gerontology, nonprofit management, alcohol and substance abuse counseling, child and family welfare or forensic social work; 2) to function at an advanced level of competence in a social service delivery system; 3) to continue to practice problem-solving and relationship-building skills; 4) and to continue to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with client systems.

SWK 704: Field Instruction IV: This is the fourth course in a four semester Field Instruction sequence in the Master of Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Specialization year prepares students 1) to gain expertise in gerontology, nonprofit management

alcohol and substance abuse counseling, child and family welfare or forensic social work; 2) to function at an advanced level of competence in a social service delivery system; 2) to continue to practice problem-solving and relationship-building skills; 3) and to further develop and integrate and apply knowledge from Practice, Policy, HBSE and Research to work with client systems.

Course Descriptions: Foundation Year

SWK 611: Practice I: The first of three practice courses, this course provides a foundation for social work practice on micro and mezzo levels with diverse populations in a variety of settings. It provides an overview of the values, ethics and knowledge base upon which social work practice is based. The course provides a generalist problem solving approach to the understanding of social work practice with individuals and groups. Building upon the generalist model this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced practice with individuals and groups. The course includes historical content, person in-environment and systems perspectives, communication and relationship-building exercises, a walk-through of a clinical interview and the stages of treatment, an integrated clinical approach to individual and group practice and an application of generalist and advanced practice skills with groups in specific settings.

SWK 612: Practice II: The second of three courses in the Practice Sequence, this course focuses on working with families and the individuals within the family through the life span. Developing an understanding of the interplay between the developmental issues of the individual and the life stages of the family as a unit, through the life span will be a primary focus of the course. Another primary focus of the course is an exploration of the work of various family theorists and their varied methods of intervention. Special emphasis will be placed on psychodynamic systems and cognitive/behavioral theories and techniques of intervention.

SWK 613: Practice III: This course will provide a generalist perspective of the role of the social worker in the organization and the community. The course presents a generalist problem solving approach to the understanding of practice with organizations and communities and the application of knowledge and skills with these two systems. The course includes content on the contexts in which macro practice occurs, i.e. communities and neighborhoods, organizations, and the legislative arena; and, the components of coalition building within an interdisciplinary theoretical framework.

SWK 601: Policy I: This introductory course will present information about the development of social work as a profession. It provides students with knowledge of historical and contemporary social welfare policies, services and institutions. The course examines the economic, political,

and organizational systems that influence the creation and delivery of social services. Specific social issues are used to illustrate the link between social welfare policy and social work practice. In addition, students will gain historical and contemporary knowledge of the various forms of oppression and discrimination. Throughout the semester, students will also learn about social and economic justice that benefits populations-at-risk.

SWK 602: Policy II: This course is the second class in the policy sequence. Students explore the modern welfare state from local, state, federal, and national perspectives and learn about those factors, which contribute to the existence of social problems. Students are introduced to a framework for policy analysis and related concepts such as the basis of social allocations, and the nature of social provisions. The course also provides students with the opportunity to develop a deeper understanding of the social work profession's role in advocacy and social action for policy change. Information about government benefits and programs including those that address income support, family and child welfare, disability, aging, criminal justice, substance abuse, and health care are also provided.

SWK 621: Human Behavior in the Social Environment I: This course, the first of two in this sequence focuses on understanding human behavior via assessing the interaction between developmental processes and environmental factors. The course covers biological, psychological, social and moral development and the acquisition of skills necessary to lead civil, moral, and fulfilling life. The course examines these developmental processes in the context of social structures such as the family, the school, the community and the culture. The course provides the theoretical and empirical support for several social work values and ethical standards. These values and standards include respect for the dignity and uniqueness of the individual, respect of a person's right to self-determination, and respect for spirituality and the religious beliefs of others. This course will also examine the interaction of Race, Gender and Ethnicity in the development from Birth through Adolescence.

SWK 622: Human Behavior in the Social Environment II: Young Adulthood Through Late Adulthood: : This course, the second of two in this sequence, focuses on understanding human behavior via assessing the interaction between developmental processes and environmental factors throughout adulthood and the latter part of life. The course covers biological, psychological, and social development, evaluating major theories such as psychosexual development, psychosocial development, learning theories and system theories. Developmental processes are examined in the context of social structures such as the family, the school, career choices, the community, and the culture. The course examines the interaction among theories of development and presents an integrated understanding of human behavior in the social environment. Each phase of life, from early adulthood to old-age, is carefully examined in light of the various developmental theories to provide a thorough understanding of the reciprocal relationship between individuals and their environment. In addition, the theoretical frameworks

of the course are evaluated in terms of their applicability to social work practice and interventions that are geared towards assisting clients of diverse background in making positive changes in their lives.

SWK 798: Research I: Introduction to Social Work Research: Introduction to Social Work Research, the first research in a sequence of two, is taught during the first semester of the foundation year. It provides the graduate generalist student with the basic knowledge and skills that are necessary in order to appreciate the role of research in the practice of social work. This course introduces the students to basic qualitative and quantitative research designs and to the ethical and conceptual aspects of research.

Course Descriptions: Concentration Year

SWK 614: Advanced Principles of Administrative and Clinical Practice within an Interdisciplinary Context: The course is designed to orient advanced standing students to advanced practice knowledge introduced in the first year of the two year MSW program to close a knowledge gap between advanced standing students and regularly matriculated students. As such, the course provides a theoretical orientation to the interdisciplinary context of social work practice; identifies the components of role conflict resolution; and, explores strategies for promoting interdisciplinary collaboration. Building upon the generalist model, this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced clinical practice with individuals and groups. The course also explores commonalities and differences between a generalist perspective for working with families and more specialized approaches. Special emphasis is placed on psychodynamic systems and cognitive/behavioral theories and techniques of intervention with individuals, groups and families.

SWK 623: Administrative Behavior: A Context for Social Work: This course provides students with a conceptual framework for understanding human service organizations with a special emphasis on the social work field. It explores the role and function of the agency-based social work practitioner and manager through the study of organizational behavior and structure. Students also consider the function of human service organizations within the context of economic, political, social and technological factors and the ways in which these factors influence administration and service delivery. The course provides an overview of important management functions and tasks that are necessary to provide quality services to clients including how to manage information, finances, and people.

SWK 650: Psychopathology: This course provides a bio-psycho-social perspective to a range of Diagnostic and Statistical Manual, 4th Ed Text Revised (DSM-IV-TR) classified maladaptive behaviors that are exhibited by many social work clients. It provides an in-depth study of the etiology, course, prognosis, and treatment of major psychological and psychiatric conditions. The DSM-IV TR multi-axial system will serve as a backdrop and context in which these conditions will be presented and studied. The Competency Based Assessment Model, which follows a “process of reviewing and understanding an individual’s past in order to distinguish and interpret present concerns,” (Zide & Grey 2001) is the theoretical and philosophical framework through which the course’s information will flow. Student will become familiar with DSM-IV-TR diagnostic criteria and the empirical and epidemiological data that supports each diagnosis. The course will also look at the behaviors that are evaluated in the process of arriving at a differential diagnosis. The cultural context will play a major role in understanding these conditions. Finally, the course will examine evidence-based treatment modalities for various DSM-IV TR diagnoses and will provide the students with an opportunity to practice major treatment techniques via class activities such as role play.

SWK 790: Capstone: In the final semester of study, all LIU-MSW students must complete a Capstone Project. “The Capstone” represents the culminating assignment for the Social Work Program. It requires students to complete an individual paper with an emphasis on interdisciplinary collaboration and/or role conflict. The Capstone is a scholarly paper written in *American Psychological Association* (APA) style. An exceptional paper will show an integrated and complete understanding of the topic selected by the student. The best papers are well structured and carefully focused

Students have discretion over their choice of topic with an emphasis on interdisciplinary practice and role conflicts, within the context of students’ second year field placement setting. Students may select a topic that focuses on identifying the factors associated with a perceived role conflict and generate a “theory” regarding the incidence of the problem. Alternatively, students may select to explore a mezzo or macro level conflict within an organizational or legislative policy context that may result in a role conflict for social workers. The conflict may also involve fragmentation or duplication in service delivery resulting in confusion or disagreement with regard to interdisciplinary role expectations.

The methodology will vary according to type of project which may range from policy analysis in theoretical context (e.g. conflict theory); organizational ANA;YSIS/ needs assessment and development of strategic plan; analysis of survey data regarding conflicts in perceptions of role and/or or content analysis of interview data regarding some aspect of interdisciplinary role conflict. Valid options for capstone include document research, strategic planning projects as well as quantitative and/or qualitative research projects.

SWK 799: Research II: Advanced Research Methods for Practice: Research II, the second course in this sequence is taught during the fall semester of the advanced curriculum year. It builds upon the knowledge-base that was established in Research I. Research II provides the

specialist graduate student with knowledge and skills necessary to appreciate “the application of scientific, analytical approach to building knowledge for practice and for evaluating service delivery in all areas of practice” (C.S.W.E., 2000). Research II focuses on application and expansion of basic research skills that were taught in Research I. Ethical principles of research are reinforced throughout the course. Guided by ethical principles, and building on skills that they have acquired in Research I, students have the opportunity to propose a research project, focusing on investigating role conflict in an interdisciplinary context of social work practice, which they may then choose to expand on as the Capstone assignment during the spring semester. Students choose a topic that is unique and specific to their respective areas of concentration. Students learn how to apply research methods and how to collect and analyze data in order to generate knowledge about, and to systematically evaluate, the practice of social work in their respective areas of concentration. Students also learn to consider ethical and multicultural issues as they design evaluation instruments for practice and policy of social work and as they learn how to derive conclusions from empirical data.

Course Descriptions: Concentration Specific

Gerontology

Students in the Gerontology concentration will learn to understand the physical, psychological, social and spiritual needs of older people and the major issues, concepts and theories in late-stage functioning. Students who choose this concentration may focus on one of two areas: direct client service through Senior Community Service or leadership roles in Long-Term Care Administration. The advanced concentration in gerontology includes two tracks for specialized study: (1) *Long term care administration*; and, (2) *Senior community services: micro, mezzo and macro practice*. These two tracks meet the advanced curriculum objectives in providing advanced clinical and/or administrative knowledge in gerontology; and in furthering knowledge of the application of a collaborative approach in the interdisciplinary context.

The courses are offered in collaboration with the Department of Health Care and Public Administration and include a common base of knowledge for practice in both disciplines. Each track provides for the analysis of variations in role of health care administrators, social workers and other members of the interdisciplinary team and for the resolution of interdisciplinary role conflicts. As an added benefit, graduates of both gerontology tracks may also qualify for a New York State Advanced Certificate by taking just one additional course, which is offered by Long Island University.

Gerontology – Long Term Care (Track I)

Those who take the Long Term Care Administration track will gain an in-depth understanding of health care facility administration, health care financing, legal issues in health care, and personnel management. The Long Term Care Administration track meets most of the academic requirements for eligibility for the Nursing Home Administrator's licensing examination in New York State. [LIU Post course numbers are listed first; Brooklyn equivalent course numbers are noted in italics]

HAD 710 (PM 738): Gerontology: Processes of Aging: This course is a survey of gerontology, including theories of aging, health and physiological aspects of aging, psychological and psychiatric problems, family and sex roles of the aged, the middle years, retirement, and institutional placement in long-term care facilities.

HAD 711 (PM 739): Long Term Care Administration: This course considers the unique organizational and administrative aspects of the various types of long-term facilities as distinct from acute-care hospitals. The course includes the special federal and local code requirements pertinent to facility construction, administration, medical-nursing care, and other numerous therapeutic modalities required by the geriatric and convalescent patient.

Note: When HAD 709, HAD 710, HAD 711, HAD 602, HAD 603 are taken as part of the total Health Care Administration curriculum, program graduates should meet the educational requirements for eligibility to take the state board examination for a Nursing Home Administrator's license.

Choose 2 out of 3 of the following:

HAD 602 (MPA 602): Human Resource Administration in the Health Sector: This course explores the theories and practices of human resource administration in health service organizations such as merit systems, unionism, bureaucratic trends, personnel recruitment, testing, and performance evaluations. Other topics include equal employment opportunity, employee rights and occupational safety.

HAD 709 (MPA 616): Legal Aspects in Health Care Administration: This course applies legal principles to the health delivery system. Topics discussed include, but are not limited to: hospital code; consents; patients' rights; admission and discharge of patients; malpractice; liability of hospitals, physicians, and nurses; medical records; immunity of hospitals; medical staff rights and privileges; and medical ethics issues relating to abortion, sterilization and artificial insemination.

HAD 603 (MPA 613): Foundations in Budgeting and Finance in Health Care: This course familiarizes the student with the principles of budgeting and finance in the health sector. Topics include budgetary systems, methods, processes and cycles, preparation, justification and financial information systems. The course includes a survey of the federal prospective payment system and other current developments in reimbursement methods.

Gerontology – Senior Community Service (Track II)

The Senior Community Service track incorporates both clinical and administrative content areas. Students on this track will learn to plan and develop community services for older adults; perform intervention and treatment planning and understand and manage issues of death, dying, bereavement and loss. [LIU Post course numbers are listed first; Brooklyn equivalent course numbers are noted in italics]

HAD 710 (PM 738): Gerontology: Processes of Aging: This course is a survey of gerontology, including theories of aging, health and physiological aspects of aging, psychological and psychiatric problems, family and sex roles of the aged, the middle years, retirement, and institutional placement in long-term care facilities.

HAD 726 (SWK 726): Interdisciplinary Assessment: This course provides a collaborative framework for comprehensively assessing the needs of elderly clients and client populations, and for the development of better linkages among disciplines serving the elderly. This course also promotes a clarification of the roles of different practitioners and the purposes of different health, financial, legal and social service organizations serving the elderly in the community.

Choose 2 out of the 3 of the following:

HAD 712 (PM 743): The Management of Senior Community Programs: The emphasis in this course is on the basic skills necessary to supervise and conduct programs for the majority of older adults who are community residents. Among these are workshops and seminars on issues of retirement, nutrition, general health, outreach, information and referral assistance, and related services. Governmental programs and relevant laws and regulations are integrated with each topic.

HAD 728 (PM 745): Financial, Estate, and Retirement Planning: This course is an examination of estate, disability and financial planning tools used by the elder law attorney with analyses of laws, regulations and programs upon which planning is based. Topics include advanced directives, power of attorney, long-term care and Medicaid, and planning for asset distribution on death.

HAD 729 (PM 744): Bereavement: Psychological, Cultural and Institutional Perspectives:

This course is designed to explore the stages and issues related to dying and grieving. Cultural diversities in the grieving process are identified. Myths and ideas that inhibit, isolate and interfere with the bereavement experience are examined. Political, medical, legal and ethical issues are analyzed. Student's values, attitudes, and fears are explored in order to form their interventions. Social, cultural and personal issues that govern a person's reaction to death and dying are highlighted.

Nonprofit Management

Long Island University MSW Program offers an innovative curriculum in nonprofit management in collaboration with the Department of Health Care and Public Administration. It meets the advanced curriculum objectives by providing knowledge and skill needed for administering and working with non-profit human service organizations in an interdisciplinary context. Non-profit organizations have different governance structures, funding sources, missions, and staffing characteristics than private-for-profit or public sector organizations. It provides students with the knowledge, values and skills to work effectively in and administer programs in virtually any segment of the social service community, from child welfare to health and mental health, and in a variety of programs addressing a broad range of social issues from hunger and homelessness to women at risk.

This advanced concentration is designed to provide an interdisciplinary classroom experience and experiential learning opportunities for social work students planning a career in non-profit management and social services. Upon completion of the MSW degree with a concentration in non-profit management, graduates may also qualify for an Advanced Certificate in Nonprofit Management by taking just one additional course, which is offered by Long Island University.

The courses in this concentration include: Introduction to Nonprofit Management; Fundraising and Development for Nonprofit Organizations; Human Resource Management in Non-profit Organizations; Financial Management in Nonprofit Organizations; and Legal, Ethical and Governance Issues in Nonprofit Organizations; Managerial Communications; Work, People & Productivity; Grant Writing and Administration; and Program Evaluation [LIU Post course numbers are listed first; Brooklyn equivalent course numbers are noted in italics.]

LIU Post**Required Course:**

NPM 650 (MPA 624): Introduction to Nonprofit Management: course introduces students to nonprofit management beginning with the history of philanthropy and the emergence of the nonprofit sector. Classical organizational theory and principles as well as current management and supervision practices are applied to the structure, resources and mission of the nonprofit organization. Special attention is focused on strategic planning. This course is required for the

concentration and the advanced certificate.

Select 3 of the following:

NPM 651 (PM 741): Fundraising and Development for Nonprofit Organizations: The course provides an overview of sources of funding for nonprofit organizations. It explains the fundraising manager's role in development planning and focuses on mechanisms for raising money, including donor profiles, foundation and corporate philanthropy, government grant and contract programs, special events, marketing and public relations functions, direct mail and membership campaigns, planned giving, major gifts and capital campaigns. Ethical and legal issues related to fundraising are also addressed.

NPM 652 (MPA 602): Human Resource Management in Nonprofit Organizations: The course examines methods of recruiting, developing, supervising, motivating and recognizing volunteers and staff, maximizing staff-volunteer relations, and communicating the mission effectively within the organization. HRM topics such as legal employment issues, recruiting and hiring practices, diversity in the workplace, compensation and benefits, performance appraisal, grievance mechanisms and discipline are also explored.

NPM 653 (MPA 603): Financial Management in Nonprofit Organizations: This course addresses financial management concepts and techniques required for effective management of nonprofit organizations. Topics include nonprofit accounting, budget management, revenue forecasting, financial statements/reports, tax issues, grant compliance, internal expenditure control, audits, cash flow management, long-term planning, endowment management and capital financing.

NPM 654 (MPA 626): Legal, Ethical and Governance Issues in Nonprofit Organizations: This course examines the laws affecting the establishment and operation of nonprofit organizations, including incorporation and tax-exempt status, general liability, regulatory compliance/reporting, and contracts. The course explores the roles, responsibilities, processes and powers of boards of directors including issues of board liability. The nonprofit agency's advocacy responsibilities and opportunities and ethical issues are examined and discussed.

Select one from the following:

MPA 701: Managerial Communications: In this course, theory and practice in written and oral communication as applied to the public, health and nonprofit sectors are examined. Report writing, memo writing, correspondence and oral presentations are included.

MPA 708: Work, People & Productivity: This course focuses on learning and practicing practical management and supervisory techniques for improving individual, group and organizational performance. Students learn the principles of behavioral management which they apply in a project at their own work place. They learn and practice giving effective positive and corrective feedback, and to manage inter-group and interpersonal conflict. Students learn to analyze their own work style, and the styles of others, and discuss how to allocate tasks based upon that knowledge. They learn how to conduct effective meetings, and how to lead workgroups through a problem-solving process.

MPA 713 (PM 742): Grant Writing and Administration: In this highly experiential course, students locate available federal, state, local and foundation sources of funding for a specific project, write a letter proposal to a foundation or private sector organization, and follow-up with a full grant proposal, following the request for proposal (RFP) guidelines to a federal, state or local agency. Topics addressed include effective research, creating a plan for the program, elements of a good proposal, components of the proposal package and strategies for getting a proposal read by a foundation or corporation officer. Administration, evaluation and reporting functions, as well as accountability are described and discussed.

MPA 721: Quality Improvement & Program Evaluation: This course prepares students with the theory, knowledge and skills to implement program evaluation and quality improvement (e.g., Total Quality Management) strategies and measurements. The focus of the course is on applications in Health Care Human Services and Public Sector Organizations.

LIU Brooklyn

Required Courses: MPA 602, Human Resources Management; MPA 603, Fundamentals of Public Budgeting and Financial Management; MPA 624, Nonprofit Management; MPA 626, Legal, Ethical and Governance Issues in Nonprofit Organizations.

Choose one of the Following: PM 741, Fund Raising; PM 742, Grant/Proposal Preparation

See course descriptions above.

Alcohol & Substance Abuse Counseling

The LIU MSW Program offers students the opportunity to simultaneously acquire a Certificate in Alcoholism and Substance Abuse Counseling (CASAC) while earning their MSW degree. The Program is a New York State Office of Alcoholism and Substance Abuse Services (OASAS) Education and Training Provider (Provider #: 0586). It satisfies all of the educational

requirements for the CASAC credential and issues its own Education and Training Provider Certificate. In addition, the MSW Degree contributes significantly (4000 hours) toward satisfying the 6000 hour work experience requirement for the CASAC certificate:

Students will achieve the following:

- 1) Identify the collaborative role for social work in the area of alcoholism and substance abuse.
- 2) Acquire knowledge and demonstrate its application in the following areas:
 - a) Knowledge of alcoholism and substance abuse
 - b) Alcoholism and substance abuse counseling
 - c) Assessment, clinical evaluation, treatment planning, case management, and client, family, and community education.
 - d) Professional and ethical responsibilities and documentation

The Alcohol and Substance Abuse Counseling Curriculum meets the advanced curriculum objectives of the MSW Program by preparing social workers to work collaboratively with other professionals, and provides the graduate student with advanced knowledge and skills for working with a discrete population. Students who successfully complete the program will be prepared to meet the New York State Department of Education's academic requirements for the Certificate in Alcohol and Substance Abuse Counseling (CASAC), a credential that is in high demand in the New York tri-state area. The courses in this area of concentration include:

SWK 674: Theories and Principles of Alcohol and Substance Abuse Counseling: This course will introduce students to the basic theories and principles of alcoholism and substance abuse counseling, as well as techniques for motivating the chemically dependent client to engage in treatment. Emphasis will be placed on the theories of vocational counseling and the relationship between work, self-esteem, and recovery.

SWK 675: Introduction to the Techniques of Substance Abuse Counseling: This course provides students with a foundation in the basic and advanced techniques of counseling the substance abuse population. Students will receive a comprehensive overview of chemical dependency treatment and explore various counselor intervention methods. The qualities and professional skills necessary for competent and effective practice will also be thoroughly examined.

SWK 677: Sociological and Psychological Aspects of Substance Abuse: This course will offer students a comprehensive view of substance abuse from a historical perspective, exploring what

importance cultural and social views play in the treatment of such disorders. Students will utilize cultural attitudes, legal sanctions and normative values regarding substance abuse and will analyze what addiction is and who is defined as an addict by various disciplines (i.e. medicine, sociology and psychology, etc.) and systems (i.e., family, criminal justice, social service etc.). Students will examine ethnicity and its role in substance abuse and counseling. Students should be prepared to think critically and engage in a dialogue regarding the complex bio-psycho-social issues that impact persons who are afflicted with the disease of addiction and how these complex issues impact treatment strategies.

SWK 678: Physical and Pharmacological Effects of Substance Abuse: This course will examine how the abuse of alcohol and other drugs affect the body with emphasis on the central nervous system, organ systems and general physical health. The physiological basis for the disease concept of addiction will be reviewed. Psychoactive drug categories will be explored in relation to the history of use, routes of administration and how the body processes licit and illicit substances. The effects of drugs and pharmacological interactions on metabolic processes and neuropsychological functioning will be discussed.

Child & Family Welfare

The M.S.W. concentration in Child and Family Welfare will provide educational curriculum to students interested in working in an interdisciplinary context with children and their families. This concentration was developed with input from the Nassau County Department of Social Services, Nassau County Coalition Against Domestic Violence, Family and Children's Association and other community based organizations' personnel. It incorporates knowledge, values, and skills that professionals need to effectively work with children and their families across a broad range of social issues and in multiple programs. After completing their first year MSW coursework, students in the second (concentration) year will then develop their understanding about policies and services specific to children and families, family violence across the lifespan, community based practice with children and families and childhood psychopathology.

SWK 660: Families & Children: Policies & Services: This course enables students to build upon their knowledge of social welfare policy and services and apply this knowledge to the needs of children and their families. It presents students with knowledge of concepts, policies and practices, which characterize child welfare services in American society. It provides historical and legal information about various policies and programs within family and children's services at the federal, state and local levels and examines the multiple systems that influence the life of children and their families. In addition, it explores current trends, controversial and topical issues in child welfare and family services and the social worker's role in an interdisciplinary approach, and how to advocate for individuals and families.

SWK 661: Family Violence across the Lifespan: This course examines the problem and consequences of family violence across the lifespan and its impact on children. It presents theoretical, research, policy and practice issues involving intra-familial child abuse and neglect, intimate partner violence, child witnessing of intimate partner violence, and elder abuse. It explores individual and group level interventions, structural influences on family violence, and policy implications in the field of social work. In addition, the course will emphasize rights to safety and safety planning for populations at-risk within the context of social justice with an emphasis of how interdisciplinary approach can assist in the empowerment of survivors of abuse.

SWK 662: Community Based Practice with Children and Families: This course provides students with the opportunity to hear community based practitioners present actual case studies based on a “case of the week” model. These cases provide students with the opportunity to review family and children type cases presented by local practitioners. Each case will present a client profile, history, bio-psycho-social assessment and Questions/Discussion to precede the practitioner’s discussion of the actual case outcome/current standing. Cases will come from a variety of organizations including some that focus on prevention, child abuse and maltreatment, foster care and adoption, substance abuse, physical and emotional disabilities, health and mental health.

SWK 663: Childhood Psychopathology: This course provides a bio-psycho-social developmental perspective to a range of childhood disorders as they are classified in the Diagnostic and Statistical Manual, 4th Ed Text Revised. (DSM-IV-TR). It provides an in-depth study of the etiology, course, prognosis, and resolution of major psychological and psychiatric conditions that are encountered by children with an emphasis on a family and system approach to the conceptualization and treatment of such conditions. The DSM-IV-TR multiaxial system will serve as a backdrop and context in which these conditions will be presented and studied. A developmental-systems (Mash and Barkley, 1996) approach will guide the theoretical and philosophical framework of this course as the students become familiar with DSM-IV-TR diagnostic criteria for childhood psychopathology and the empirical and epidemiological data that supports each diagnosis. The course will look at internalizing and externalizing disorders of childhood that social workers are likely to encounter in various settings of practice (e.g., schools, hospitals, community centers, adoption agencies, ACS and DSS agencies). The students will learn to consider issues such as adaptation, age appropriateness, clusters and patterns of symptoms and behaviors that are instrumental in the process of differential diagnosis. The cultural context will play a major role in understanding these conditions and the differential validity, to the extent to which it exists, in assessment and treatment of children.

SWK 630: Forensic Social Work & the Criminal and Juvenile Justice Systems

The course provides an overview of the specialty of forensic social work and its interface with the criminal justice system, from arrest to sentencing and conviction. Legal and ethical aspects of professional practice, including issues associated with competency of the accused as well as the preparation of the presentence forensic evaluation. The debate regarding punishment versus

rehabilitation is explored along with a multi-systemic perspective on the causes and prevention of crime and juvenile misconduct. Their interface with sexual, religious, racial and other sub-group involvement will also be discussed and realized.

Note: On occasion a class from one concentration may be substituted for a class from another concentration.

Forensic Social Work

The forensic social work concentration will prepare you to apply the principles of social work to the legal system, including applicable local, state and federal laws; civil and criminal courts and the juvenile justice system; law enforcement agencies; and correctional facilities. Your clients may be children or adults, individuals or families, organizations or communities. Their legal difficulties may involve child custody and parental rights issues due to domestic violence and neglect and crimes relating to mental illness and substance abuse. They may face arrest and incarceration, be imprisoned or hospitalized, or be on probation or parole. The Forensic Social Work concentration prepares you to serve all of these populations, by identifying societal issues and their impact on your clients; screening, assessing and counseling your clients; planning and implementing interventions; making client referrals; and otherwise serving as effective advocates for diverse and at-risk clients.

Upon completion of the MSW degree with a concentration in forensic social work, graduates may also qualify for an Advanced Certificate in Forensic Social Work by taking just one additional course, which is offered by Long Island University.

SWK 630: Forensic Social Work & the Criminal and Juvenile Justice Systems

The course provides an overview of the specialty of forensic social work and its interface with the criminal justice system, from arrest to sentencing and conviction. Legal and ethical aspects of professional practice, including issues associated with competency of the accused as well as the preparation of the presentence forensic evaluation. The debate regarding punishment versus rehabilitation is explored along with a multi-systemic perspective on the causes and prevention of crime and juvenile misconduct. Their interface with sexual, religious, racial and other sub-group involvement will also be discussed and realized.

SWK 631: Interviewing, Evaluating, and Offering Treatment as a Forensic Social Worker

The clinical overview leading to an accurate understanding of the underpinnings of the pathology which led to the involvement in the judicial system is a critical part to the successful practice of forensic social work. This course scrutinizes this vital component of the forensic social work process. The course also focuses on separating the various components associated with the forensic social work role, e.g. tasks and potential ethical conflicts. The principles of generalist and clinical practice are applied to the assessment and treatment of individuals charged with a

range of criminal and juvenile offenses with special attention to the specific issues associated with sentencing, diagnosis, incarceration, and release. Macro tasks related to mediating the needs of individuals and the purposes of institutions are also addressed.

SWK 632: Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems

The course focuses on the role of the Forensic social worker in drug and alcohol related treatment and crime. Heroin, cocaine, marijuana, prescription drugs, “club drugs” (i.e. MDMA, etc.), and alcohol will be placed under a clinical microscope. Different drugs are sought by different populations of people which generally lead to different types of criminal activity. The impact of drug and alcohol abusing offenders’ behavior on their children will also be explored. The legal and ethical issues associated with the forensic social work population are explored. Attention is focused on the relationship and potential role conflicts between social work practice and 12 step self-help programs.

SWK 633: Forensic Social Work and Domestic Violence –Legal, Cultural, Ethnic, and Religious Issues in the Criminal and Juvenile Justice Systems

The course focuses on the role of the forensic social worker in understanding, assessing, preventing, and managing domestic violence. The cyclical nature of domestic violence and its association with alcohol and substance abuse is addressed with special attention to the needs of adult children of alcoholics who often perpetuate a pattern of violent behavior which leads to intergenerational involvement with criminal and juvenile justice systems. The course incorporates a multi-systemic perspective with an emphasis on assessing and treating the perpetrator, as well as the victims of domestic violence and also focuses on the forensic social worker’s role in impacting the institutions associated with the efforts to reduce domestic violence.

Note: On occasion a class from one concentration may be substituted for a class from another concentration.

The following class is required for students wishing to earn the New York State Certificate in Forensic Social Work in addition to the four courses listed above:

BMS 71: Introduction to Forensic Science

The course gives the student an overview of the science and technology that exists in today’s modern forensic laboratory. Through practical applications of both lecture materials and hands on laboratory experiments, the student will become familiar with the day to day operations of the

many different sections of a forensic laboratory. The student will learn to utilize actual forensic procedures and techniques used to investigate and analyze forensic evidence recovered from crime scenes. It is the goal of this course that the student will grow to recognize and appreciate the real life aspects of a forensic scientist and the work environment of a forensic laboratory and how they affect both the criminal investigative process as well as our judicial system.

Students' Rights and Responsibilities

Long Island University's campus policies outlining students' rights and responsibilities are found in the University's Student Handbook. The Social Work Program adheres to the University's overall policies on students' rights and responsibilities.

Academic Advisement

The University employs graduate advisors to work with students on planning their schedules. The program supplements this advising through the use of field liaisons whose function it is to work with individual students on achieving their learning objectives in class and field. Students with issues that cannot be resolved through the intervention of their field liaison will be referred to the social work chief administrator and site coordinator for further assistance.

The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

Students are encouraged to engage in the formulation and modification of curriculum and faculty instruction by means of routine course evaluations. In addition, the program includes design for a student association representing interested students from both campuses. This association will serve to provide input into matters concerning respective campuses and will also provide expanded opportunity for student contact across campuses. The interchange among students across campuses is designed to increase the potential for a higher level of integration in areas related to student development, including broadening of exposure to diverse communities and career planning.

The faculty and senior professional staff contribute significantly to the proper guidance and advisement of the Program's students. The administrators of the LIU Brooklyn and LIU Post Campus Program coordinate faculty and staff efforts. Advisement is divided into three general

areas with different members of the faculty and staff being assigned primary responsibility to the area of greatest interest, utility, and competence. These areas include program orientation, field education, curriculum, and student life, career planning and professional development.

The Program Orientation component of advisement focuses on familiarizing new students with the operations, resources, policies and procedures of the program. One faculty member is primarily responsible for insuring that all incoming students have access to pertinent information and resources.

The faculty member responsible for curriculum issues will focus on dissemination of information regarding the requirements for graduation including changes and updates in curriculum content, form, sequence, and course availability. Moreover, this faculty person will be responsible for ensuring that every student has access to someone to discuss these issues and facilitate this aspect of the education process. A variety of measures, both qualitative and quantitative, will be used to assist faculty in evaluating students' performance and guiding the advisement process.

The Director of Field Education is responsible for the entire operation of the field education component of the Program. This includes providing students with clear and comprehensive information about the field education process and insuring that students receive individualized guidance so as to maximize their field education experience.

Student Evaluation, Termination, Grievance & Appeal Procedures

Should it become necessary to reassess a student's motivation and suitability for a career in social work, the Program has developed criteria and structures to evaluate student academic and behavioral performance. As part of these procedures, the Program has determined specific criteria for evaluation, grievance, appeal and termination.

Grading Practices

There are nine possible grades a student may receive at the completion of each course:

A	Excellent	4.00
A-	Very Good	3.67
B+	Very Good	3.33
B	Good	3.00
B-	Good	2.67
C+	Above Average	2.33

C	Average	2.00
F	Failure	0.00

Unsatisfactory Grades

A student may not have any more than two grades under B- and remain enrolled in the program. A student whose grade point average drops below 3.0 is given one semester to raise it to that minimum. If the grade point average remains below 3.0, the student is terminated from the program. ***Students who fail field will be terminated from the program regardless of their overall grade point average.***

Incomplete

A student who receives a grade of Incomplete has one semester following the semester in which the course was registered for to complete the work and receive a grade. After that time period has past, the course must be retaken at full tuition.

Plagiarism

Plagiarism will not be tolerated. According to the Merriam-Webster Online Dictionary, "to Plagiarize" means:

To steal and pass off (the ideas or words of another) as one's own

To use (another's production) without crediting the source

To commit literary theft

To present as new and original an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing some else's work and lying about it afterward" (Plagiarism.org, 2008, paragraph 2).

"Plagiarism and cheating are not only serious violations of the rules, but also may reflect adversely on the student's reputation as well as on the reputation of the Campus...A student in violation of accepted academic procedures may be subject to disciplinary action, up to and including expulsion from the Campus (*Graduate Bulletin 2012-13, p. 13*). The graduate bulletin can be accessed at: <http://www.liu.edu/CWPost/Academics/Bulletins/Graduate-Bulletin.aspx>

Plagiarism is unacceptable in the MSW program and will result in a failing grade for the course, possible dismissal from program, and potential expulsion from the University.

Please speak with a member of the faculty should you have any questions. The Social Work Department suggests that you review the plagiarism material on the LIU Library Web page for additional information. The URL is: <http://www.liu.edu/cwis/cwp/library/exhibits/plagstudent.htm>

Criteria for Evaluating Students' Academic Performance

As already stated, students must maintain a B (3.0) or better GPA in order to continue in the program. A student cannot have any more than two grades under B- and remain enrolled in the program. Students are given one semester to bring up their grade point average to the minimum acceptable level (B or 3.0), except in cases where individuals are granted admission to the program with probationary status. Students entering the program with less than a 2.8 undergraduate GPA must achieve at least a 3.0 GPA in the first semester of the first year in order to maintain their matriculation. ***Students who fail field will be terminated from the program, regardless of their overall grade point average.***

One semester of probation is granted to students to bring grades up to the designated standards. The Program makes every attempt to assist and address students' difficulties in both the classroom and the field, before the problem affects performance. These criteria are addressed under "*Faculty Responsibilities for Assisting Students with Difficulties*" (page 43). If a student feels that he/she has been subject to unfair grading practices, the student follows the procedure for filing a grade appeal, which is addressed in the section "*Grievance, Appeal, and Termination Procedures*" (page 44). The grade will either be adjusted or stand depending on the outcome of the decision of the Grievance & Appeals Committee. If the student is not satisfied with the decision of the Grievance & Appeals Committee, the student may further appeal the decision with the Dean of the School of Health Professions at the Brooklyn Campus or with the Dean of the School of Health Professions & Nursing at the Post Campus. See pages 44-47.

Criteria for Evaluating Students' Non-Academic Performance

The Social Work Program strives to assure that students entering the social work profession are not only technically competent, but also are identified with the values and ethics of the profession and able to deliver social work services in a professional manner. The following are indicators of students' failure to meet non-academic performance standards:

Lack of Identification with the values of the profession, as demonstrated in a lack of adaptation to the goals of the Social Work Program.

Students may demonstrate, through behavior and attitudes expressed in the classroom or with faculty, field instructors or clients, little or no commitment to the social work profession. For example, prejudices may present themselves that are irreconcilable with the profession's dedication to promoting social justice and celebration of diversity. If students cannot separate personal attitudes and behaviors from professional attitudes and behaviors, and demonstrate a willingness to adapt to the goals of the profession, these students will be encouraged to seek another major and may be terminated from the program. The behavior of such students will be carefully monitored in the field for the protection of clients. Any indication that these attitudes are interfering with work with clients is grounds for termination.

Inadequate Interpersonal Relationship Skills

Social work requires the ability to relate to others through non-judgmental communication and with warmth and compassion. Students will be evaluated in terms of their ability to relate genuinely and openly to clients, classmates, faculty and field instructors. A persistent failure to relate to others in a non-judgmental and genuine manner will result in termination.

Personal Problems

Students may have problems that interfere with self-awareness and the development of professional attitudes and behaviors. These problems may manifest themselves in a variety of concrete ways, including, absenteeism, lack of participation in class discussions, failure to complete assignments in a timely manner and belligerent behavior. Personal problems may also manifest themselves in signs of mental illness such as substance abuse, sociopathic tendencies, a narcissistic sense of entitlement, lack of boundaries or over identification with personal issues. Students are counseled upon identification of personal issues that impede their progress in the program and are referred for appropriate help. If help is not accepted and problems persist, students will be terminated from the program.

Violation of Norms and Ethics

Students' educational lives are governed by a number of different codes, including the NASW Code of Ethics, Campus Code of Conduct, and the Social Work Program's Criteria for Non-academic Performance. Violations that may result in termination from the program include:

Behavior judged to be in violation of the NASW Code of Ethics.

There is an on-going assessment of students' identification with the values of social work profession as outlined in the NASW Code. [See Appendix A] These values include respect for the confidentiality of clients as well as for self-determination and non-discrimination. The NASW Code also identifies obligations to colleagues and to the advancement of professionalism and the

social goals of the profession, primarily the commitment to the promotion of social justice. The Code includes standards of propriety or personal conduct and criteria for measuring competence and professional development. Students are expected to be knowledgeable about the requirements and behave accordingly. Any conduct that is contrary to the NASW Code of Ethics is subject to scrutiny and may serve as grounds for termination.

Behavior judged to be in violation of the Criteria Set Forth in this Document; and, the following specific behaviors identified by the Program's Social Work Field Advisory Council (2/26/98), which relate to field experience:

- a. Dating a client.
- b. Having sexual relations with a client.
- c. Talking with a client about the agency or supervisory problems.
- d. Giving out personal phone number, unless approved by field supervisor as part of the field assignment.
- e. Going to a client's home unless approved by field supervisor as part of the field assignment.
- f. Any provocative or seductive nonverbal/verbal behavior, including mannerisms, facial expressions, touching etc. between student and client or supervisor and student.
- g. Stealing from clients/supervisor/colleague/agency
- h. Any conscious and willful violation of agency rules, regulations, norms and protocols.
- i. Any verbal/nonverbal demonstrations of disrespect toward client, supervisor/agency or staff.
- j. Insubordination or refusal to take directions from a supervisor.
- k. Failure to terminate appropriately with the client and/or agency.
- l. Putting the agency or client in jeopardy.
- m. Defiance: intentionally refusing to follow supervisor's appropriate recommendations.
- n. Cursing, name calling, hitting, racist, elitist, discriminatory and/or otherwise inflammatory judgmental comments.
- o. Repeated irresponsible behavior toward supervisor or client; not showing up or canceling appointments; failure to follow-up, complete administrative tasks, etc.

Behavior in violation of the Campus Code of Conduct:

- a. Violence or threat of violence, including behavior that jeopardizes the safety or well being of other persons and sexual assault and sexual abuse.
- b. Verbal or physical harassment of members of the campus community or their guests, including discriminatory or racist behavior.
- c. Forgery and falsification of any official campus records.
- d. Illegal possession of keys; unlawful entry.
- e. Vandalism of campus property or destruction of property of another person.
- f. Violation of Smoking Policy.
- g. Possession or use of weapons and dangerous items.
- h. Violation of Campus Traffic Regulations.
- i. Theft and/or Possession of Stolen Property.
- j. Misuse of fire prevention apparatus or failure to respond to a fire alarm.
- k. Hazing, including Violation of State Law on Hazing.
- l. Solicitation and or commercial activities by an on-campus or off-campus organization unless approved by the Office of Student Activities.
- m. Illegal Gambling
- n. Use of computers for the violation of personal privacy or the committing of crimes.
- o. Violation of Alcohol and Substance Abuse Policy.
- p. Failure to cooperate with Campus Officials, e.g. providing false or misleading information.
- q. Conduct unbecoming a student.

The Campus has its own disciplinary sanctions for violations of Campus community norms, standards and policies. Sanctions consist of a verbal and written warning, suspension for repeated infractions, a period of disciplinary probation, denial of use of certain facilities, permanent dismissal from the residence halls or, in extreme cases, expulsion from Campus. In addition, the Campus follows a judicial process that includes a preliminary investigation, filing of charges and hearing and decision. The judicial process also includes an appeals procedure. Decisions that result in sanctions against social work students might result in termination from the Social Work Program, even if the student is not expelled from the Campus. This would occur in cases where the behavior conflicts with the Program's Criteria for Non-academic Performance.

Faculty obligations for assisting students who are experiencing difficulty in academic and/or non-academic areas of performance

Overall, the professional development of students is the responsibility of all faculty members. Faculty are committed and obligated to assist students with any academic or field difficulties. If a student is having difficulty in the classroom, the classroom faculty attempts to work on the problem with the student by identifying the concern(s) and working out a plan of action, including a specified time frame established and accepted by both student and faculty. If the student does not adhere to the plan to remedy the situation, the student receives a verbal warning by the faculty member and is encouraged to resolve the problem. The Field Liaison then works with the student and faculty (where appropriate) to resolve the issue within a designated time frame. If the student does not comply, the student may subsequently fail the class or bring the problem before the Grievance & Appeals Committee. In the field, a student who is having difficulties is instructed to first try to resolve the situation with the field instructor. If unable to resolve the problem, the student is then assisted by the Director of Field Instruction. Depending on the nature of the situation, the student may be granted the option to change field placements if it is found that there is a problem with the field instructor or agency. However, if the problem is found to be within the student, then a plan of action is devised with the student and with the involvement of both the Field Liaison and the Field Director. If continued problems exist, whether it is on the part of the student or field instructor, the problem would be brought before the Grievance & Appeals Committee.

Grievance, Appeal, and Termination Procedures

The Grievance & Appeals Committee is comprised of 4 graduate faculty members representing both the LIU Post and Brooklyn Campuses. The structure of this committee provides objectivity in view of the student's situation. The Committee's purpose is to arbitrate student grievances and appeals and attempt to resolve any conflicts between students and faculty that require mediation. An *appeal* refers exclusively to situations regarding student's perception of unfair grading practices. A *grievance* refers to a situation regarding the student's perception of discriminatory treatment. The administrative procedures for filing an appeal or grievance are slightly different at each campus. Following are the specific procedures by campus:

LIU Brooklyn Grade Appeal Procedure

Students who wish to appeal a final course grade must initiate the process with the course instructor at the Division/Department level within 30 business days of the grade being officially posted on MYLIU. The written request should include the course, course number, instructor, the final grade, the reason for the appeal, and any other pertinent information. Any attempts made to resolve the discrepancy must be filed with the office of either the Chief Administrator or Site Coordinator of the MSW Program (at the respective campus).

Faculty and field instructors must also provide justification for the student's grade. After reviewing the documents, the Grievance & Appeals Committee meets with the student and faculty and/or field personnel involved to discuss the appeal.

LIU Brooklyn Grievance Procedure

Students at the Brooklyn Campus may expect a scrupulous regard for their rights as students and individuals and should expect to be treated fairly and with courtesy by all members of the academic community. In any matter in which students feel that their rights have been violated, or in matters of serious dispute with members of the administration or faculty, students may avail themselves of the following formal grievance procedure:

1. The student will **write** out a clear statement of the grievance.
2. The student will submit this statement to the staff member involved. The student will be given a **written response** within a reasonable time.
3. If the student is not satisfied with the response, the student may submit a statement to either the Chief Administrator or Site Coordinator (at the respective campus). The Chief Administrator or Site Coordinator will arrange for the Grievances and Appeals Committee to review the matter. The Grievance & Appeals Committee is comprised of 4 graduate faculty members representing both the LIU Post and Brooklyn Campuses. The structure of this committee provides objectivity in view of the student's situation. The Committee will provide the student with a written response within a reasonable time.
4. If still not satisfied, the student may institute a formal complaint with the Associate Dean of the School of Health Professions. The Associate Dean will review the matter and follow the following procedure:

Dean's Office Appeal Process

School of Health Professions, Brooklyn

The following process will be used for all appeals that students choose to bring to the Dean as part of the university appeal process. **This process will not supersede program or division procedures and will only be followed after appeals at the division level are exhausted.**

1. The student **MUST** have first followed departmental appeal processes including, but not limited to, appeal to the instructor and to the division/department/program director.
2. Appeals to the Dean must be submitted in writing and must be submitted within 10 business days of receipt of the decision letter from the Division/Program. This written appeal will be transmitted to the Appeal Board for review and will be a factor in the final decision made by the Dean. The appeal must be accompanied by a completed Appeal Checklist.

3. If deemed necessary by the Dean, the Associate Dean will serve as a hearing officer and will appoint an *ad hoc* Appeal Board. The Appeal Board will consist of three faculty members from the School of Health Professions, who may be tenure track, NTTA or have administrative roles. One of these faculty members will be from the program from which the appeal has originated. The Dean will be present at the hearing, but will not contribute to the discussion.
4. The hearing will be scheduled as expeditiously as possible.
5. At the hearing (with all parties present):
 - a. The hearing may be recorded for future reference.
 - b. The student will present his/her appeal including justifications, circumstances and anything else he/she wishes the Board to consider. The maximum time allowed is 30 minutes.
 - c. The course instructor, or other appropriate faculty member, will present the circumstances and evidence leading to the decision being appealed. The maximum time allowed is 30 minutes.
 - d. Student and faculty will not engage in debate of the circumstances with each other but will answer questions posed by the Board for the purpose of clarification.
 - e. Upon completion of the presentations and any questioning by the Board, the student and faculty will be excused.
 - f. The Board will discuss the facts of the appeal and reach consensus, or vote, on a recommendation to the Dean. If a vote is taken, the Associate Dean will not vote.
6. Within 24 hours of the hearing, the Associate Dean will prepare a written report that contains:
 - a. A summary of the information presented by both sides at the hearing;
 - b. A summary of the discussion of the Board after the parties were dismissed;
 - c. A recommendation for action by the Dean.
7. The Dean will then reach a decision based upon the report from the Board, the written appeal submitted by the student and any other information relevant to the case and will notify the student by certified mail. This decision will normally be made within 48 hours unless further investigation is necessary or the Dean is unavailable within that time frame. If the decision will be delayed longer than 48 hours, the student will be notified by the Dean's Office of that delay.

The foregoing procedure shall be a formal grievance procedure for the resolution of all student grievances, including those alleging actions prohibited by legislation.

LIU Post Grade Appeal Procedure

If a student wishes to appeal a grade, the student must file a request for an appeal within 10 days from the student's receipt of the final grade from the Registrar's office or within 14 days from the end of the semester in which the disputed grade was received. The request for an appeal, along with a written statement describing the nature of the conflict over the final grade and a description of any attempts made to resolve the discrepancy must be filed with the office of either the Chief Administrator or Site Coordinator of the MSW Program (at the respective campus). Faculty and field instructors must also provide justification for the student's grade. After reviewing the documents, the Grievance & Appeals Committee meets with the student and faculty and/or field personnel involved to discuss the appeal. The committee will assess and review the situation and issue a written decision to both student and faculty/field instructor. If the student is not satisfied with the Grievance & Appeals Committee decision, the student can further appeal the decision as indicated below under *Dean's Office Appeal Process*.

LIU Post Grievance Procedure

In the case of a grievance, the student follows the general procedure for filing an appeal as stated above. The student has the right to file a grievance if he/she feels that he/she has been discriminated against, or if there is a perception of discrimination, whether it is racial, religious, economic, or otherwise. Also, if the student perceives a general dislike or judgmental attitude on the part of a faculty member towards him or her, he/she is entitled to file a grievance. In this event, if the Program Grievance and Appeals Committee decide in favor of the student's grievance, the faculty member will be required to provide a written remedy for the situation. If the decision does not support the student's grievance and the Grievance and Appeals Committee cannot successfully mediate the conflict, the student can further appeal the decision with the Dean of the School of Health Professions and Nursing subject to the procedures outlined below:

Dean's Office Appeal Process

School of Health Professions & Nursing, Post

- The student may appeal the decision to the Dean of the School of Health Professions and Nursing within 10 business days of the issuance of the Chair/Director's decision. The student must submit a written appeal to the Dean indicating (1) the basis of the appeal and (2) all methods used to date to resolve the problem.
- The Dean will review the case and, if she/he believes the appeal has merit, will refer the matter to the Dean's Academic Standing Committee. A meeting of the Academic Standing Committee will be convened within 10 business days of receipt of the referral.
- The Academic Standing Committee will hear statements from both the student and faculty/department.

- The Academic Standing Committee will make a recommendation to the Dean within 5 business days after the conclusion of its meeting.
- The student will be notified by the Dean in writing of the decision within 10 business days of the dean receiving the recommendation from the Committee.
- The Dean's decision is the final decision making body within the School of Health Professions and Nursing. If the student wishes to appeal the Dean's decision, the student must submit an Appeal Request Form to the Office of the Vice President of Academic Affairs within 5 business days after receipt of the Dean's letter.

Leave of Absence

Students wishing to take a leave of absence can do so with permission from either the Chief Administrator or Site Coordinator. Leaves of absence will be granted for an established period of time depending on the nature of the request. However, students must complete the program within the 5 year limit or they will be terminated from the program.

Student Services

Financial Aid

Scholarships and financial aid packages are available to Social Work graduate students. Financial Aid is available through scholarships, grants, loans, and part-time employment. All financial aid awards from federal, state, and university sources are awarded on a funds available basis. All students must file the Free Application for Federal Student Aid (FAFSA). Upon your acceptance to the MSW Program and our receipt of your processed FAFSA information, the Office of Financial Assistance will determine your eligibility to participate in the various financial assistance programs. Students may file the FAFSA over the Internet at www.fafsa.ed.gov or obtain the paper FAFSA application from the LIU Post or Brooklyn Office of Financial Assistance. In order for the Office of Financial Assistance to receive the processed results of the FAFSA, students must list the federal processing code of #002751 (for LIU Post) or #004779 (for Brooklyn) on their on-line or paper FAFSA application in the information release section.

Full time graduate students enrolled in 12 or more credits each semester may qualify for grant assistance through Tuition Assistance Program (TAP). Students must be New York State residents and must also file the New York State Express TAP Application (ETA). This application will be mailed directly to students by New York State after the student's FAFSA has been processed. Students can also complete "TAP On the Web" through the FAFSA online link. Graduate students must list the LIU Post TAP processing code #5570 on the TAP application. The Brooklyn Campus TAP processing code is #0398. Please note that both the FAFSA and TAP applications must be completed every year in order for a student to continue receiving financial aid.

Campus Grants & Scholarship Opportunities

Graduate Assistantships are available at LIU Post or LIU Brooklyn Campus departments. Students must apply for assistantships through the individual academic departments. Graduate Scholars Award and Graduate Academic Awards are for new incoming graduate students pursuing a first or second master's degree, or certain advanced certificates. The Graduate Admissions Office conducts a review of overall GPA in all coursework completed during an applicant's most recent completed degree. These awards are given out on a funds available basis and deadline dates apply. In order to be considered for these awards, applications for admission must be received by July 1 for Fall Entry and November 1 for spring entry. Awards are granted upon initial entry only. LIU Post Campus continuing graduate students may be reviewed for consideration to receive the \$1,500 per semester Graduate Incentive Award if they meet certain requirements. Contact the Office of Financial Assistance for details.

Students are advised to plan ahead, anticipate costs, budget resources, and contact the bursar for payment options. The University's Office of Financial Aid and the program's academic advisors are ready to help students obtain the appropriate tuition assistance. For further information, call the Office of Financial Aid at (516) 299-2338 for LIU Post or (718) 488-1037 for Brooklyn.

Disability Support Services

All students with disabilities are urged to contact the Office of Services for Students with Special Needs for information regarding support services and program accessibility of the campus. Call (516) 299-3057 for information at LIU Post and (718) 488-1044 at the Brooklyn Campus.

MSW Graduate Student Association

The MSW Graduate Student Association is an organization founded by the students at LIU. The purpose of the association is to enhance the education and professional network of graduate social work students and provide them, and all LIU students, with opportunities to volunteer and community service. There is a Faculty Advisor assigned to the organization to serve in the role of liaison to help facilitate interactions between faculty, staff and the University community.

Phi Alpha

Eager to promote a closer bond among students of social work and to enter into more intimate fellowship with those dedicated to the promotion of humanitarian goals and ideals by a professional group for which quality educational preparation is deemed imperative, students and

faculty involved in social work education at both the Long Island University LIU Post and Brooklyn Campuses sponsor a Chapter of Phi Alpha National Honor Society. The purpose of Phi Alpha is to foster high standards of education for social work and to invite into membership those who have attained excellence of scholarship and distinction of achievement as students of social work.

Non-discrimination Policy

It is the policy of Long Island University that no person in relationship with the University shall be subject to discrimination on the basis of race, ethnicity, age, gender, sexual orientation, disability or any other individual or cultural characteristic in any area of policy and procedure, including student admissions, termination and faculty recruitment. The program supports the principles of affirmative action and due process in hiring, admissions, retention, and termination decisions affecting both students and staff.

Long Island University's policy on discrimination states: Long Island University does not discriminate on the basis of sex, sexual orientation, race, color, creed, national origin, religion, age, handicap or political belief, in any of its educational programs and activities, including employment practices and its policies relating to recruitment and admission of students. Additionally, Long Island University takes affirmative action to recruit applicants from among women, members of protected minority groups, handicapped individuals and veterans, including disabled veterans and Vietnam-era veterans.

Long Island University Social Work Program make continuous efforts to provide students with a learning environment that reflects the profession's fundamental values including respect for and promoting understanding of diverse populations. When students are evaluated for admission to Long Island University and its Social Work Programs, this evaluation is done without prejudice based on such characteristics as class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

The learning context in the classroom and field provides students with an understanding of and respect for diversity. Students are exposed to open and purposeful discussions, readings and experiential exercises on issues that examine differences and commonalties among individuals and groups that may be different from them. Students also learn about the effects of discrimination, oppression and social injustice on micro and macro levels and are encouraged to evaluate their own stereotypical thinking.

Appendix A: NASW Code of Ethics

(The following includes only the “Ethical Principles” and “Social Workers Ethical Responsibilities to Clients” sections of the NASW Code of Ethics. The Code may be viewed in its entirety at <http://www.socialworkers.org/pubs/code/code.asp>.)

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of

their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

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

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

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or

computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--

not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in

bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.