



**Master of Social Work
Program Student Handbook
2018-2019**

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LIU Brooklyn Campus

Brooklyn, New York

LIU Post Campus

Brookville, New York

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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 2007. 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 towards a successful social work career.

The LIU Collaborative MSW program has all the essentials for an exciting academic experience, which will enhance your professional career. The curriculum is carefully constructed to lead to specialized practice in one of five areas: Substance Use and Addictive Behaviors, Child and Family Welfare, Forensic Social Work, Gerontology, and Nonprofit Management.

The collaborative program combines the resources of LIU's two main 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 utilizes a coalition of LIU personnel and faculty from both campuses, as well as community service providers throughout the area, and at points far distant from either campus.

A MSW from LIU will serve you well for practical, as well as academic purposes, in preparing you for specific employment opportunities. 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 gerontology, nonprofit management, and 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.

Ilene L. Nathanson, DSW, LCSW
Joanne Rees, Ph.D., MSW (equiv)

LIU Post Campus, Chief Administrator
LIU Brooklyn Campus, Program Coordinator

Long Island University

In its ninth decade of providing access to the American dream through excellence in higher education, Long Island University is a multicampus, diverse, doctoral institution of higher learning. One of the largest and most comprehensive private universities in the country, 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

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 to work effectively within a variety of professional settings and client systems
- d. Instill the ability to engage diverse cultures and at-risk groups;
- e. Address issues related to social and economic justice, social problems, and needs including the mechanisms of coalition building and advocacy.

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 (2015).

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. Engage diversity and differences in practice.
- III. Advance human rights, and social, economic, and environmental justice.
- 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 2015 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) Gerontology
- 4) Nonprofit Management, and
- 5) Substance Use and Addictive Behaviors

Competencies expected of students for 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 Long Island University philosophy of "Access and Excellence." The program seeks students from diverse backgrounds who reflect the diversity of the populations its graduates will serve, 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 who have a broad liberal arts education consisting of the humanities, social and behavioral sciences, the natural sciences including biology, and courses reflective of a basic interest in human services.

Additional requirements include:

1. A Bachelor of Arts or Science degree from a regionally accredited university
2. A minimum overall grade point average of 2.8
3. A "B" average in courses taken in the last four semesters of their undergraduate studies.
4. A minimum of three letters of recommendations
5. A personal narrative/autobiographical statement
6. Undergraduate transcript
7. Personal characteristics and qualifications essential for professional work with vulnerable individuals and populations-at-risk as consistent with the NASW Code of Ethics and other related professional codes.

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

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

Transfer Credits

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. Course work completed at another CSWE accredited program must be deemed equivalent to this program's course of study to be granted credit, as determined by the LIU MSW program faculty on the particular campus the student is intending 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 students being able to understand and apply the fundamentals of interdisciplinary practice, students will *not* receive transfer credit for our third practice course, Social Work Practice with Organizations and Communities, in which these connections are most specifically elaborated.

The decision as to how many credits may be transferred from a CSWE accredited program is specific to the particular campus the student is intending to pursue study.

For instance, it is the policy of the Post campus to accept up to 30 credits, but the Brooklyn campus policy limits transfer credits to 9. 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*, in order 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 a 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 a student is accepted at, and matriculates with, 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 Site Coordinator and Program Coordinator of BOTH campuses. 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 take the remainder of their coursework at the other campus, they must contact the Site Coordinator, or Program Coordinator, of the campus they wish to transfer to, 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 presence of a criminal record may result in issues with 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, or pleaded guilty or no contest, or nolo contendere to a crime (felony or misdemeanor) in any court?
- 2) Are any criminal charges pending against you in any court?

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

Accordingly, should the applicant 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 any applicant whose criminal background would likely result in a ban from required field work sites, and from obtaining state licensure. Acceptance into the

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, or any other state, or other 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 <http://www.op.nysed.gov/prof/sw/>. Licensing eligibility criteria may change over time. It is critical to review the criteria that are 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 smart phone, 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 BlackBoard Student Learning Software, which can be accessed here: <http://blackboard.liu.edu>

If you have any trouble accessing your MyLIU account, or BlackBoard, 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 NUMBER OF CREDITS
The Social Sciences	Philosophy,	6 Credits
	Anthropology	3 Credits
	Sociology	3 Credits
	Psychology	3 Credits
	History	6 Credits
	Economics	3 Credits
	Political Science	3 Credits
The Humanities	English	6 Credits
	Composition	6 Credits
	English Literature	6 Credits
	Art, Music, or	3 Credits
	Dance	6 Credits
The Natural Sciences & Mathematics	Foreign Language	6 Credits
	Physics	3 Credits
	Chemistry	3 Credits
	Biology	3 Credits

COURSE		RECOMMENDED NUMBER OF CREDITS
Computer Science	Any course	1 Credit

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

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, field education, 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.) and provides an understanding of generalist practice that distinguishes between generalist and advanced content and supports the integration of specialized knowledge and specialized technologies into a generalist perspective. The 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, gerontology, nonprofit management, and substance use and addictive behaviors, – for more specialized education in a particular area of practice. The research curriculum in the advanced year supports the concentrated study by demonstrating application of research methodology to the student's specialized area of concentration. The field education 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 design of the MSW curriculum is step-wise, or sequential, meaning that courses must be taken in a specific order throughout the program.

Full Time Program- Course of Study

LIU MSW Degree Program - Full Time (2 years, 60 credits)		
Course Number	Course Title	Credits
<i>First Year Fall Semester</i>		
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
<i>First Year Spring Semester</i>		
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
<i>Second Year Fall Semester</i>		
SWK 650/623	Psychopathology(Brooklyn)/Admin Behavior(Post)	3
SWK 799	Research II	3
SWK 703	Field Instruction III	3
	Concentration Course (I)^	3
	Concentration Course (II)^	3
<i>Second Year Spring Semester</i>		
SWK 623/650	Administrative Behavior (Brooklyn)/ Psycho(Post)	3
	Concentration Course (III)^	3
	Concentration Course (IV)^	3
SWK 704	Field Instruction IV	3
SWK 790	Capstone Seminar	3

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

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

Advanced Standing

The Advanced Standing Program 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 where 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.

LIU MSW Program -Advanced Standing (1 year, 33 credits)		
Course Number	Course Title	Credits
SUMMER SEMESTER		
SWK 614	Advanced Principles of Administrative & Clinical Practice within an Interdisciplinary Context ¹	3
FALL SEMESTER		
SWK 650/623	Psychopathology (Brooklyn)/ Admin Behavior (Post)	3
SWK 799	Research II	3
SWK 703	Field Instruction III	3
	Concentration Class (I) [^]	3
	Concentration Class (II) [^]	3
SPRING SEMESTER		
SWK 623	Administrative Behavior (Brooklyn) /Psycho (Post)	3
SWK 790	Capstone Project	3
SWK 704	Field Instruction IV	3
	Concentration Class (III) [^]	3
	Concentration Class (IV) [^]	3

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

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

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

Part Time 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 are capable of working with systems of all sizes and with a variety of populations.

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

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

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

Three Year Plan - Course of Study

LIU MSW Program- Three-Year Part-Time (60 Credits)			
	Course Number	Course Title	Credits
<i>First Year, Fall Semester</i>	SWK 601	Policy I	3
	SWK 621	Human Behavior in the Social Environment I	3
<i>First Year, Spring Semester</i>	SWK 602	Policy II	3
	SWK 622	Human Behavior in the Social Environment II	3
<i>Second Year, Fall Semester</i>	SWK 611	Practice I	3
	SWK 798	Research I (Post)/ Practice III (Brooklyn)	3
	SWK 701	Field Instruction I	3
<i>Second Year, Spring Semester</i>	SWK 612	Practice II	3
	SWK 613	Practice III (Post)/ Research I (Brooklyn)	3
	SWK 702	Field Instruction II	3
<i>Third Year, Fall Semester</i>	SWK 703	Field Instruction III	3
	SWK 799	Research II	3
	SWK 650/623	Psychopathology (Bklyn)/ Admin Beh (Post)	3
		Concentration (I)^	3
		Concentration (II)^	3
<i>Third Year, Spring Semester</i>	SWK 704	Field Instruction IV	3
	SWK 623/650	Administrative Behavior/ Psycho (Post)	3
	SWK 790	Capstone	3
		Concentration (III)^	3
		Concentration (IV)^	3

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

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

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

Four Year Plan - Course of Study

LIU MSW Program- Four-Year Part-Time (60 Credits)

1st Year

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

HBSE = Human Behavior & the Social Environment

2nd Year

FALL		SPRING	
Course	Credits	Course	Credits
Practice I	3	Practice II	3
Research I (Post)/ Practice III(Brooklyn)	3	Practice III (P)/Res I (Bklyn)	3
Field Instruction I	3	Field Instruction II	3

3rd Year

FALL		SPRING	
Course	Credits	Course	Credits
Psychopathology	3	Administrative Behavior	3
Concentration Course^	3	Concentration Course^	3

*Psychopathology is offered in the Spring semester, and Admin Behavior in the Fall semester, at LIU Post

4th Year

FALL		SPRING	
Course	Credits	Course	Credits
Research II	3	Capstone	3
Concentration Course^	3	Concentration Course^	3
Field Instruction III	3	Field Instruction IV	3

^ Concentration 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 Nonprofit Management, Gerontology, or Forensic Social Work concentrations, students will qualify for a New York State advanced certificate in those areas.

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

Field Education Requirements

Field 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 field education, see the *LIU MSW Field Instruction Manual*.

Students are required to complete a minimum of 1,000 hours in the field over two years:

- 2 days a week (14 hours) in the foundation year for a total of 400 hours, and
- 3 days a week (21 hours) for a total of 600 hours in the advanced/specialization/concentration year.

Students **may not** attend field until the start of the semester in the Fall.

Students **MUST BE** registered for a fieldwork course (SWK 701, SWK 702, SWK 703, or SWK 704) in order to attend field.

The four courses in the field education sequence are described below:

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

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

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

SWK 704: Field Instruction IV: This is the fourth course in a four semester Field Instruction sequence in the Master of Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Specialization year prepares students 1) to gain expertise in gerontology, nonprofit management alcohol and substance abuse counseling, child and family welfare or forensic social work; 2) to function at an advanced level of competence in a social service delivery system; 2) to continue to practice problem-solving and relationship-building skills; 3) and to further develop and integrate and apply knowledge from Practice, Policy, HBSE and Research to work with client systems.

Course Descriptions: Foundation Year

SWK 601: Policy I: This introductory course will present information about the development of social work as a profession. It provides students with knowledge of historical and contemporary social welfare policies, services and institutions. The course examines the economic, political, and organizational systems that influence the creation and delivery of social services. Specific social issues are used to illustrate the link between social welfare policy and social work practice. In addition, students will gain historical and contemporary knowledge of the various forms of oppression and discrimination. Throughout the semester, students will also learn about social and economic justice that benefits populations-at-risk.

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

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

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

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

the legislative arena; and, the components of coalition building within an interdisciplinary theoretical framework.

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

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

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

Course Descriptions: Concentration Year

SWK 614: Advanced Principles of Administrative and Clinical Practice within an

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

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

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

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

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

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

SWK 799: Research II: Advanced Research Methods for Practice: Research II, the second course in this sequence is taught during the fall semester of the advanced curriculum year. It builds upon the knowledge-base that was established in Research I. Research II provides the specialist graduate student with knowledge and skills necessary to appreciate “the application of scientific, analytical approach to building knowledge for practice and for evaluating service delivery in all areas of practice” (C.S.W.E., 2000). Research II focuses on application and expansion of basic research skills that were taught in Research I. Ethical principles of research are reinforced throughout the course. Guided by ethical principles, and building on skills that they have acquired in Research I, students have the opportunity to propose a research project, focusing on investigating role conflict in an interdisciplinary context of social work practice, which they may then choose to expand on as the Capstone assignment during the spring semester. Students choose a topic that is unique and specific to their respective areas of concentration. Students learn how to apply research methods and how to collect and analyze data in order to generate knowledge about, and to systematically evaluate, the practice of social work in their respective areas of concentration. Students also learn to consider ethical and multicultural issues as they design evaluation instruments for practice and policy of social work and as they learn how to derive conclusions from empirical data.

Note: At the discretion of the LIU MSW Program, when a course is not being offered, a course from one concentration may be substituted for a class from another concentration.

Course Descriptions: Concentration Specific Courses

Child & Family Welfare

The LIU MSW Program's concentration 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 then develop their understanding about policies and services specific to children and families, family violence across the lifespan, community based practice with children and families and childhood psychopathology.

Child & Family Welfare Concentration 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, which characterize child welfare services in American society. It provides historical and legal information about various policies and programs within family and children's services at the federal, state and local levels and examines the multiple systems that influence the life of children and their families. In addition, it explores current trends, controversial and topical issues in child welfare and family services and the social worker's role in an interdisciplinary approach, and how to advocate for individuals and families.

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

SWK 662: (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: (Offered at Brooklyn Only): Social Work Practice with At-Risk Child and Youth:

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

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

The course provides an overview of the specialty of forensic social work and its interface with the criminal and juvenile justice systems, from arrest to sentencing and conviction. Legal and ethical aspects of professional practice, including issues associated with competency of the accused as well as the preparation of the presentence forensic evaluation. The debate regarding punishment versus rehabilitation is explored along with a multi-systemic perspective on the causes and prevention of crime and juvenile misconduct. 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 your clients; screening, assessing and counseling your clients; planning and implementing interventions; making client referrals; and otherwise serving as effective advocates for diverse and at-risk clients.

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

Forensic Concentration 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 competency of the accused as well as the preparation of the presentence forensic evaluation. The debate regarding punishment versus rehabilitation is explored along with a multi-systemic perspective on the causes and prevention of crime and juvenile misconduct. Their interface with sexual, religious, racial and other sub-group involvement will also be discussed and realized.

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

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

impact of drug and alcohol abusing offenders' behavior on their children will also be explored. The legal and ethical issues associated with the forensic social work population are explored. Attention is focused on the relationship and potential role conflicts between social work practice and 12 step self-help programs.

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

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

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

BMS 571: Introduction to Forensic Science: The course gives the student an overview of the science and technology that exists in today's modern forensic laboratory. Through practical applications of both lecture materials and hands on laboratory experiments, the student will become familiar with the day to day operations of the many different sections of a forensic laboratory. The student will learn to utilize actual forensic procedures and techniques used to investigate and analyze forensic evidence recovered from crime scenes. It is the goal of this course that the student will grow to recognize and appreciate the real life aspects of a forensic scientist and the work environment of a forensic laboratory and how they affect both the criminal investigative process as well as our judicial system.

Gerontology

Students in the Gerontology concentration learn the physical, psychological, social and spiritual needs of older people and the major issues, concepts and theories in late-stage functioning.

Students who choose this concentration may focus on one of two areas *(1) Long Term Care Administration, which focuses on leadership; and, (2) Senior Community Service, which covers micro, mezzo and macro practice.* These two tracks meet the advanced curriculum objectives in providing advanced clinical and/or administrative knowledge in gerontology; and in furthering knowledge of the application of a collaborative approach in the interdisciplinary context.

The courses are offered in collaboration with the Department of Health Care and Public Administration and include a common base of knowledge for practice in both disciplines. Each track provides for the analysis of variations in role of health care administrators, social workers and other members of the interdisciplinary team and for the resolution of interdisciplinary role conflicts.

Students in the Gerontology concentration must take at least four (4) concentration courses in order to satisfy the requirements for the MSW degree. If certain courses are not available in a particular semester, arrangements will be made to accept alternate classes to meet the requirements of the concentration.

Students, in either track, wishing to qualify for an Advanced Certificate in Gerontology, offered by LIU, need to take just one additional course, either concurrently with their MSW courses, or after they complete their MSW program.

[LIU Post course numbers are listed first; Brooklyn equivalent course numbers are noted in italics]

Gerontology Concentration Required Course (for BOTH tracks)

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

Track I: Long Term Care Administration

Those who take the Long Term Care Administration track will gain an in-depth understanding of health care facility administration, health care financing, legal issues in health care, and personnel management.

IMPORTANT NOTE: Gerontology Concentration, Long Term Care Administration Track students, can meet the educational requirements for eligibility to become a New York State Nursing Home Administrator by completing ALL FIVE of the following courses: HAD 709, HAD 710, HAD 711, HAD 602, AND, HAD 603. Students can complete the fifth course during their MSW program, or after graduation.

Gerontology: Long Term Care Administration Concentration Required Courses

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

therapeutic modalities required by the geriatric and convalescent patient.

Choose 2 out of 3 of the following:

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

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

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

Track II: Senior Community Service

The Senior Community Service track incorporates both clinical and administrative content areas. Students on this track will learn to plan and develop community services for older adults; perform intervention and treatment planning and understand and manage issues of death, dying, bereavement and loss.

[LIU Post course numbers are listed first; Brooklyn equivalent course numbers are noted in italics]

Gerontology: Senior Community Service Concentration Required Courses

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

Choose 2 out of the 3 of the following:

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

HAD 728 (PM 745): Financial, Estate, and Retirement Planning: This course is an examination of estate, disability and financial planning tools used by the elder law attorney with analyses of laws, regulations and programs upon which planning is based. Topics include

advanced directives, power of attorney, long-term care and Medicaid, and planning for asset distribution on death.

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

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

Nonprofit Management

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

Students in the Nonprofit Management concentration must take four (4) concentration courses (NPM 650-654) in order to satisfy the requirements for the MSW degree. If certain courses are not available in a particular semester, accommodations will be made to accept alternate classes to meet the requirements of the concentration.

Students wishing to qualify for an Advanced Certificate in Nonprofit Management, offered by LIU, need to take just one additional, fifth, course (NPM 650-654, MPA 701, MPA 708, MPA 713, or MPA 721), either concurrently with their MSW courses, or after they complete their MSW program.

[LIU Post course numbers are listed first; Brooklyn equivalent course numbers are noted in italics.]

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

NPM 651 (PM 741): Fundraising and Development for Nonprofit Organizations: The course provides an overview of sources of funding for nonprofit organizations. It explains the fundraising manager's role in development planning and focuses on mechanisms for raising money, including donor profiles, foundation and corporate philanthropy, government grant and

contract programs, special events, marketing and public relations functions, direct mail and membership campaigns, planned giving, major gifts and capital campaigns. Ethical and legal issues related to fundraising are also addressed.

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

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

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

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

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

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

MPA 721: Quality Improvement & Program Evaluation: This course prepares students with the theory, knowledge and skills to implement program evaluation and quality improvement

(e.g., Total Quality Management) strategies and measurements. The focus of the course is on applications in Health Care Human Services and Public Sector Organizations.

Substance Use and Addictive Behaviors

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 field placement, they will only have to complete 2000 hours, post MSW, in an OASAS facility to qualify for their CASAC.

Through study in this concentration students:

- 1) Identify the collaborative role for social work in the treatment of substance use and addictive behaviors.
 - 2) 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 Concentration 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 be 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 and 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 affect the body with emphasis on the central nervous system, organ systems and general physical health. The physiological basis for the disease concept of addiction 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 opportunity for student contact across campuses. The interchange among students across campuses is designed to increase the potential for a higher level of integration in areas related to student development, including broadening of exposure to diverse communities and career planning.

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, field education, curriculum, and student life, career planning and professional development.

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

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

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

Student Evaluation, 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:

<u>Grade</u>	<u>Grade Points Provided</u>	<u>Numerical Equivalent</u>
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) in order to remain a student 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. Students on probation are informed in writing by the site coordinator 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.

Fieldwork is graded on a pass/fail basis. MSW students who earn a grade of F in fieldwork 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 a 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 has one semester following the semester in which the course was registered for he/she to complete the work and receive a grade. After that time period has past, 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 Site Coordinator. Leaves of absence will be granted for an established period of time depending on the nature of the request. However, students must complete the program within the 5-year limit or they will be dismissed from the program.

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 2014-15, p. 13).

The current LIU Graduate Bulletin can be accessed a www.liu.edu.

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.

Student Services

Financial Aid

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

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

Campus Grants & Scholarship Opportunities

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

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

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 122 Monday, Thursday, Friday, 9am-5pm and Tuesday and Wednesday, 9am-6pm. You can contact the office at 718-488-1042. The website is <http://www2.brooklyn.liu.edu/healthservices/index.html>. Students with documented disabilities should register with the Brooklyn Student Support Services; the website is: www.liu.edu/Brooklyn/StudentLife/SSS/FAQ/Current-Students. 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 at: <http://www.liu.edu/CWPost/StudentLife/Services.aspx>.

MSW Graduate Student Association

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

Phi Alpha

Eager to promote a closer bond among students of social work and to enter into more intimate fellowship with those dedicated to the promotion of humanitarian goals and ideals by a professional group for which quality educational preparation is deemed imperative, students and faculty involved in social work education at both the Long Island University LIU Post and Brooklyn Campuses sponsor a Chapter of Phi Alpha National Honor Society. The purpose of Phi Alpha is to foster high standards of education for social work and to invite into membership those who have attained excellence of scholarship and distinction of achievement as students of social work.

Non-discrimination Policy

It is the policy of Long Island University that no person in relationship with the University shall be subject to discrimination on the basis of race, ethnicity, age, gender, sexual orientation, disability or any other individual or cultural characteristic in any area of policy and procedure, including student admissions, termination and faculty recruitment. The program supports the principles of affirmative action and due process in hiring, admissions, retention, and termination decisions affecting both students and staff. Long Island University's policy on discrimination states: Long Island University does not discriminate on the basis of sex, sexual orientation, race, color, creed, national origin, religion, age, handicap or political belief, in any of its educational programs and activities, including employment practices and its policies relating to recruitment and admission of students. Additionally, Long Island University takes affirmative action to recruit applicants from among women, members of protected minority groups, handicapped individuals and veterans, including disabled veterans and Vietnam-era veterans.

Long Island University Social Work Program make continuous efforts to provide students with a learning environment that reflects the profession's fundamental values including respect for and

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promoting understanding of diverse populations. When students are evaluated for admission to Long Island University and its Social Work Programs, this evaluation is done without prejudice based on such characteristics as class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

The learning context in the classroom and field provides students with an understanding of and respect for diversity. Students are exposed to open and purposeful discussions, readings and experiential exercises on issues that examine differences and 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.

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 values and ethics of the profession 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, field 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 field 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 non-judgmental communication and with warmth and compassion. Students will be evaluated in terms of their ability to relate genuinely and openly to clients, classmates, faculty, and field instructors. A persistent failure to relate to others in a non-judgmental and genuine manner may subject a student to 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 on-going assessment of student identification with the values of social work profession as outlined in the NASW Code. [See Appendix A] These values include respect for the confidentiality of clients as well as for self-determination and non-discrimination. The NASW Code also identifies obligations to colleagues and to the advancement of professionalism and the social goals of the profession, primarily the commitment to the promotion of social justice. The Code includes standards of propriety or personal conduct and criteria for measuring competence and professional development. Students are expected to be knowledgeable about the requirements and behave accordingly. Any conduct that is contrary to the NASW Code of Ethics is subject to scrutiny and may 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 field education placement, and may result in disciplinary action:

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

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

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

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 field 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 student 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.

In an effort to support all parties in the field education learning process, maintain the integrity of the professional preparation of students, and ensure the quality of field instruction, the following steps are taken when problems arise with students in the field:

- 1) If a student is having difficulty, the student must speak with her/his field instructor. The student should also notify the field liaison. The field liaison will notify the campus Director of Field Education. The student, field instructor, and field liaison will design a corrective action plan that will be signed by the student, field instructor and field liaison. The field liaison will review progress of the action plan with the student
- 2) If the student does not meet the requirements outlined in the action plan, the student may be removed from field placement, may fail the field 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 field course will be given the opportunity to repeat the field course.

Student Review Committee

Procedures for a Student Review Committee Meeting

1. 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.
2. 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.
3. At least three department members will be present, along with the student.
4. 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.
5. At the meeting the issues/concerns/problems will be clearly discussed and defined.
6. The committee will work together with the student, and other relevant parties, including field instructors when appropriate, to determine the relevant facts and gather opinions of the relevant parties.

Outcome of a Student Review Committee Meeting

1. 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.
2. 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.
3. The Student Review Committee may decide:

- That the student cannot continue in the program. Termination from the program can occur during any semester of, including the last semester.
 - That the student may continue in the program, but must meet certain stipulations (outlined in written form and provided to the student).
 - That the student may remain in the program, without stipulation
4. 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 a scrupulous regard for their rights as students and individuals and should expect to be treated fairly and with courtesy by all members of the 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 & 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 such a request within 30 days of notification of the dismissal to the Chief Administrator or Site Coordinator (at the appropriate campus).
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. After receiving the charge to adjudicate an appeal or grievance request from the Chief Administrator or Site Coordinator, the committee will convene within 30 days.
5. The Committee will first make a determination 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 member. 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 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 student

- will be notified of the decision of the committee in writing within 10 business days after the hearing by the Chief administrator and/or Site coordinator.
9. It is important to note that this committee cannot replace their judgment for 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, the student 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):
 - a. The hearing may be recorded for future reference.

- b. The student will present his/her appeal including justifications, circumstances and anything else he/she wishes the Board to consider. The maximum time allowed is 30 minutes.
 - c. The course instructor, or other appropriate department/division/program representative, will present the circumstances and evidence leading to the decision being appealed. The maximum time allowed is 30 minutes.
 - d. Student and faculty will not engage in debate of the circumstances with each other but will answer questions posed by the Committee for the purpose of clarification.
 - e. Upon completion of the presentations and any questioning by the Committee, the student and division/department/program representative will be excused.
 - f. The Committee will discuss the facts of the appeal and reach consensus, or vote, on a recommendation to the Dean. If a vote is taken, the Hearing Officer will not vote.
9. 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 discussion of the Committee after the parties were dismissed;
 - c. A recommendation for action by the Dean.
10. 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 Checklist

The following form must be submitted to the Dean's office with the written appeal:

Student Name: _____

Degree Program: _____ Course Number/Instructor: _____

SPC/Academic or Professional Behavior Issue: _____

Department/Division Decision Rendered

Academic Warning Rendered	<input type="checkbox"/>
Student Placed on Academic Probation	<input type="checkbox"/>
Student Dismissed from Program	<input type="checkbox"/>
Other:	<input type="checkbox"/>

Notes: _____

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

Outcome: _____

Faculty/Instr Signature: _____ **Date:** _____

Appeal to the Program Director/Chair Date Initiated: _____

Outcome: _____

Director/Chair Signature: _____ **Date:** _____

Appeal to the Program Progress Committee Date Initiated: _____

Outcome: _____

Committee Signature: _____ **Date:** _____

Appeal to the Dean Date Initiated: _____

Outcome: _____

Dean Signature: _____ **Date:** _____

Appendix A: NASW Code of Ethics

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

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
- (f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

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

protecting clients' interests may require termination of the professional relationship with proper referral of the client.

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality

and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

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

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

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

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

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

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

- (a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
- (b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.
- (c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

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