LONG ISLAND UNIVERSITY

Master of Social Work Program
Student Handbook
2025-2026

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

Master of Social Work Degree Program Preface

On behalf of the social work faculty and staff of the LIU Brooklyn and LIU Post campuses, we welcome you to our program. We designed this Student Handbook to help you understand the LIU Collaborative MSW Program.

In this handbook, we review our Master of Social Work degree program, which was accredited by the Council on Social Work Education (CSWE) in June 2003 and re-accredited in June 2020. In addition to reading this handbook, we recommend that you also read all relevant material in the Graduate Bulletin appropriate to your campus (see LIU.edu for more information). The Graduate Bulletin is the official and binding document governing all programs in the University. Please feel free to reach out to faculty and staff as needed. Our faculty and staff are available to answer any remaining questions to ensure your academic success and provide guidance toward a successful social work career.

The LIU Collaborative MSW program has all the essentials for an exciting academic experience that will enhance your professional career. The curriculum is carefully constructed to lead to specialized practice in one of three areas: Child and Family Welfare, Substance Use & Addiction, and Forensic Social Work.

The collaborative program combines the resources of LIU's campuses in Brooklyn, Brookville (LIU Post), and Brentwood. The LIU Brooklyn campus is conveniently located in a bustling part of New York City. The LIU Post campus in Brookville, New York, on the other hand, is situated on a beautiful and sprawling campus in suburban Long Island. The collaborative program comprises LIU personnel and faculty from each campus, as well as collaborations with community service providers throughout the area.

An MSW degree from LIU will prepare you for specific employment opportunities, both practical and academic. In addition to providing graduates with the requisite education required to obtain a license to practice Social Work, our program also offers the opportunity for advanced state certification in forensic social work. Additionally, we designed our program in conjunction with New York State to meet the academic requirements for Certification in Alcohol and Substance Abuse Counseling (CASAC).

Welcome to LIU's MSW Program! Best wishes for a rewarding educational experience.

Dr. Rebecca Rivera

Dr. Rebecca Rivera, PhD, LCSW-R
Assistant Professor
MSW Program Director/Chief Administrator (Brooklyn & Post)

Long Island University

In its ninth decade of providing access to the American dream through excellence in higher education, Long Island University is a multi-campus, diverse, doctoral institution of higher learning. One of the largest and most comprehensive private universities in the country, the University offers 590 undergraduate, graduate, and doctoral degree programs and certificates and educates over 20,000* 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 programs 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 Mission, Vision, Goals, and Competencies Mission Statement

The LIU Collaborative MSW Program prepares diverse learners to be culturally responsive social workers who advocate for individual, community, and societal transformation and well-being through an interdisciplinary approach grounded in the ethics, values, knowledge, and specialized skills of the social work profession.

Vision Statement

The LIU Collaborative MSW Program is committed to providing access to social work education to a diverse student body within a framework of student-faculty collaboration that is consistent with Long Island University's academic tradition. LIU 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 working 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, racial justice, social problems, and needs, including the mechanisms of coalition building and advocacy.

LIU MSW Program Goals

1. Prepare social workers for practice who are well grounded in the history, purpose, values, skills, and knowledge base of the profession.
2. Prepare social workers to effectively practice with diverse clients and client systems.
3. Prepare social workers for successful interdisciplinary collaboration.
4. Prepare social workers to advocate for individual, community, and societal transformation and well-being.

Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS),

Nine Social Work Competencies (2022).

The nine Social Work Competencies listed below describe the knowledge, values, skills, and cognitive and affective processes that students need to perform in order to achieve professional competency at the generalist level of practice.

I. Demonstrate ethical and professional behavior.
II. Advance human rights and social, racial, economic, and environmental justice.
III. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
IV. Engage in practice-informed research and research-informed practice.
V. Engage in policy practice
VI. Engage with individuals, families, groups, organizations, and communities.
VII. Assess individuals, families, groups, organizations, and communities.
VIII. Intervene with individuals, families, groups, organizations, and communities.
IX. Evaluate practice with individuals, families, groups, organizations, and communities.

Advanced Program/ Concentration Competencies

Students gain specialized competency through the concentration curriculum. Each concentration's competencies augment and extend the nine CSWE EPAS 2022 competencies to prepare students for practice with a specific population, problem area, or approach to practice. LIU MSW advanced program concentrations include:

1. Child and Family Welfare
2. Forensic Social Work
3. Substance Use & Addiction

The competencies expected of students in these specialized practice areas mirror the generalist competencies but extend to include a focus on the principles of interdisciplinary collaboration.

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 University's philosophy of "Access and Excellence." The program seeks students from diverse backgrounds who reflect the diversity of the populations its graduates will serve, local to each campus, regionally, and globally.

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; lesbian, gay, bisexual, transgender, queer, intersexed, asexual, ally and pansexual (LGBTQIA+) individuals; economically disadvantaged; and other people who are at-risk, through direct care or leadership roles in the field of social work.

The Long Island University MSW Program seeks applicants with a broad liberal arts education that includes 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 or Science degree from a regionally accredited university
2. A minimum overall grade point average of 3.0
3. A "B" average in courses taken in the last four semesters of their undergraduate studies.
4. Undergraduate transcript
5. Personal characteristics and qualifications essential for professional work with vulnerable individuals and populations at risk as consistent with the NASW Code of Ethics and other related professional codes.

- Only candidates who have earned an undergraduate degree may be considered for admission to the Master of Social Work degree program. The MSW Program's admission criteria include the requirements of a 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 Credits

LIU's Graduate Transfer Policy: https://liu.edu/content/policy/sr/SA-Graduate-Transfer-Credit-Policy.pdf

Students may be waived from a foundation area course under one of two conditions: 1) acceptance into the Advanced Standing Program, or 2) upon transferring from another CSWE accredited MSW Program. To be granted credit, coursework completed at another CSWE-accredited program must be deemed equivalent to this program's course of study, as determined by the LIU MSW program faculty on the particular campus the student intends to pursue study.
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 considered for credit

transfer. Since our program places a great deal of emphasis on student's ability 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. The Post campus reserves the right to require an incoming transfer student to take SWK 614, *Advanced Principles of Administrative and Clinical Practice within an Interdisciplinary Context,* to ensure a smooth transition for students into the specialized practice curriculum of the advanced year.

Taking Courses on the Other LIU Campus

While the MSW program is collaborative across two campuses, students cannot simply take classes at whichever campus they choose. Students must apply to a particular campus and be accepted. The campus to which a student is accepted, and matriculates will be the student's primary campus. If the student wishes to take a course on the other campus, they need to receive permission from the Chief Administrator for the MSW Collaborative Program. The ability to take a course on the other campus is not guaranteed.

If a student wishes to transfer to the other campus so that they can take the remainder of their coursework there, they must contact the Chief Administrator for the MSW Collaborative Program and follow any procedures outlined to apply for such a transfer. Transfers are not guaranteed.

Criminal Background Checks

Students desiring entrance into a Master of Social Work Program should be aware that the presence of a criminal record may result in issues with the New York State licensing board (or similar institutions in other states) and/or difficulties in placements with some agencies. 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, pleaded guilty, 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 practicum sites, clinical institutions, and intern sites may bar students from these sites if a criminal record exists or a positive drug test is noted. The inability to gain clinical, practicum, or intern educational experiences could result in a failure to meet certain program requirements. A student deemed unable to obtain practicum experience will not be permitted to complete the MSW Program.

Accordingly, should the applicant indicate 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 to any applicant whose criminal background would likely result in a ban from required practicum sites and from obtaining state licensure. Acceptance into the program is not guaranteed.

Eligibility for Professional Licensing

The LIU MSW program provides the requisite educational experience to qualify our graduates for certain licenses in New York State, in other states, and in some other countries. Additional licensing requirements generally include passing a specialized exam, additional training, and/or character/integrity/ethical/professionalism requirements.

While we provide the requisite educational experience, the LIU MSW Program does not guarantee that a student will be eligible for a professional license in New York, any other state, or another country. It is important for each student to appropriately research the licensing requirements in the jurisdiction where they are seeking such a qualification.

Important Note regarding Eligibility for Licensing in New York State: Authority for eligibility for licensing of social workers in New York State resides with the New York State Department of Education (NYSED). Any clarification regarding eligibility should be confirmed through their website at https://www.op.nysed.gov/professions/licensed-master-social-worker/frequently-asked-questions-social-work/education-requirements-licensure. Licensing eligibility criteria may change over time. It is critical to review the criteria listed on the above-referenced website or on the relevant website for another state.

Communicating with Students, Faculty, and Staff

Each LIU student is assigned a university email address to use for corresponding with university faculty and staff. **It is the policy of the University and the Department of Social Work to communicate via official university email addresses.** We understand that you have other email addresses, but we ask that you check your myliu.edu email address regularly (at least a few times per week). It is also possible to access this account on your smartphone and/or forward emails from your myliu.edu account to your personal account.

- Students can check their email by logging into https://my.liu.edu
- Additionally, students will be required to use Brightspace Learning Management Software, which can be accessed here: http://lms.liu.edu

If you have any trouble accessing your MyLIU account or Brightspace, contact IT.

- IT Website: http://it.liu.edu
- IT Email: IT@LIU.edu
- IT Phone (Brooklyn): 718-488-3300/ IT Phone (Brookville): 516 299-3967

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 NUMER OF CREDITS
The Social Sciences	Philosophy, Anthropology Sociology Psychology History Economics Political Science	6 Credits 3 Credits 3 Credits 3 Credits 6 Credits 3 Credits 3 Credits
The Humanities	English Composition English Literature Art, Music, or Dance Foreign Language	 6 Credits 6 Credits 3 Credits 6 Credits
The Natural Sciences & Mathematics	Physics Chemistry Biology	3 Credits 3 Credits 3 Credits

Applicants who have earned a bachelor's degree in social work from a CSWE-accredited program will automatically meet this liberal arts and sciences foundation admission criteria. The LIU MSW Program's Admissions Committee will closely scrutinize the transcripts of all other applicants, using the above list of courses as a guide, to look for evidence of a strong liberal arts foundation in the applicants' undergraduate studies.

MSW Program Description

The MSW program is coherently integrated to provide a step-wise progression in the student's understanding of generalist social work practice, from foundation skills to specialized practice. The foundation year curriculum, generally referring to the courses required in the first year of the (full-time) program, includes content in the eight foundation areas of policy, practice, human behavior, practicum, diversity, populations at risk, promotion of social justice and professional values/ethics. The foundation year curriculum introduces the student to the components of generalist practice with systems of all sizes (micro, mezzo, macro, etc.). It 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 foundation year curriculum also introduces the student to principles of interdisciplinary collaboration to begin preparation for work in interdisciplinary fields of practice.

The advanced year, or specialized practice, curriculum builds on the foundation curriculum by deepening the student's understanding of psychosocial assessment and administrative theory and practice. Students select a specific area of concentration – Child and Family Welfare, Forensic Social Work, or Substance Use and Addictions, for more specialized education in a particular area of practice. The research curriculum in the advanced year supports the concentrated study by demonstrating the application of research methodology to the student's specialized area of concentration. The practicum experience in the advanced 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.

It is important to note that the MSW curriculum is designed step-wise or sequentially, meaning that courses must be taken in a specific order throughout the program.

Full-Time Program- Course of Study: Brooklyn Campus

LIU 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 613	Practice III	3
SWK 701	Field Instruction I*	3
First Year Spring Semester		
Course Number	**Course Title**	**Credits**
SWK 612	Practice II	3
SWK 798	Research I	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 650	Psychopathology	3
SWK 799	Research II	3
SWK 703	Field Instruction III*	3
Specialization (I)	Specialization Course (I)^	3
Specialization (II)	Specialization Course (II)^	3
Second Year Spring Semester		
Course Number	**Course Title**	**Credits**
SWK 623	Administrative Behavior	3
Specialization (III)	Specialization Course (III)^	3
Specialization (IV)	Specialization Course (IV)^	3
SWK 704	Field Instruction IV*	3
SWK 790	Capstone Seminar	3

^Specialization courses are those included in each area of specialized study: Substance Use & Addiction; Child & Family Welfare; and Forensic Social Work. Students must complete 4 courses in a particular specialization.

By taking one additional course in the Forensic Social Work specialization, students will qualify for a New York State advanced certificate in that area.

*Students are required to complete 900 hours in the practicum. SWK 701 & SWK 702 are 14 hours per week (400 hours), and SWK 703 & SWK 704 are 21 hours per week (500 hours) at their practicum.

Full-Time Program- Course of Study: Post Campus

LIU 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	Admin Behavior	3
SWK 707	Thesis Research Consultation	3
SWK 703	Field Instruction III*	3
Specialization (I)	Specialization Course (I)^	3
Specialization (II)	Specialization Course (II)^	3
Second Year Spring Semester		
Course Number	**Course Title**	**Credits**
SWK 650	Psychopathology	3
Specialization (III)	Specialization Course (III)^	3
Specialization (IV)	Specialization Course (IV)^	3
SWK 704	Field Instruction IV*	3
SWK 708	Thesis	3

^Specialization courses are those included in each area of specialized study: Substance Use & Addiction; Child & Family Welfare; and Forensic Social Work. Students must complete 4 courses in a particular specialization.

By taking one additional course in the Forensic Social Work specialization, students will qualify for a New York State advanced certificate in that area.

*Students are required to complete 900 hours in the practicum. SWK 701 & SWK 702 are 14 hours per week (400 hours), and SWK 703 & SWK 704 are 21 hours per week (500 hours) at their practicum.

Advanced Standing

The Advanced Standing Program provides students who earned an undergraduate degree in social work from a CSWE-accredited baccalaureate program up to one full year of credit towards their MSW. The standard for acceptance under advanced standing is a cumulative GPA of 3.0. Exceptions for extenuating circumstances will be made on an individual basis and may require supportive materials. Eligible students must specifically apply for advanced standing and each case is reviewed individually. Please note that holding an undergraduate degree in social work from an accredited program does not automatically grant a student advanced standing.

Additionally, only foundation-level social work courses in which the student has received a "B" or better will be accepted for credit towards the MSW in the advanced standing program.

ALL LIU MSW advanced standing students must complete an additional course, which serves as a bridge from baccalaureate to graduate study. 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. SWK 614 ensures 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.

Advanced Standing Program – Course of Study: Brooklyn Campus

LIU MSW Degree Program – Advanced Standing Full Time (33 credits)		
Summer Semester		
Course Number	**Course Title**	**Credits**
SWK 614	Advanced Principles of Administrative and Clinical Practice	3
SWK 623	within an Interdisciplinary Context Admin Behavior	3
Fall Semester		
Course Number	**Course Title**	**Credits**
SWK 650	Psychopathology	3
SWK 799	Research II	3
SWK 703	Field Instruction III*	3
Specialization (I)	Specialization Course (I)^	3
Specialization (II)	Specialization Course (II)^	3
Spring Semester		
Course Number	**Course Title**	**Credits**
Specialization (III)	Specialization Course (III)^	3
Specialization (IV)	Specialization Course (IV)^	3
SWK 704	Field Instruction IV*	3
SWK 790	Capstone Seminar	3

^Specialization courses are those included in each area of specialized study: Substance Use & Addiction; Child & Family Welfare; and Forensic Social Work. Students must complete 4 courses in a particular specialization.

By taking one additional course in the Forensic Social Work specialization, students will qualify for a New York State advanced certificate in that area.

*Students are required to complete 900 hours in the practicum. SWK 701 & SWK 702 are 14 hours per week (400 hours), and SWK 703 & SWK 704 are 21 hours per week (500 hours) at their practicum.

Advanced Standing Program – Course of Study: Post Campus

LIU MSW Degree Program – Advanced Standing Full Time (33 credits)		
Summer Semester		
Course Number	**Course Title**	**Credits**
SWK 614	Advanced Principles of Administrative and Clinical Practice	3
SWK 623	within an Interdisciplinary Context Admin Behavior	3
Fall Semester		
Course Number	**Course Title**	**Credits**
SWK 650	Psychopathology	3
SWK 707	Thesis Research Consultation	3
SWK 703	Field Instruction III*	3
Specialization (I)	Specialization Course (I)^	3
Specialization (II)	Specialization Course (II)^	3
Spring Semester		
Course Number	**Course Title**	**Credits**
Specialization (III)	Specialization Course (III)^	3
Specialization (IV)	Specialization Course (IV)^	3
SWK 704	Field Instruction IV*	3
SWK 708	Thesis	3

^Specialization courses are those included in each area of specialized study: Substance Use & Addiction; Child & Family Welfare; and Forensic Social Work. Students must complete 4 courses in a particular specialization.

By taking one additional course in the Forensic Social Work specialization students will qualify for a New York State advanced certificate in that area.

*Students are required to complete 900 hours in the practicum. Fields I & II are 14 hours per week (400 hours), and Fields III & IV are 21 hours per week (500 hours) at their practicum.

Part-Time Programs

The part-time programs are designed as an alternative course of study for students who have full-time jobs and/or require a flexible schedule. Students in a 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 foundation year of the full-time program, the generalist training prepares students to be practitioners who can work with systems of all sizes and with a variety of populations.

Courses will include the eight foundation areas of policy, practice, human behavior, practicum, 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 an 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 (Substance Use & Addiction, Child & 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.

There are part-time options for both a Fall and a Spring start.

Three-Year Plan - Course of Study: Brooklyn Campus (Fall Start)

LIU MSW Program- Three-Year Part-Time (60 Credits)			
	Course Number	Course Title	Credits
First Year, Fall	SWK 601	Policy I	3
	SWK 621	Human Behavior in the Social Environment	3
First Year, Spring	SWK 602	Policy II	3
	SWK 622	Human Behavior in the Social Environment	3
Second Year, Fall	SWK 611	Practice I	3
	SWK 613	Practice III	3
	SWK 701	Field Instruction I*	3
Second Year, Spring	SWK 612	Practice II	3
	SWK 798	Research I	3
	SWK 702	Field Instruction II	3
Third Year, Fall	SWK 703	Field Instruction III*	3
	SWK 650	Psychopathology	3
	SWK 799	Research II	3
	Specialization (I)	Specialization (I)^	3
	Specialization (II)	Specialization (II)^	3
Third Year, Spring	SWK 704	Field Instruction IV*	3
	SWK 623	Administrative Behavior	3
	SWK 790	Capstone Seminar	3
	Specialization (III)	Specialization (III)^	3
	Specialization (IV)	Specialization (IV)^	3

^Specialization courses are those included in each area of specialized study: Substance Use & Addiction; Child & Family Welfare; and Forensic Social Work. Students must complete 4 courses in a particular specialization.

By taking one additional course in the Forensic Social Work specialization, students will qualify for a New York State advanced certificate in that area.

*Students are required to complete 900 hours in the practicum. SWK701 & SWK 702 are 14 hours per week (400 hours), and SWK 703 & SWK 704 are 21 hours per week (500 hours) at their practicum.

Three-Year Plan - Course of Study: Post Campus (Fall Start)

LIU MSW Program- Three-Year Part-Time (60 Credits)			
	Course Number	Course Title	Credits
First Year, Fall	SWK 601	Policy I	3
	SWK 621	Human Behavior in the Social Environment	3
First Year, Spring	SWK 602	Policy II	3
	SWK 622	Human Behavior in the Social Environment	3
Second Year, Fall	SWK 611	Practice I	3
	SWK 798	Research I	3
	SWK 701	Field Instruction I*	3
Second Year, Spring	SWK 612	Practice II	3
	SWK 613	Practice III	3
	SWK 702	Field Instruction II*	3
Third Year, Fall	SWK 703	Field Instruction III*	3
	SWK 623	Administrative Behavior	3
	SWK 707	Thesis Research Consultation	3
	Specialization (I)	Specialization (I)^	3
	Specialization (II)	Specialization (II)^	3
Third Year, Spring	SWK 704	Field Instruction IV*	3
	SWK 650	Psychopathology	3
	SWK 708	Thesis	3
	Specialization (III)	Specialization (III)^	3
	Specialization (IV)	Specialization (IV)^	3

^Specialization courses are those included in each area of specialized study: Substance Use & Addiction; Child & Family Welfare; and Forensic Social Work. Students must complete 4 courses in a particular concentration.

^By taking one additional course in the Forensic Social Work specialization, students will qualify for a New York State advanced certificate in that area.

*Students are required to complete 900 hours in the practicum. SWK 701 & SWK 702 are 14 hours per week (400 hours), and SWK 703 & SWK 704 are 21 hours per week (500 hours) at their practicum.

Four-Year Plan - Course of Study: Brooklyn Campus (Fall Start)

LIU MSW Program- Four-Year Part-Time (60 Credits)			
First Year			
FALL		**SPRING**	
Course	**Credits**	**Course**	**Credits**
SWK 601 - Policy I	3	SWK 602 - Policy II	3
SWK 621 - HBSE I	3	SWK 622 - HSBE II	3
HBSE = Human Behavior & the Social Environment			
2nd Year			
FALL		**SPRING**	
Course	**Credits**	**Course**	**Credits**
SWK 611 - Practice I	3	SWK 612 - Practice II	3
SWK 613 - Practice III	3	SWK 798 - Research I	3
SWK 701 - Field Instruction I *	3	SWK 702 - Field Instruction II *	3
3rd Year			
FALL		**SPRING**	
Course	**Credits**	**Course**	**Credits**
SWK 650 - Psychopathology	3	SWK 623 - Administrative Behavior	3
Specialization Course (I)^	3	Specialization Course (II)^	3
4th Year			
FALL		**SPRING**	
Course	**Credits**	**Course**	**Credits**
SWK 799 - Research II (Brooklyn)	3	SWK 790 – Capstone (Brooklyn)	3
Specialization Course (III)^	3	Specialization Course (IV)^	3
SWK 703 - Field Instruction III*	3	SWK 704 - Field Instruction IV*	3

^ Specialization courses are those included in each area of specialized study. Students must complete 4 courses in a particular concentration.

By taking one additional course in the Forensic Social Work specialization, students will qualify for a New York State advanced certificate in that area.

*Students are required to complete 900 hours in the practicum. SWK 701 & SWK 702 are 14 hours per week (400 hours), and SWK 703 & SWK 704 are 21 hours per week (500 hours) at their practicum.

Four-Year Plan - Course of Study: Post Campus (Fall Start)

LIU MSW Program- Four-Year Part-Time (60 Credits)			
First Year			
FALL		**SPRING**	
Course	**Credits**	**Course**	**Credits**
SWK 601 - Policy I	3	SWK 602 - Policy II	3
SWK 621 - HBSE I	3	SWK 622 - HSBE II	3
HBSE = Human Behavior & the Social Environment			
2nd Year			
FALL		**SPRING**	
Course	**Credits**	**Course**	**Credits**
SWK 611 - Practice I	3	SWK 612 - Practice II	3
SWL 798 - Research I	3	SWK 613 - Practice III (Post)	3
SWK 701 - Field Instruction I *	3	SWK 702 - Field Instruction II *	3
3rd Year			
FALL		**SPRING**	
Course	**Credits**	**Course**	**Credits**
SWK 623 - Administrative Behavior	3	SWK 650 - Psychopathology	3
Specialization Course (I)^	3	Specialization Course (II)^	3
4th Year			
FALL		**SPRING**	
Course	**Credits**	**Course**	**Credits**
SWK 707 - Thesis Research	3	SWK 708 – Thesis	3
Specialization Course (III)^	3	Specialization Course (IV)^	3
SWK 703 - Field Instruction III*	3	SWK 704 - Field Instruction IV*	3

^ Specialization courses are those included in each area of specialized study. Students must complete 4 courses in a particular specialization.

^ By taking one additional course in the Forensic Social Work specialization, students will qualify for a New York State advanced certificate in that area.

*Students are required to complete 900 hours in the practicum. SWK 701 & SWK 702 are 14 hours per week (400 hours), and SWK 703 & SWK 704 are 21 hours per week (500 hours) at their practicum.

LIU MSW Program- Spring Start [Brooklyn & Post] (60 Credits)		
First Year Spring Semester (6 credits)		
Course Number	**Course Title**	**Credits**
SWK 601	Policy I	3
SWK 621	Human Behavior in the Social Environment I	3
First Year Summer Semester (6 credits)		
SWK 602	Policy II	3
SWK 622	Human Behavior in the Social Environment II	3
First Year Fall Semester (9 credits)		
SWK 611	Practice I	3
SWK 613	Practice III	3
SWK 701	Field Instruction I	3
Second Year Spring Semester (9 credits)		
SWK 612	Practice II	3
SWK 798	Research I	3
SWK 623	Administrative Behavior	3
SWK 650	Psychopathology	3
SWK 702	Field Instruction II	3
Second Year Fall Semester (15 credits)		
SWK 650	Psychopathology	
SWK 799	Research II	3
✦Specialization (I)	Specialization (I)	3
✦Specialization (II)	Specialization (II)	3
SWK 703	Field Instruction III	

Third Year Spring Semester (15 credits)		
SWK 623	Administrative Behavior	3
SWK 790	Capstone Seminar	3
✦Specialization (III)	Specialization (III)	3
✦Specialization (IV)	Specialization (IV)	
SWK 704	Field Instruction IV	

- ✦ Specialization courses are those included in each area of specialized study: Child & Family Welfare, Substance Use & Addiction, or Forensic Social Work. Students must complete 4 courses in a particular specialization. Please see course descriptions for the specialization in the MSW Student Handbook available online: https://www.liu.edu/brooklyn/academics/school-of-health-professions/academic-programs/master-social-work

  Note: Students may choose to take one additional course in the Forensic Social Work specialization to qualify for a New York State Advanced Certificate in Forensic Social Work

Practicum Requirements

Practicum education is considered the "signature pedagogy" of the social work curriculum, meaning it is integral to the development of our students as professional social workers. For complete information on practicum, see the ***LIU MSW Practicum Manual***.

Students are required to complete a minimum of 900 hours in the internship over two years:

- 2 days a week (14 hours) in the foundation year for a total of 400 hours
- 3 days a week (21 hours) for a total of 500 hours in the advanced/specialization/concentration year

- Students **may not** attend internship until the start of the semester in the Fall.
- Students **MUST BE** registered for an internship course (SWK 701, SWK 702, SWK 703, or SWK 704) to attend practicum.

The four courses in the practicum 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 alcohol and substance use 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 alcohol and substance use 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 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 that 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 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 on the social worker's role in the organization and the community. It presents a generalist problem-solving approach to understanding practice with organizations and communities and applying knowledge and skills to 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 621: Human Behavior in the Social Environment I
This course, the first of two in this sequence, focuses on understanding human behavior by 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 a 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 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 for 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 by 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 considering the various developmental theories to provide a thorough understanding of the reciprocal

relationship between individuals and their environment. In addition, the course theoretical frameworks are evaluated in terms of their applicability to social work practice and interventions that assist clients of diverse backgrounds in making positive changes in their lives**.**

SWK 798: Research I

Introduction to Social Work Research: Introduction to Social Work Research, the first research course 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 necessary 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: Advanced Specialization 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-cultural perspective on a life-span range of classified maladaptive behaviors that are exhibited by many social work clients and that are classified by the 5th edition of the Diagnostic and Statistical Manual (DSM-5) (APA, 2013). The course provides an in-depth study of the etiology, course, prognosis, and treatment of major psychological and psychiatric conditions. The Competency Based Assessment Model, which "provides a conceptual framework using bio-psycho-social-spiritual theories and the DSM classification system to guide the process of assessment" (Gray, 2016, p. 12), is the theoretical and philosophical framework through which the course's information will flow. Students will become familiar with DSM-5 diagnostic criteria and the empirical and epidemiological data that support each diagnosis. The course will also look at the behaviors that are being evaluated in the process of arriving at a differential diagnosis. The cultural context will be considered in understanding these conditions. Finally, the course will examine the evidence-based treatment modalities for various diagnoses and will provide the students with an opportunity to practice major treatment techniques via class activities such as role-play, group exercises, etc.

SWK 707 COURSE DESCRIPTION (Post)

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 the Introduction to Social Work Research course (Research I). Research II provides the specialist graduate student with the knowledge and skills necessary for application in the practice of social work on the micro, mezzo, and macro levels, respectively. Research II focuses on the application and expansion of basic research skills that students learn 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 propose a research project focusing on investigating the application of role theory concepts (e.g., role conflict, role confusion) in an interdisciplinary context of social work practice, policy, or organizational analysis. Students then expand on this research proposal for the thesis during the spring semester. Students choose a topic that is unique and specific to their respective areas of study concentration. Students learn how to apply research methods and how to collect and analyze various types of data to generate knowledge about and systematically evaluate social work practice, organization, and policy in their respective areas of concentration. Students also learn to consider multidisciplinary, ethical, and multicultural issues as they learn how to generate and derive conclusions from empirical data.

SWK 799: Research II: Advanced Research Methods for Practice: (Brooklyn)

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 the 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 the 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 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 the practice and policy of social work and as they learn how to derive conclusions from empirical data.

SWK 708: Thesis[P] SWK 790: Capstone[B]:

In the final semester of study, all LIU-MSW students must complete either a thesis (Post) or a Capstone Project (Brooklyn). The Thesis/Capstone projects represent 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. It is a scholarly paper written in the *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 practicum 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 regarding interdisciplinary role expectations. The methodology will vary according to the type of project, which may range from policy analysis in a theoretical context (e.g. conflict theory); organizational analysis/ needs assessment and development of the strategic plan; analysis of survey data regarding conflicts in perceptions of role and/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.

Course Descriptions: Specialization Courses

Note: When a course is not offered, the LIU MSW Program may substitute a class from one concentration for a class from another at its discretion.

Child & Family Welfare

The LIU MSW Program's specialization in Child and Family Welfare prepares 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 the foundation year MSW coursework, students in the second (specialized/concentration) year develop their understanding of policies and services specific to children and families, family violence across the lifespan, community-based practice with children and families, and childhood psychopathology.

Child & Family Welfare Specialization Required Courses

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 that 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. It examines the multiple systems that influence the lives of children and their families. In addition, it explores current trends, controversial and topical issues in child welfare and family services, 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 problems 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 on how interdisciplinary approaches can assist in the empowerment of survivors of abuse.

SWK 662: (Offered at Post Only) 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: Social Work Practice with At-Risk Child and Youth
This course provides a bio-psycho-social developmental perspective on a range of childhood disorders as they are classified in the Diagnostic and Statistical Manual, 5th Ed. 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-5 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 the assessment and treatment of children.

SWK 630: Forensic Social Work & the Criminal and Juvenile Justice Systems (Post)
The course provides an overview of the specialty of forensic social work and its interface with the criminal and juvenile justice systems, from arrest to sentencing and conviction. Legal and ethical aspects of professional practice, including issues associated with the competency of the accused as well as the preparation of the 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. The interface with sexual, religious, racial, and other sub-group involvement is also discussed and realized.

Forensic Social Work

The forensic social work concentration prepares students 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 students to serve all of these populations by identifying societal issues and their impact on clients; screening, assessing, and counseling 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 Long Island University offers.

Forensic Specialization Required Courses

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 and juvenile justice systems, from arrest to sentencing and conviction. Legal and ethical aspects of professional practice, including issues associated with the competency of the accused and the preparation of the pre-sentence 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

A clinical overview leading to an accurate understanding of the underpinnings of the conditions that lead a client to involvement in the judicial system is a critical part of 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 of 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 involved in judicial proceedings. 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 leads 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.

One of the following two classes is required for students wishing to earn the New York State Certificate in Forensic Social Work in addition to the four courses listed above:

SWK 661: Family Violence across the Lifespan

This course examines the problems 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 on how interdisciplinary approaches can assist in the empowerment of survivors of abuse.

Substance Use and Addiction

The LIU MSW Program offers students the opportunity to simultaneously meet the partial requirements towards the ***New York State Certificate in Alcoholism and Substance Abuse Counseling (CASAC)*** while earning their MSW degree. The LIU MSW Program is a New York State Office of Alcoholism and Substance Abuse Services (OASAS) Education and Training Provider (Provider #: 0586). The Substance Use and Addictive Behaviors concentration 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.

Regardless of where a student is placed for their practicum placement, they will only have to complete 2000 hours, post MSW, in an OASAS facility to qualify for their CASAC.

Through study in this specialization, students:

- Identify the collaborative role of social work in the treatment of substance use and addictive behaviors.
- Acquire knowledge and demonstrate its application in the following areas:
    - Knowledge of substance abuse
    - Alcohol and substance abuse counseling
    - Assessment, clinical evaluation, treatment planning, case management, and client, family, and community education.
    - Professional and ethical responsibilities and documentation.

Substance Use and Addictive Behaviors Specialization Required Courses

SWK 674: Theories and Principles of Alcohol and Substance Abuse Counseling

This course introduces 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 is 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 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 are also thoroughly examined.

SWK 677: Sociological and Psychological Aspects of Substance Abuse

This course offers 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 utilize cultural attitudes, legal sanctions, and normative values regarding substance abuse and analyze what addiction is and who is defined as an addict by various disciplines (i.e., medicine, sociology, psychology, etc.) and systems (i.e., family, criminal justice, social service, etc.). Students 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 examines how the abuse of alcohol and other drugs affects the body with emphasis on the central nervous system, organ systems, and general physical health. The physiological basis for the disease concept of addiction is reviewed. Psychoactive drug categories are 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 are discussed.

Students' Rights and Responsibilities

The Social Work Program adheres to the University's overall policies on students' rights and responsibilities. The LIU MSW 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 opportunities 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 exposure to diverse communities and career planning.

Academic Advisement

The faculty and senior professional staff contribute significantly to the proper guidance and advisement of the Program's students. 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, practicum, curriculum and student life, career planning, and professional development.
The Program Orientation component of advisement focuses on familiarizing new students with the program's operations, resources, policies, and procedures. One faculty member is primarily responsible for ensuring that all incoming students have access to pertinent information and resources.

The faculty member responsible for curriculum issues will focus on disseminating information regarding graduation requirements, including changes and updates in curriculum content, form, sequence, and course availability. This faculty person will also ensure 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 practicum component of the Program. This includes providing students with clear and comprehensive information about the practicum process and ensuring that students receive individualized guidance to maximize their practicum experience.

Student Evaluation, Grievance, Appeal, & Dismissal 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 dismissal.

Criteria for Evaluating Students' Academic Performance

Grading Practices

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

Grade	Grade Points Provided	Numerical Equivalent
A	4.00	93-100
A-	3.67	90-92.99
B+	3.33	87-89.99
B	3.00	83-86.99
B-	2.67	80-82.99
C+	2.33	77-79.99
C	2.00	73-76.99
F	0.00	Below a 73

Academic Standing

MSW students must maintain a B (3.0) cumulative grade point average (GPA) to remain in good standing. 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 their first year in the MSW Program, or they may be subject to dismissal from the program.

Any MSW student with a cumulative or semester GPA between 2.5 and 2.99 at the end of any semester (or its equivalent) will be placed on probation for a specific time period. The Program Director informs students on probation in writing of their probationary status. *A student on probation who does not raise her or his GPA to 3.0 by the end of the specified probationary period may be subject to student review and dismissal from the program.*
Any MSW student with a cumulative or semester GPA below 2.5 at any point in the program may be subject to dismissal from the program. Students who earn more than two grades under a B- may be dismissed from the program.

Practicum is graded on a pass/fail basis. MSW students who earn a grade of F in practicum may be placed on probation or be subject to dismissal from the program. Students on probation cannot take a leave of absence, withdraw from any class, or receive an incomplete in any course during the time they are on probation. Failure to comply with this may subject the student to dismissal from the program.

When an MSW student is dismissed from the program, s/he can appeal this decision to the Grievance & Appeals Committee (see related section below).

Incomplete Coursework

Incomplete grades cannot simply be provided because a student did not complete the required coursework before the end of the semester. Incomplete grades should ONLY be assigned when the student and faculty member have reached an agreement, prior to the end of the grading period, on the timing of the student's submission of missing coursework. Such (a) deadline(s) must be prior to the end of the following semester.

A student who receives a grade of incomplete (I) has one semester following the semester in which the course was registered to complete the work and receive a grade. After that time period has passed, the course must be retaken at full tuition. Students with 9 credits of incomplete classes will not be allowed to register for more classes.

Leave of Absence

Students wishing to take a leave of absence can do so with permission from either the Chief Administrator or Program Director. Depending on the nature of the request, leaves of absence will be granted for an established period of time. However, students must complete the program within the 5-year limit, or they will be dismissed from it.

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" (LIU Graduate Bulletin 2022-2023, p. 12 -13). The current LIU Graduate Bulletin can be accessed at https://liu.edu/enrollment-services/registration/academic-bulletins.

Plagiarism is unacceptable in the MSW program. Plagiarism may result in a failing grade for the assignment, 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 about plagiarism, and review the plagiarism material on the LIU Library Web page for additional information.

LIU Policy: Use of Artificial Intelligence Statement:

PURPOSE
To ensure proper use of artificial intelligence in accordance with established University policies and procedures.

STATEMENT OF USE
Long Island University considers artificial intelligence (AI) as a tool for innovative research and discovery across disciplines. Use of generative AI tools by any member of the LIU community will follow existing University policies and procedures.

Students: You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws or contain misinformation or unethical content). Your use of AI tools must be properly documented in accordance with university policies on academic honesty. Any assignment that is found to have used generative AI tools in unauthorized ways will be subject to LIU's Academic Conduct Procedures. When in doubt about permitted usage, please ask your instructors for clarification.

LIU Policy on Use of Artificial Intelligence: https://liu.edu/content/policy/aa/AA-Use-of-Artificial-Intelligence-Statement.pdf

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 Enrollment Service will determine your eligibility to participate in the various financial assistance programs. Students may file the FAFSA over the Internet at www.fafsa.gov. In order for the Office of Enrollment Services to receive the processed results of the FAFSA, students must list the federal processing code of #002751 (LIU All Campuses) on their on-line FAFSA application in the information release section.

Learning Support & Health Services

Students are encouraged to avail themselves of remedial and support services. The University has many service offices that assist students with their concerns. At Brooklyn, these services are offered through the campus life office in Pratt 510, Monday through Friday, 9 am-5 pm to make an appointment, and walk-in hours Monday, Wednesday, and Thursday, 10 am-3pm. You can contact the office at 718-488-1266.

Students with documented disabilities should register with the Brooklyn Student Disability Support Services (DSS). The website is:

At LIU Post, these include: The Center for Healthy Living (Life Science Bldg., 516 299-2345); The Learning Support Center (Post Hall, 516 299-2397); The Writing Center (Humanities, Room 302). For further descriptions of these services, see the LIU Post Campus Student Handbook or check the website: https://www.liu.edu/post/dss

MSW Graduate Student Association

The MSW Graduate Student Association is an organization founded by the students at LIU Brooklyn. At our Post campus, there is the combined graduate and undergraduate student association –LIU Post Social Work Student Association. The purpose of these associations 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 a 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 based on 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.

It is the policy of the School of Health Professions to comply with Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex (including sexual harassment and sexual violence) in the University's educational programs and activities. Title IX also prohibits retaliation for asserting or otherwise participating in claims of sex discrimination. Title IX states that: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. The University's Policy on Title IX can be found at http://www.liu.edu/About/Administration/University-Departments/Human-Resources/HR-Policies/Anti-Harassment-Discrimination-Policy

Long Island University's Social Work Program continuously strives to provide students with a learning environment that reflects the profession's fundamental values, including respect for and promotion of 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 internship 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 commonalities 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.

Sexual Misconduct Policy

It is the policy of Long Island University to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty and staff. Sexual harassment

is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity without regard to age, sex, sexual orientation, alienage or citizenship, race, religion, color, national or ethnic origin, disability, and veteran status. Sexual harassment is illegal under Federal, State and City laws, and will not be tolerated within the University. It is a violation of university policy for any member of the University community to engage in sexual harassment or to retaliate against any member of the University community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred. All policies regarding sexual misconduct can be found here: www.liu.edu/about/LIU-policy/policy-by-category-listing/#HR

Students with Disabilities & Accommodations

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including changes made by the Americans with Disabilities Amendments Act of 2008, Long Island University does not discriminate against qualified individuals with disabilities. If you are a student with a documented disability/impairment (Psychological, Neurological, Chronic, Medical, Learning, Sensory, or Physical) and require reasonable accommodations, please provide an accommodation letter from Student Support Services. The office is located on the 4th floor of the Pratt Building. Phone (718) 488-1044. Hours of operation: Monday – Friday, 9 A.M. to 5 P. M. All policies regarding these policies can be found here: www.liu.edu/about/LIU-policy/policy-by-category-listing/#HR

If you are a Post Campus student with a documented disability or medical condition or think you may have one and will need accommodations, academic adjustments, auxiliary aids, or other services, please contact the Office of Disability Support Services by calling 516-299-3057 or emailing Post-LearningSupport@liu.edu to request services, accommodations, or for additional information. Additional information is also available on the DSS website: www.liu.edu/post/dss.

Criteria for Evaluating Students' Performance

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

- *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, practicum instructors, or clients, little or no commitment to the social work profession. For example, personal 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 may be subject to dismissal from the program. The behavior of such students will

be carefully monitored in the practicum for the protection of clients. Any indication that personal attitudes interfere with work with clients may subject a student to dismissal from the program.

- *Inadequate Interpersonal Relationship Skills*

  Social work requires the ability to relate to others through nonjudgmental communication and with warmth and compassion. Students will be evaluated on their ability to relate genuinely and openly to clients, classmates, faculty, and practicum instructors. A persistent failure to relate to others in a nonjudgmental and genuine manner may result in dismissal from the program.

- *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 may be subject to dismissal from the program.

Violation of Norms and Ethics

MSW students are governed by a number of different codes, including, but not limited to: the NASW Code of Ethics, Campus Code of Conduct and the Social Work Program's Criteria for Evaluating Student Performance.

There is an ongoing assessment of student identification with the values of the 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 Ethic is subject to scrutiny and may subject a student to dismissal from the program. (See Appendix A for the NASW Code of Ethics.)

The following behaviors are among those that are most concerning, especially during a practicum, and may result in disciplinary action:

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

The following behaviors are violations of the LIU Campus Code of Conduct, and may result in disciplinary action:

1. Violence or threat of violence, including behavior that jeopardizes the safety or well-being of other persons and sexual assault and sexual abuse.
2. Verbal or physical harassment of members of the campus community or their guests, including discriminatory or racist behavior.
3. Forgery and falsification of any official campus records.
4. Illegal possession of keys; unlawful entry.
5. Vandalism of campus property or destruction of property of another person.
6. Violation of Smoking Policy.
7. Possession or use of weapons and dangerous items.
8. Violation of Campus Traffic Regulations.
9. Theft and/or Possession of Stolen Property.
10. Misuse of fire prevention apparatus or failure to respond to a fire alarm.
11. Hazing, including Violation of State Law on Hazing.
12. Solicitation and or commercial activities by an on-campus or off-campus organization unless approved by the Office of Student Activities.
13. Illegal Gambling
14. Use of computers for the violation of personal privacy or the committing of crimes.
15. Violation of Alcohol and Substance Abuse Policy.
16. Failure to cooperate with Campus Officials, e.g. providing false or misleading information.
17. Conduct unbecoming a student.

Each LIU 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, each Campus follows a judicial process that includes a preliminary investigation, filing of charges, and hearing and decision. The process also includes an appeals procedure. Decisions that result in sanctions against social work students might also subject students to dismissal 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 Evaluation of Student Performance.

Student Performance Concerns

The MSW Program is committed to assisting students with academic and/ or practicum difficulties. If a student is having difficulty in the classroom, the classroom faculty will attempt 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 students and faculty. If the student does not adhere to the plan to remedy the situation, the student receives a written warning from the faculty member and is encouraged to resolve the problem. If the student does not comply, the student may subsequently fail the class.

To support all parties in the practicum learning process, maintain the integrity of the professional preparation of students, and ensure the quality of practicum instruction, the following steps are taken when problems arise with students in the internship:

- If a student is having difficulty, the student must speak with her/his practicum instructor. The student should also notify the faculty seminar liaison. The seminar instructor will notify the campus Director of Field Education. The student, practicum instructor, and seminar liaison will design a corrective action plan that will be signed by the student, practicum instructor, and seminar liaison. The seminar instructor will review the progress of the action plan with the student.

- If the student does not meet the requirements outlined in the action plan, the student may be removed from placement, may fail the practicum course, may be placed on academic probation, and/or may be subject to dismissal from the program. It is at the discretion of the social work department to determine whether a student who fails the practicum course will be given the opportunity to repeat the course.

Student Review Committee

Procedures for a Student Review Committee Meeting

- Any full-time or adjunct faculty, staff member, and/or MSW student from the Brooklyn or Post campus can request a meeting of the Student Review Committee by email or in writing to discuss concerns about a student's academic or non-academic performance.
- The student will be informed in writing of the meeting scheduled for her/his review. The student has the right to be present at this meeting.
- At least three department members will be present, along with the student.

- At the discretion of the department members selected for the meeting, another LIU Collaborative MSW Program student may be invited to attend the hearing and participate in deliberations.
- At the meeting, the issues/concerns/problems will be clearly discussed and defined.
- The committee will work together with the student, and other relevant parties, including practicum instructors when appropriate, to determine the relevant facts and gather opinions of the relevant parties.

Outcome of a Student Review Committee Meeting

The Student Review Committee will consider what actions would be appropriate to take as a result of the student's performance and make a decision supported by the majority of committee members. After the Student Review Committee makes a determination, the student will be notified in writing **within 7 business days** of the meeting that outlines the issue(s) identified, action taken, if any, and consequences if the student fails to adhere to any conditions for student performance set during the meeting that are deemed necessary for continued involvement in the program.

The Student Review Committee may decide:

- The student cannot continue in the program. Termination from the program can occur during any semester, including the last semester.
- The student may continue in the program but must meet certain stipulations (outlined in written form and provided to the student).
- The student may remain in the program, without stipulation
- Any decision of the Student Review Committee and relevant documents will be kept in the student's file.

The student has a right to file a grievance or appeal regarding the outcome of the Student Review Committee policy and procedures.

Grievance, Appeal, and Dismissal Procedures

Students in the MSW program will experience scrupulous regard for their rights as students and individuals and should expect to be treated fairly and with courtesy by all members of the LIU community. In any matter in which students feel that their rights have been violated or in matters of serious dispute with members of the department, students may avail themselves of the following appeal and grievance procedures.

Grievances

1. If a student believes their rights have been violated, they can file a grievance **within 30 business days** of such perceived violation.
2. The written request outlining the grievance should include the course, course number, instructor, and a statement of the grievance, along with any other pertinent information.
3. The student must submit this statement to the staff member involved. The student will be given a **written response** from that staff member **within 10 business days.**

4. If the student is not satisfied with the response from the course instructor, the student may appeal, in writing, to either the Chief Administrator or Site Coordinator (at the appropriate campus). The Chief Administrator or Site Coordinator will arrange for the Grievances & Appeals Committee to review the matter.

Grade Appeals

1. Students who wish to appeal a final course grade (or assignment grade) must initiate the process with the course instructor **within 30 business days** of the course 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.
2. The course instructor will provide a written response to the student **within 10 business days.**
3. If the student is not satisfied with the response from the course instructor, the student may appeal, in writing, to the Site Coordinator (at the appropriate campus). The Site Coordinator will arrange for the Grievances & Appeals Committee to review the matter.

While a student is appealing a final grade, s/he can continue in the program's curriculum as s/he would if her/his appeal was granted. However, if the student's appeal is ultimately not granted, the student will revert to the conditions imposed by the final grade decision, regardless of her/his progress subsequent to the filing of the appeal.

Appeal of Dismissal Decisions

1. To appeal a dismissal decision, the student must submit a request to the Chief Administrator or Site Coordinator (at the appropriate campus) **within 30 days** of being notified of the dismissal.
2. The written request should include all pertinent information to be considered by the Grievance & Appeals Committee.
3. The Chief Administrator or Site Coordinator will arrange for the Grievances & Appeals Committee to review the decision.
4. While a student is appealing a dismissal decision, s/he can continue in the program's curriculum as s/he would if her/his appeal was granted. However, if the student's appeal is ultimately not granted, the student will revert to the conditions imposed by the dismissal, regardless of her/his progress subsequent to the filing of the appeal.

Grievance & Appeals Committee

1. The Grievance & Appeals Committee is comprised of 3 department members representing either or both the LIU Brooklyn and Post Campuses, depending on where the course is offered. At the discretion of the department members selected for the meeting, another LIU Collaborative MSW Program student may be invited to be present for the hearing and participate in deliberations.
2. The structure of this committee provides objectivity in view of the student's situation.
3. The Committee's purpose is to arbitrate student grievances and appeals and attempt to

resolve any conflicts between students and faculty that require mediation.

4. The committee will convene **within 30 days** of receiving the charge to adjudicate an appeal or grievance request from the Chief Administrator or Site Coordinator.
5. The Committee will first determine if a meeting is necessary. For instance, in cases where the appeal is strictly related to calculations of final grades and not based on grades given on individual assignments, the Committee may choose to deliberate the merits of the appeal based strictly on submission of assignment grades, rubrics, and the syllabus and render a decision in writing.
6. If the Committee determines that a meeting is necessary, the student will be given an opportunity to explain her/his appeal or grievance. The department member involved will also be given an opportunity to explain her/his perspective on the matter. The committee members will also have the opportunity to ask questions of the student and department members. The student and department member WILL NOT have the opportunity to ask questions of each other. Committee meetings should not last more than one hour.
7. Students are allowed to bring one person with them during the meeting (including but not limited to a family member, friend, or attorney). However, this person is not allowed to participate in the hearing. Additionally, the student will have to sign a release allowing such a person to have access to their protected educational records, as such will be discussed at the hearing. Students must notify the MSW program of the intention to bring someone with them to the hearing PRIOR to the scheduling of the hearing. Notification after the time and date for the hearing has been set may result in the hearing being rescheduled. If the student intends to bring a lawyer to the hearing, the department must be notified as soon as possible since the hearing will need to be scheduled to accommodate attendance by LIU legal counsel.
8. At the conclusion of the meeting, the Chief Administrator and/or site coordinator will instruct the student and involved department members to leave and the committee members will discuss the case before them and come to a consensus on a decision in the case. The Chief administrator and/or Site coordinator will notify the student of the decision of the committee in writing **within 10 business days** after the hearing.
9. It is important to note that this committee cannot replace their judgment with that of a faculty member. The committee is instead charged with ensuring that a grade was provided, and/or a student's rights and privileges were respected, in accordance with the policies and procedures outlined in the course syllabus and relevant handbooks, and that there has been due process.
10. If the student believes her/his rights to due process were not preserved through this department-level process, she/he may appeal to the Dean's Office of the School of Health Professions (see below).

Dean's Office Appeal Process

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

1. The student MUST have first followed departmental appeal processes including, but not limited to, appeal to the instructor, the division/department/program director & committee

(where applicable).

2. Appeals to the Dean must be submitted in writing and must be submitted within 10 days of receipt of the decision letter from the Division/Department/Program. The appeal must also be accompanied by a completed Appeal Checklist.
3. Deliberation at the Dean's Office level of appeal is limited to ensuring that students are provided due process at all stages of appeal, as outlined in the relevant course syllabus and student handbooks and that policies and procedures have been followed.
4. If the Dean sees no issue needing clarification through a hearing, the Dean may make a decision on the merits of the appeal based on the written appeal and other written documentation provided by the department or division.
5. If deemed necessary, the Dean will appoint a Hearing Officer who will assemble an *ad hoc* Appeal Committee. The Appeal Committee will consist of three members from the School of Health Professions, who may be tenure track faculty, non-tenure track faculty, and/or have administrative roles. An effort will be made to include one committee member from the division/department/program from which the appeal has originated. This individual should not have participated as a committee member at the division/department/program level, nor be the individual presenting the division/department/program position. The Dean may be present at the hearing.
6. The hearing will be scheduled as expeditiously as possible.
7. The student may bring someone to accompany them to the hearing for support, but that person cannot contribute to the hearing or participate in any way. If the student chooses to bring someone, s/he must notify the hearing officer at least 7 days in advance of the hearing, with the name and relationship to student. If the student intends to bring a lawyer to the hearing, the hearing may need to be rescheduled to accommodate attendance by LIU University counsel. The student must sign a waiver allowing any outside person to hear her/his protected educational records that will be discussed during the hearing.
8. At the hearing (with all parties present):
9. The hearing may be recorded for future reference. 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.

The course instructor or other appropriate department/division/program representative will present the circumstances and evidence leading to the decision being appealed. The maximum time allowed is **30 minutes**. Students and faculty will not engage in debate of the circumstances with each other but will answer questions posed by the Committee for the purpose of clarification. Upon completion of the presentations and any questioning by the Committee, the student and division/department/program representative will be excused. The Committee will discuss the facts of the appeal and reach a consensus or vote on a recommendation to the Dean. If a vote is taken, the Hearing Officer will not vote.

Within 7 business days of the hearing, the Hearing Officer 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 committee's discussion after the parties were dismissed
c). A recommendation for action by the Dean.

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 as well as by email when available. This decision will normally be made within 48 hours of receipt of the hearing report unless further investigation is necessary or the Dean is unavailable within that time frame. If the decision will be delayed longer than 10 days post hearing, 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.

Student Appeal Form must be submitted to the Dean's office with the written appeal. See **Appendix B.**

Appendix A: NASW Code of Ethics

https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

The NASW Code of Ethics is a set of standards that guide the professional conduct of social workers. The 2021 update includes language that addresses the importance of professional self-care. Moreover, revisions to the Cultural Competence standard provide more explicit guidance to social workers. All social workers should review the new text and affirm their commitment to abide by the Code of Ethics. It is also available in Spanish.

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, **Purpose of the NASW Code of Ethics**, provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, **Ethical Principles**, presents broad ethical principles that inform social work practice. These principles are based on social work's core values.
- The final section, **Ethical Standards**, includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values and the principles that flow from them must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have

engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The Code offers a set of values, principles, and standards to guide decision-making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

* For information on the NASW Professional Review Process, see NASW Procedures for Professional Review.
Furthermore, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be ranked when they conflict. Ethical decision-making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.
Ethical decision-making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should consider all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics, social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on the ethical decision-making of their clients and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance, social workers should consult the relevant literature on professional ethics and ethical decision-making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision. The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law.

Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.
A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social

work practice, including psychotherapy, individual, family, or group counseling, community organization, administration, advocacy, mediation, education, supervision, research, evaluation, and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

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. Their 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. They engage people as partners in the helping process and 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 should take measures to care for themselves professionally and personally. 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 apply them in practice. They should aspire to contribute to the profession's knowledge base.

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
NASW Code of Ethics: Ethical Standards

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 their 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 should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.
(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.
(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.
(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.
(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or others from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

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.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.
(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Competence
(a) Social workers should demonstrate an understanding of culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
(b) Social workers should demonstrate knowledge that guides their practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. They must also take action against oppression, racism, discrimination, and inequities and acknowledge personal privilege.
(c) Social workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction), recognizing clients as experts of their own culture, committing to lifelong learning, and holding institutions accountable for advancing cultural humility.
(d) Social workers should obtain education about and demonstrate an understanding of the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.
(e) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. They should also assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

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.
(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.
(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.
(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.
(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality
(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. 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 others. 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) If social workers plan to disclose confidential information, they should (when feasible and to the extent possible) inform clients about the disclosure and the potential consequences prior to disclosing the information. 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. 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, electronically or in person, 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.
(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.
(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.
(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
(r) Social workers should avoid posting any identifying or confidential information about clients on professional Web sites or other forms of social media.
(s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
(u) 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.
(v) 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.
(w) 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 client. 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.
(c) 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, inappropriate sexual communications through the use of technology or in person, 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, written, electronic, or physical contacts of a sexual nature.

1.12 Derogatory Language
Social workers should not use derogatory language in their written, verbal, or electronic 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, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 Referral for Services
(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.
(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility and disclose, with clients' consent, all pertinent information to the new service providers.
(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

1.17 Termination of Services
(a) Social workers should terminate clients' services and professional relationships when they are no longer required or no longer serve their needs or interests.
(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. They 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 also assist in making appropriate arrangements for continuing 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 terminating or interrupting services to clients should notify them promptly and seek the transfer, referral, or continuation of services based on 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.

2. Social Workers' Ethical Responsibilities to Colleagues
NASW Code of Ethics: Ethical Standards

2.01 Respect
(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.
(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality
Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration
(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues
(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise

advance the social workers' own interests.
(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation
(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Sexual Relationships
(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.07 Sexual Harassment
Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

2.08 Impairment of Colleagues
(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.09 Incompetence of Colleagues
(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Unethical Conduct of Colleagues
(a) Social workers should take adequate measures to discourage, prevent, expose, and correct colleagues' unethical conduct, including unethical conduct using technology.
(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior and familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).
(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings
NASW Code of Ethics: Ethical Standards

3.01 Supervision and Consultation
(a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to do so appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.
(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training
(a) Social workers who function as educators, practicum instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
(b) Social workers who function as educators or practicum instructors for students should evaluate students' performance in a manner that is fair and respectful.
(c) Social workers who function as educators or practicum instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
(d) Social workers who function as educators or practicum instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and practicum instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation
Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records
(a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.
(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure the continuity of services provided to clients in the future.
(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing
Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer
(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration
(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development
Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers
(a) Social workers generally should adhere to commitments made to employers and employing organizations.
(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
(f) Social workers should accept employment or arrange student placements only in organizations that exercise fair personnel practices.
(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes
(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals
NASW Code of Ethics: Ethical Standards

4.01 Competence
(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination
Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

4.03 Private Conduct
Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment
(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial

action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation
(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of these organizations.
(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations
(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion. (b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit
(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed. (b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession
NASW Code of Ethics: Ethical Standards
5.01 Integrity of the Profession
(a) Social workers should work toward the maintenance and promotion of high standards of practice.
(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research
(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.
(g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
(i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
(j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
(k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
(l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
(m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
(n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
(o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
(p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
(q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society
NASW Code of Ethics: Ethical Standards

6.01 Social Welfare
Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation
Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies
Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action
(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions to meet basic human needs and promote social justice.
(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

NASW
National Association of Social Workers

Appendix B Grievance

Grievance Tracking Form

Student Appeal Checklist

This form MUST accompany any/all items submitted/reviewed during any appeal process within the MSW Program

Student Name: _____

Degree Program: _____ **Course Number/Instructor:** _____

Academic or Professional Behavior Issue: _____

_____

_____

Program Faculty Decision in Question

Grade Dispute	D
Student Placed on Academic Probation	D
Student Dismissed from Program	D
Other:	D

Notes: _____

Appeal to the Course Professor/Instructor (if applicable) Date Initiated:

Outcome:

Faculty/Instr Signature: **Date:**

Appeal to the Program Director Date Initiated:

Outcome:

Director/Chair Signature: **Date:**

Appeal to the Program Faculty Committee Date Initiated:

Outcome:

Committee Signature: **Date:**

Appeal to the SHPN Dean Date Initiated:

Outcome:

Dean Signature: **Date:**

LIU Social Work Department Directory

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