School of Social Work

MSW PROGRAM STUDENT HANDBOOK

2022 - 2023

For
Competent
Compassionate
Catalysts
in
Christ

SCHOOL OF SOCIAL WORK FACULTY DIRECTORY

Alliance University Administration

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WELCOME TO ALLIANCE UNIVERSITY MSW PROGRAM

This handbook provides a description of official policies and procedures of the Alliance University School of Social Work, Master of Social Work Program and a description of the curriculum requirements for the MSW degree. Students in the MSW Program are responsible for knowing the program and university policies and procedures, including those presented in the Alliance University Catalog found at www.nyack.edu

We are pleased you have chosen to pursue the Master of Social Work degree (MSW) at the Alliance University School of Social Work. Our MSW Program is dedicated to developing compassionate, competent and ethical professionals who are catalysts making a difference in the lives of people and their communities. Our values of justice, compassion, and service are directly derived from Christian teachings and the values of the profession of social work as evident in the *NASW Code of Ethics* (2021 - https://www.socialworkers.org/About/Ethics/Code-of-Ethics).

Whether in the classroom, through scholarship, or in service to the community, the work done in our MSW Program by our faculty, staff, and students creates a better world through social work. In doing so, we respond to and reflect the Church's call to love our neighbors and become the extraordinary force that builds compassion and justice in the world. Students who complete the MSW degree are prepared for advanced social work practice and leadership in public and private agencies that serve the community.

Our faculty brings decades of experience as social workers, educators, consultants, and agency administrators to the program. The faculty and staff are committed to maintaining a quality educational program, to meet the needs of our students, and to providing leadership and service to the social work profession and community. Graduate study at Alliance University focuses on high quality, student centered programming and supports collaborative community partnerships.

All students are assigned a faculty advisor. Students are encouraged to discuss questions regarding materials in the handbook with their faculty advisor or with the MSW Program Director.

We welcome you to the School of Social Work at Alliance University and to the MSW program. We believe you will find this a stimulating, challenging, and rewarding experience as together we serve God in the world through the power of social work!

Best Regards,

Stacey L. Barker

Stacey L. Barker, PhD, MSW
Director, MSW Program
Professor of Social Work

<div align="center">SECTION I</div>

I.   THE MSW PROGRAM

1.1   The Master of Social Work Program Mission Statement

The Mission of the Alliance University Master of Social Work Program is to prepare students in a Christian context for the Social Work profession with the knowledge, values and skill for competent and compassionate service and leadership, with integrity, in order to increase the well-being of all people and promote just and caring communities locally, nationally, and globally.

1.2   MSW Program Goals

1. To provide a curriculum that equips students for competent practice with knowledge, values, and skills of the social work profession guided by a person-in-environment framework, strengths perspective and evidence based practice, respect for human diversity, and a global perspective.

2. To provide a transformational learning environment that models integration of Christian faith with learning that helps students grow personally, professionally, and spiritually, and promotes their compassion and commitment to the calling that is consistent with the Christian values of loving God and serving all people.

3. To prepare students for service and leadership in public and private sectors including faith-based organizations responding to community needs.

4. To produce students who are able to identify and think critically about the multiple causes of problems, the nature and dynamics of change, and strategies for bringing about reconciliation and social justice with particular attention to underserved urban populations.

5. To provide a stimulating, challenging, and supportive environment that facilitates students' commitment to on-going growth and development.

1.3   MSW Program–Generalist Level & Specialization Level:

The Alliance University School of Social Work's MSW is a 63-credit degree program. The minimum time required to secure the degree is two years. There are two exceptions: (1) if a student has a bachelor's degree in social work (BSW) within the last seven years from a school accredited by the Council of Social Work Education, they may enter the program as an Advanced Standing student and earn the degree in one year, (2) and if a student has completed generalist requirements at another accredited school of social work (a transfer student), they may complete the degree in one year. Advanced Standing Students are required to complete a 33-credit degree program.

1.4   Generalist Level

Generalist courses provide students grounding to understand the whole field of social work. Unless a student has entered the school in the Advanced Standing program or transferred equivalent courses from a CSWE accredited MSW program, generalist courses develop skills to perform at the generalist level practice with individuals, families, groups, organizations and communities. To successfully

complete the generalist level and move into the specialization curriculum, students must maintain a B average and have no incompletes. The Plans of Study for both the generalist and specialization levels are included in *Appendix A*.

The Generalist Level courses include the following:

FALL SEMESTER			SPRING SEMESTER		
Course Code	Course Title	Cr.	Course Code	Course Title	Cr.
SWK514	HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I	3	SWK554	HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II	3
SWK516	GENERALIST SOCIAL WORK PRACTICE I WITH INDIVIDUALS AND FAMILIES	3	SWK555	SOCIAL WELFARE POLICY AND SERVICES	3
SWK517	FIELD INSTRUCTION AND SEMINAR I	3	SWK556	GENERALIST SOCIAL WORK PRACTICE II WITH GROUPS, ORGANIZATIONS, AND COMMUNITIES	3
SWK534	FOUNDATIONS OF SOCIAL JUSTICE: DIVERSITY, POWER & OPPRESSION	3	SWK557	FIELD INSTRUCTION AND SEMINAR II	3
SWK562	SOCIAL WORK AND CHRISTIANITY	3	SWK558	SOCIAL WORK RESEARCH METHODS	3
	Total Credits	15		Total Credits	15

1.4.1   Specialization Practice Level
In the specialization practice level, students must select one of the two specializations:

1.   Clinical Social Work Practice
2.   Leadership in Organizations & Communities

The fieldwork placement reflects, and is part of, the particular specialization selected. The following is a summary of the Specialization requirements:

1.4.2   Clinical Social Work Practice Specialization Course Requirements:

FALL SEMESTER	SPRING SEMESTER

Course Code	Course Title	Cr.
SWK616	CLINICAL SOCIAL WORK PRACTICE I WITH INDIVIDUALS	3
SWK617	FIELD INSTRUCTION AND SEMINAR III	4
SWK626	ADVANCED CLINICAL ASSESSMENT AND DIAGNOSIS	3
SWK628	SOCIAL PROGRAM AND PRACTICE EVALUATION	3
	ELECTIVE	3
SWK649	PROFESSIONAL SEMINAR I: COMPASSION, SELF-CARE AND SPIRITUALITY	1
	TOTAL CREDITS	17

Course Code	Course Title	Cr.
SWK656	CLINICAL SOCIAL WORK PRACTICE II WITH FAMILIES	3
SWK657	FIELD INSTRUCTION AND SEMINAR IV	4
SWK658	CLINICAL SOCIAL WORK PRACTICE III WITH GROUPS	3
	ELECTIVE	3
SWK699	PROFESSIONAL SEMINAR II: RESEARCH AND PRACTICE	3
	TOTAL CREDITS	16

1.4.3 Leadership in Organizations & Communities Course Requirements:

FALL SEMESTER			SPRING SEMESTER		
Course Code	Course Title	Cr.	Course Code	Course Title	Cr.
SWK636	LEADERSHIP AND ORGANIZATIONAL PRACTICE I	3	SWK676	LEADERSHIP AND ORGANIZATIONAL PRACTICE II: PROGRAM DESIGN AND PROPOSAL WRITING	3
SWK646	LEADERSHIP IN COMMUNITY PRACTICE	3		ELECTIVE	3
SWK628	SOCIAL WORK PROGRAM AND PRACTICE EVALUATION	3		ELECTIVE	3
	ELECTIVE	3	SWK657	FIELD INSTRUCTION AND SEMINAR IV	4
SWK617	FIELD INSTRUCTION AND SEMINAR III	4	SWK699	PROFESSIONAL SEMINAR II:RESEARCH AND PRACTICE	3
SWK649	PROFESSIONAL SEMINAR I: SELF-CARE, COMPASSION, AND SPIRITUALITY	1		TOTAL CREDITS	16
	TOTAL CREDITS	17			

1.5 Field Education

Field Education is commonly described as that part of the curriculum where the integration of theory and practice occurs. The opportunity for this "integration" or "hands-on" learning to take place occurs when the student is assigned to a field instructor in an agency or organization that is affiliated with the Alliance University School of Social Work MSW Program. Broadly speaking, the learning is structured through the identification of a variety of educational objectives. The field instructor translates these educational objectives into learning tasks for the student and provides both instruction and supervision of the learning.

In the MSW Program, field placement constitutes the following hours and broad process for each of our field program options:

1.5.1 Traditional 2-Year Track

Students admitted to the Traditional 2-Year Track are required to complete 450 field hours of practice in the generalist year and 600 field hours of practice in the specialization year. Non-Advanced Standing students attend Field Seminar on campus each semester.

1.5.2   Advanced Standing Track

Students admitted to the Advanced Standing Track are required to complete 600 field hours of practice. Advanced standing students usually go into field placement during the Fall and Spring of their first year. The learning objectives for these field placements are equivalent to the third and fourth terms of the traditional full time student. Advanced Standing students attend Field Seminar each semester.

1.5.3   Experienced and Employed Social Service Practitioners' (EESSP) Track

The EESSP Track is designed for students who are already employed in a social service setting for at least six months and are able to complete the required internship hours in their place of employment. The total of 900 internship hours is completed during the specialization year, 450 hours each semester, 32 hours per week. The employment agency must meet the criteria for employment based internships.

There are some variations to this suggested cycle for field placement, which are not mentioned here. It is always best to check with the field office or with your faculty advisor/field advisor, especially if you are a part time student or have questions about the actual timing of your field placement.

Upon admission to the School of Social Work MSW Program, the student identifies a skill specialization. The first and second terms of field practicum are spent in core generalist skill preparation. In the third term of field placement, the focus of learning is to develop and practice competencies specific to the student's specialization. In the fourth term, the learning objective is to further expand the skill level to mastery of the specialization competencies specific to the student's choice of preparation for professional practice.

The Field Education Manual is required reading for all students in Field and is distributed at Field orientation.

Plans of study are found in Appendix A for the following specializations:
Clinical Social Work Practice
Leadership in Organizations & Communities

And for the following time frames:
2 year plan of study
4 year plan of study (PT)

1.6   MSW Generalist Level Core Curriculum

The generalist curriculum is designed to provide all incoming master's students with the basic values, knowledge, and skills needed to gain competence in the application of the generalist social work to practice. An understanding of the profession's values, orientation, history and philosophy, and frames of reference for practice establishes a basis for students to progress through the specialization curricula

of the MSW Program. All MSW students must complete the MSW generalist requirements listed below unless they are exempt via Advanced Standing credit or transfer credit (refer to MSW Program Policy on Advanced Standing in *section 2.2* and transfer credits in *section 2.4*).

1.7   MSW Specialization Level Curriculum (Clinical & Leadership in Organizationsand Communities)

The Alliance University School of Social Work MSW program understands the need for social workers who are clinically trained and able to practice as administrators, supervisors, community organizers, and compassionate advocates with diverse populations as well. The specialization level curriculum includes two specializations: (1) Clinical Social Work Practice and (2) Leadership in Organizations & Communities. Each specialization builds upon knowledge and practice behaviors students develop during the Generalist year. Specialization practice in each of the specializations incorporates all of the core competencies developed in the Foundation year, augmented by knowledge and practice behaviors specific to a specialization.

1.8   Social Work Competencies & Behaviors

The nine CSWE social work competencies are listed below. Each competency describes the knowledge, values, skills, cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors. Alliance University has an additional competency related to its Institutional Program Mission which appears as *Competency 10* in the charts below.

Generalist Level Competencies & Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior	Competency 1: Behaviors
Social Workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social Workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also	1. Make ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 4. Use technology ethically and appropriately to facilitate practice outcomes;

| understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. | 5. Use supervision and consultation to guide professional judgment and behavior. |

Competency 2: Engage Diversity and Difference in Practice	Competency 2: Behaviors
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity, and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.	1. Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. 2. Present themselves as learners and engage clients and constituencies as experts of their own experiences; 3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Competency 3: Behaviors
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human	1. Apply their understanding of social economic, and environmental justice to advocate for human rights at the individual and system levels; and 2. Engage in practices that advance social, economic, and environmental justice.

rights violations, and are knowledgeable about theories of human needs and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.	

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	Competency 4: Behaviors
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the process for translating research findings into effective practice.	1. Use practice experience and theory to inform scientific inquiry and research; 2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research finding; 3. Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice	Competency 5: Behaviors
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.	1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; 2. Assess how social welfare and economic policies impact the delivery, and access to social services; 3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Competency 6: Behaviors
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage	1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and 2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Competency 7: Behaviors
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.	1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; 3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and 4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Competency 8: Behaviors
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed	1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; 2. Apply knowledge of human behavior and the social environment,

interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.	person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; 3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; 4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and 5. Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Competency 9: Behaviors
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.	1. Select and use appropriate methods for evaluation of outcomes; 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; 3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and 4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Competency 10: Integrate Professional Social Work Practice with their faith developed through understanding a Christian worldview	Competency 10: Behaviors

Through the personal transformation inspired by their comprehension of a Christian worldview, which increases self-acceptance and respect for others, graduates from the School of Social Work at Alliance University understand their purpose and the meaning of life as professional social workers and serve vulnerable populations with compassion and humility. In doing so, they recognize their own limits and strengths while practicing whole person self-care.	1. Understand their purpose and meaning of life as professional social workers developed through their comprehension of a Christian worldview. 2. Understand the concept of compassion demonstrated by Christ, and consistently respond to alleviate the suffering of vulnerable populations with the motivation to increase the well-being of others and increase skills that demonstrate empathy. 3. Practice with humility as a critical and influential component in engaging disadvantaged persons and communities toward empowerment. 4. Understand the values of self-care and practice it in all areas of life that include physical, emotional, social, and spiritual.

Specialization Level: Clinical Social Work (CSW)

Competency 1: Demonstrate Ethical and Professional Behavior	Competency 1: Behaviors
Practitioners in clinical social work recognize the importance of the therapeutic relationship, person-in-environment and strengths perspectives, professional use of self, and adherence to ethical and value guidelines for professional practice. Clinical social work practitioners acknowledge the complexities involved in their practice, including the need to navigate ethical issues in an organizational context, and they use clinical supervision to ensure that their practices are congruent with social work values and ethics. Extending and enhancing ethical and professional practice from the foundation level requires that clinical social workers reflect on their own family of origin to assess how it impacts their clinical work. Advanced level practitioners must manage	1. Use clinical supervision and consultation to continuously examine professional roles and boundaries, engage in ongoing self-correction, and ensure that practice is congruent with social work ethics and values. 2. Apply ethical decision-making skills and frameworks to clinical material, while complying with the NASW Code of Ethics and local, state, and federal regulations. 3. Utilize clinical theories, practice models, and research findings appropriate to client systems and circumstances. 4. Demonstrate knowledge of one's family

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complex systems while understanding how cultural and developmental aspects of self and their clients influence their work. Clinical social workers recognize their own strengths and weaknesses in developing, managing and maintaining therapeutic relationships. Practitioners of clinical social work must continually adapt to rapidly changing technology in an ethical and professional manner.

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of origin's cultural, psychodynamic and behavioral patterns and reflect on how that history impacts one's ability to differentially use one's professional self in service for clients.

5. Exhibit an anti-oppressive stance incorporating social work values of social justice, the dignity and worth of the person, confidentiality, the value of human relationships and integrity in all discussions of clinical case material.

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Competency 2: Engage Diversity and Difference in Practice	Competency 2: Behaviors
Clinical social work practitioners are knowledgeable about the many forms of diversity and difference (e.g., culture, age, health/mental health functioning, educational attainment, sexual orientation/ gender identity, socioeconomic status, race/ethnicity, etc.) and how these components influence the therapeutic relationship and clients' presenting concerns. Clinical social workers understand how various dimensions of diversity affect explanations of health/mental health and well-being, as well as help-seeking behaviors. Practitioners in clinical social work value cultural strengths and recognize the importance of tailoring their engagement strategies, assessment tools, and interventions to meet the diverse needs of their clients. Practitioners in clinical social work monitor their biases, reflect on their own cultural beliefs and use and apply knowledge of diverse populations and complex health/mental health delivery systems to enhance client well-being. Clinical social workers recognize the need to conceptualize cases using an intersectional perspective and to identify their clients' strengths and resiliencies, while learning to critically evaluate their own family history, privileges, and characteristics. In presenting case material, clinical social work	1. Demonstrate awareness of one's intersectionality and cultural background and how these factors may impact one's practice. 2. Use clinical supervision to address personal and cultural biases and increase self-awareness. 3. Apply the various models of clinical practice in ways that are culturally relevant to diverse and oppressed groups. 4. Acknowledge the impact of client's intersectional issues- race/ethnicity, class, gender, sexual orientation, gender identity, ability status, immigration status, religion, and age on clients' emotional and physical well-being.

practitioners integrate anti-oppressive stances and attend to clients' experiences of oppression and marginalization while also working to avoid undue pressure or use of power over clients.	

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Competency 3: Behaviors
Clinical social workers are fully grounded in the ethics of the profession, recognizing the dignity and worth of all individuals and the need to advocate for social, economic and environmental justice. Clinical social workers recognize the need to assess clients' physical environment for the availability of safe shelter, food, water, and air. Clinical social workers are adept at recognizing where social and structural forces marginalize people and thus work to advocate for policies that promote justice, advance human rights, and promote environments in which all individuals can thrive.	1. Contextualize all client conceptualizations (assessments) utilizing lenses of social justice, including aspects of identity and social location that may marginalize clients and/or contribute to their inequitable distribution of social and economic resources. 2. Assess the availability of clean and safe shelter, water, food, air, and other environmental resources and help individuals, families, groups and communities to develop mechanisms to advocate for and maintain these environmental resources. 3. Advocate for equitable distribution of all social, economic, and practical resources, including the availability of competent clinical social workers with commitments to anti-oppressive, justice-oriented clinical practice.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	Competency 4: Behaviors
Clinical social workers rely on the scholarly literature to guide their practice, and they are aware of the most current evidence-informed practices. Practitioners of clinical social work are able to identify the strengths and limitations of these practices and examine their applicability to marginalized populations. Clinical social workers can use their knowledge and skills to critically evaluate extant research and their interventions with clients.	1. Stay abreast of the most current advances in clinical theory, systemic approaches, and evidence-informed practice in social work and related helping professions. 2. Engage in reasoned discernment to select, implement, and evaluate appropriate assessment, intervention, and evaluation tools for use with various target populations.

Clinical social workers elicit feedback from clients and value their perspective; they use this knowledge to improve treatment outcomes and modify case theory. Practitioners of clinical social work select interventions informed by extant research, previous experience, client feedback, and practice wisdom.

3. Use one's practice experience and knowledge of the research literature and case theory to critically analyze the strengths and limitations of various direct practice interventions.

4. Effectively communicate and disseminate practice evaluation results to an intended audience.

Competency 5: Engage in Policy Practice	Competency 5: Behaviors
Clinical social workers recognize how policies and laws can constrain or enhance individuals' life opportunities. Clinical social workers understand that policies and laws can create movement toward equal distribution of social and economic resources or can work against such equity. Clinical assessments include attention to the constraining or privileged aspects of local, state, federal and international policies and laws, and these assessments consider how each may impact their clients' well-being. Clinical social workers recognize how their work with individuals, families and communities must inform policymakers and legislators. Practitioners of clinical social work monitor policies and laws for their unintended consequences and for their equitability. Clinical social workers understand their role in implementing social policy and recognize their professional responsibility in advocating for policy reform.	1. Identify policies/laws that impact client well-being, analyze their impact on client well-being and advocate for change in policies/laws that harm clients. 2. Attend to the unintended consequences of policies/laws and communicate with stakeholders, legislators, and policy-makers about the impact of such policies/laws as they evolve within agencies, communities, and in clients' lives. 3. Engage in political action to inform legislators and policymakers of the ways in which unjust policies/laws affect marginalized and other populations whom they serve.

Competency 6: Engage with Individuals, Families and Groups	Competency 6: Behaviors
Clinical social work practitioners recognize the importance of the engagement process and understand the importance of differential use of self in initial encounters. Practitioners in clinical social work rely on the ecological perspective to inform the therapeutic relationship; are aware of how interpersonal	1. Demonstrate an ecological understanding of the transactional relationship between emotional/behavioral difficulties and social problems (poverty, crime, social injustice, racism, classism, sexism, homophobia, and transphobia) and

dynamics and cultural factors shape the therapeutic relationship; and use relational techniques to develop differential engagement skills accordingly. Clinical social workers value collaboration and thus recognize the importance of clients' input in the development of their treatment goals. Clinical social workers use their engagement process to help clients convey their thoughts and concerns within the therapeutic relationship as well as to other providers/ stakeholders.	incorporate this understanding into client engagement. Reflect upon the ways these aspects shape the manner in which one engages and works with the client. 2. Understand how members of oppressed groups- people of color, people with varying sexual orientation and gender identities, people with different abilities, people with severe and persistent mental illness- may require different methods of engagement. 3. Identify ways to enhance collaboration with clients and promote their empowerment, including seeking their input and feedback regarding the treatment process and fostering their capacity to provide feedback to other members of the treatment team.

Competency 7: Assess Individuals, Families and Groups	Competency 7: Behaviors
Clinical social workers understand the importance of the assessment process and recognize that it is ongoing and that it directly informs their interventions. Clinical social workers value holistic assessment and therefore use the bio-psycho-social-spiritual assessment process as well as analysis of clients' strengths and resiliencies, their coping skills, and their adaptation to traumatic and stressful life events in a full assessment. Practitioners of clinical social work understand how their personal experiences may impact the assessment process. Clinical social workers recognize the power of intergenerational family patterns on individuals and explain these to clients while avoiding deterministic approaches to identifying such patterns. When applicable, clinical social workers rely on the Diagnostic and Statistical Manual of Mental Disorders to enhance their assessment, to conduct differential diagnosis, and to communicate with other healthcare providers about clients' presenting problems and symptomatology. Clinical social workers elicit client feedback about their experience of the assessment process, reflect upon varied meanings of the assessment, and share these assessments with clients.	1. Demonstrate an ecological understanding of the transactional relationship between emotional/behavioral difficulties and social problems (poverty, crime, social injustice, racism, classism, sexism, homophobia, and transphobia) and incorporate this understanding into their assessments. 2. Select, modify and adapt, and evaluate clinical assessment tools and approaches depending on the needs and social characteristics of clients and current empirical evidence. 3. Assess how issues of privilege, social injustice, and inequities in access to resources play a role in client difficulties and how they affect the assessment process, including assisting the client in voicing concerns to the entire treatment team. 4. Reflect on their own issues of power and privilege and how they impact the therapeutic relationship.

Competency 8: Intervene with Individuals, Families and Groups	Competency 8: Behaviors
Clinical social workers select effective modalities for intervention based on the extant research as well as the client's cultural background. Clinical social work practitioners integrate their knowledge of various individual, family, and group psychotherapeutic modalities, as well as crisis intervention techniques and community wide referrals, to intervene effectively; demonstrate flexibility by tailoring	1. Select psychotherapeutic interventions based on critical knowledge of theory, research, and practice experience. 2. Exhibit flexibility by shifting perspectives and interventions to suit the needs of clients while recognizing the multi-faceted assessment drives the selection of appropriate interventions.

interventions to suit the needs of multiple client populations; and understand the effects of the social environment on client well-being. Clinical social workers therefore recognize the need to intervene on mezzo and macro levels. Practitioners in clinical social work critically select, apply, and evaluate best practices and evidence-informed interventions; they value collaboration with the client and other professionals to coordinate treatment plans. Clinical social workers maintain knowledge of the communities they serve in order to ensure that clients are connected with relevant services and resources in an effective manner, while eliciting client feedback about how the interventions are impacting the client.

3. Demonstrates an ecological understanding of the transactional relationship between emotional/ behavioral difficulties and social problems- poverty, crime, social inequality, institutional racism, sexism, religious and/or ideological bias, homophobia, and transphobia- and incorporate this understanding into their interventions.

4. Intervene effectively with individuals, families and groups, while eliciting client feedback and knowing when to modify approaches.

Competency 9: Evaluate Practice with Individuals, Families and Groups	Competency 9: Behaviors
Clinical social workers value empirically derived evaluation of practice and assure that it is an ongoing component of advanced practice with diverse individuals, families, groups, organizations and communities. Clinical social workers recognize the critical need to use client feedback to evaluate clinical processes and outcomes with diverse populations. Clinical social workers understand theories of human behavior and the social environment, the systematic effects of oppression and marginalization on the well-being of clients, and critically apply this knowledge in evaluating outcomes. Clinical social workers understand qualitative and quantitative methods for evaluating processes. Clinical social workers also recognize that evaluating practice means examining barriers to effective treatment including but not limited to countertransference, systems-and community-knowledge, and client satisfaction.	1. Select and use appropriate methods for evaluation of intervention outcomes; 2. Apply knowledge of human behavior and the social environment, person-in-environment, quantitative and qualitative methods, and other multidisciplinary theoretical frameworks in the evaluation of client and program outcomes; 3. Critically analyze, monitor, and evaluate interventions, clinical processes, outcomes, and clients satisfaction within a single case design; 4. Evaluate programs to assess their effectiveness in meeting client and community needs; 5. Apply social work ethics in evaluating their own practice; 6. Demonstrate culturally-responsive application when designing research projects or evaluation studies.

Competency 10: Integrate Professional Social Work Practice with their faith developed through understanding a Christian worldview	Competency 10: Behaviors
Through the personal transformation inspired by their comprehension of a Christian worldview, which increases self-acceptance and respect for others, graduates from the School of Social Work at Alliance University understand their purpose and the meaning of life as professional social workers and serve vulnerable populations with compassion and humility. In so doing, they recognize their own limits and strengths while practicing whole person self-care.	1. Demonstrate a clear understanding of their purpose and meaning of life as clinical social workers acknowledging the implications of Christian faith. 2. Demonstrate compassion in response to alleviate the suffering of vulnerable clients 3. Demonstrate servant leadership with humility as they influence, equip, and empower clients.

Specialization Level: Leadership in Organization & Communities (LOC)

Competency 1: Demonstrate Ethical and Professional Behavior	Competency 1: Behaviors
Social work practitioners are fully familiar with the NASW Code of Ethics (2017) and understand how that code applies to their specific professional endeavors and behaviors. They understand the role of an organizational and policy leader as an articulator of organizational and community values. They are fully aware of practices that may constitute a conflict of interest and how to avoid them and are proficient in managing their affective reactions and setting and maintaining boundaries in their relationships with clients, supervisees, supervisors, volunteers and contractors. They treat organizational employees and property with respect and are able to model ethical implications of current and emerging technologies within the larger organizational and policy context. They recognize how their personal values may enhance or hinder their ability to work effectively within the context of an organization and implement policies and procedures of that organization.	1. Use critical thinking to apply the NASW Code of Ethics (2017) to analyze ethical issues and engage in ethical decision-making in working in organizations and communities. 2. Manage competing priorities that emerge when working in organizations and communities. 3. Identify professional leadership strengths, limitations, challenges, and potential value-based biases and use supervision as one avenue to examine these characteristics. 4. Use electronic records and other emerging technologies ethically within organizations and communities, assuring confidentiality and informed consent.

Competency 2: Engage Diversity and Difference in Practice	Competency 2: Behaviors
Social work practitioners engaged in Organizational Leadership understand the importance of working to assure openness to and support of diversity and inclusiveness in all aspects of the organization or community they serve and in the policies they advocate and implement. Diversity referred to here includes, but is not limited to, race, ethnicity, gender, gender identity, age, religion, income or class status, culture, sexual orientation, and ideas and points of view. Practitioners of management and policy value the diversity that builds organizational and community strength and equal opportunity. They understand the structure of power and oppression and understand how organization and policy practices can help to ameliorate varying forms of inequality. They have insight into their own biases about certain groups and communities and can reflect on how these biases may affect their ability to carry out the organization's mission and goals.	1. Engage in leadership practices that value diversity and difference in organizational and community culture. 2. Promote the concepts of cultural competence, affirmative action, equal opportunity employment, and a workplace free from harassment and discrimination in organizations and communities. 3. Identify and eliminate organizational practices that reflect institutional racism, sexism, gender bias, disability bias, religious bias and other forms of discrimination.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Competency 3: Behaviors
Social work practitioners are committed to assuring that the work of the organization or community in which they practice, and the policies for which they advocate and implement, respect and advance the rights of all those served, all those employed therein, and all those impacted by that work. They are aware of major laws and court decisions that affect such rights in their work. They are knowledgeable about social inequalities, human rights violations, and other forms of oppression in the communities they serve and their root causes. Accordingly they are able to develop and implement policies and training to assure such rights are fully accepted and integrated into the organization and its culture. They have the skills to understand how policies may be amended to protect and further human rights and social,	1. Analyze ways in which power and privilege shape organizations and communities. 2. Engage in organizational and community processes that are participatory, inclusive, and empower those who have been marginalized or excluded. 3. Advocate for the development and implementation of organizational and community policies, funding, and/or programs that advance human rights and social, economic, and environmental justice.

economic, and environmental justice. Social workers engaged in organizations and communities practice reflect on their reactions to these injustices and discuss them with their colleagues and others in a professional manner.	

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	Competency 4: Behaviors
Social work practitioners in Organizations and Communities recognize the value of adapting evidence-informed programs and services for the organizations and community in which they practice. They also understand the value of using scientific evidence to inform the policies that they advocate and implement. They seek to achieve the best possible outcomes for those they serve and recognize that the most effective manner to achieve this end is to employ those services and programs that have demonstrated positive results as documented by research and evaluation conducted consistent with sound scientific methods. Social workers use research conducted by their staff or appropriate and qualified third parties on the programs and services provided by their organization or community in order to contribute to the body of knowledge relative to evidence-informed interventions. They have the skills and knowledge to identify qualified staff and third parties to conduct evaluations on the programs and services provided by their organization.	1. Engage in and/or support research that is participatory and inclusive of the people who make up organizations and communities and adheres to best practices. 2. Use evidence-informed research to promote policies, programs, and services within organizations and communities.

Competency 5: Engage in Policy Practice	Competency 5: Behaviors
Social work practitioners engaged in organizations and communities fully understand the process through which social welfare policy is developed, the underlying values and ideologies that guide policy choices, and the impacts that social welfare policies may have on individuals, families,	1. Identify and analyze policies, laws, rules, and governmental regulations that impact the organization, the community, and the financing and delivery of services. 2. Advocate for organizational policies

organizations, and communities. They recognize their roles and responsibilities in participating in policy development, implementation, and analysis. They engage in policy practice at the mezzo and macro level to promote equality, social justice, and human rights. They recognize how policies may enhance or limit disproportionality in life outcomes or status such as morbidity, mortality, poverty, incarceration and others. Social workers consistently reflect on the unintended consequences of policies and can develop strategies to address these consequences.	that positively impact the communities which they serve. 3. Promote policy development at the macro level that promotes social justice and human rights.

Competency 6: Engage with Organizations and Communities	Competency 6: Behaviors
Social work practitioners engaged in organizations and communities often work in leadership roles in organizations that deliver social welfare, healthcare, education, and human services or promote policy innovations in these areas. They understand the nature, process and value of community engagement in order to tailor the services provided to meet the needs and aspirations of the various communities served, to make those services culturally competent and accessible for community members; to promote participatory processes as appropriate; and, to foster a sense or partnership between the organizations and the communities served. They can identify the structure, composition and general membership characteristics of the client, geographic, political and professional communities in which they operate and engage with these communities. Social workers engaged in organizations and communities practice reflect on the reasons why they could and could not engage effectively with individuals, families, groups, organizations, and communities, and document the lessons learned, to ensure successful provisions of services in their future endeavors.	1. Identify and define an organization and/or community as a client system. 2. Promote organizational and community practices that affirm inclusion of members across levels including governance, management, staff, volunteers, and community members. 3. Participate as a leader in dialogue with key members in organizations and communities, obtaining stakeholder input and facilitating empowerment. 4. Create, sustain, and strengthen collaborative relationships that foster healthy organizations and communities.

Competency 7: Assess Organizations and Communities	Competency 7: Behaviors
Social work practitioners engaged in organizational community practice have developed the capacity to organize, manage and support efforts relative to assessing the needs of diverse individuals, families, groups, organizations and communities. They have the skills to develop and implement organizational, program and policy evaluations; and to create programs and strategic plans to meet the current and future needs of the populations served by the organizations, the organization itself and the communities that are impacted, given the rapid and ongoing growth and change in policy, finance, client demographics, use of technology and other factors.	1. Identify and assess organizational and/or community needs and assets in relationship to the environment. 2. Contribute to the development of shared goals and outcomes for practice with organizations and communities. 3. Contribute to the development and selection of strategies and interventions for practice with organizations and communities. 4. Engage in the assessment of programs in organizations and communities.

Competency 8: Intervene with Organizations and Communities	Competency 8: Behaviors
Social work practitioners engaged in organizations and communities design and manage the delivery of services and interventions targeted to individuals, families, groups, organizations and communities. This may involve recruiting and retaining an adequate workforce; securing and managing the necessary funds and resources to support clients, staff and management; assuring services are culturally competent; and exercising the initiative and leadership to build an organizational culture that recognizes and rewards professionalism along with policies and programs that further social justice.	1. Identify and support core management functions in the organizational context. 2. Apply the concepts, practices, and styles of organizational and community leadership to macro practice. 3. Contribute to the creation of a resource development strategy and identify diverse funding sources and other resources in the context of identified purpose and proposed outcomes. 4. Create, sustain, and strengthen programs and services that advance the needs and capacities of the community. 5. Utilize leadership skills to motivate board members, volunteers, and employees to fulfill their roles within organizations in accordance with organizational mission and goals.

Competency 9: Evaluate Practice with Organizations and Communities	Competency 9: Behaviors
Social work practitioners engaged in organizations and communities must understand the value, importance and methods of evaluation of interventions with individuals, families, groups, organizations and communities. They apply critical thinking to design craft and employ various methods and interpret results to enhance the quality and efficacy of the organization's programs and services. They are also knowledgeable as to the existence of evidence informed services and advocate for the use of these when appropriate. Social workers engaged in organizations and communities have the skills to evaluate practice with individuals, families, groups, organizations, and communities or identify qualified third parties	1. Apply critical thinking and best practices in research methods to evaluating work with organizations and communities, including program evaluation. 2. Translate and present evaluation data to stakeholders. 3. Utilize evaluation findings to develop and communicate an action plan for continuous improvement.

to do such evaluation. They can reflect on the processes used to collect and analyze evaluation data, including unexpected results, and can present these findings in a non-judgmental manner to board members and other constituents.	

Competency 10: Integrate Professional Social Work Practice with their faith developed through understanding a Christian worldview	Competency 10: Behaviors
Through the personal transformation inspired by their comprehension of a Christian worldview, which increases self-acceptance and respect for others, graduates from the School of Social Work at Alliance University understand their purpose and the meaning of life as professional social workers and serve vulnerable populations with compassion and humility. In doing so, they recognize their own limits and strengths while practicing whole person self-care.	1. Demonstrate a clear understanding of their purpose and meaning of life as social work leaders acknowledging the implications of Christian faith 2. Demonstrate leadership roles in moving organizations towards values of prevailing transparency and inclusiveness. 3. Demonstrate expertise in guiding community development toward the emergence of indigenous leadership where respect for all stories and voices prevails.

* The behaviors for competencies 1-9 for the specialization level in leadership in organizations and communities (LOCs) at Alliance University have been adapted from the specialization in Management and Policy (MAP) at Rutgers University and the specialization in Community Partnerships at Georgia State University.

1.9   Assessment Of Student Outcomes

The School of Social Work engages in yearly data collection activities for the purpose of program assessment and continuous program improvement. Students are asked to participate in these activities; some are connected to courses and some are not. Data is collected at both the generalist and specialization levels related to the demonstration of the social work competencies. At the end of the Program, data is collected concerning student experiences related to several aspects of the Program.

II.   ADMISSION TO THE MSW PROGRAM

2.1   Admission Criteria

The application package provides specific information regarding each of the following criteria:

1. A broad liberal arts background with a minimum of 27 hours including the following prerequisites:
    a. College Writing (3 credit hours)
    b. Statistics (3 credit hours)
    c. Biological Sciences (3 credit hours)
        i. Human Biology or any biology course covering anatomy and physiology that emphasizes the impact of organic, chemical, and body systems impairments on human behavior (3 credit hours)
    d. Sociology (3 credit hours)
    e. Psychology (3 credit hours)
    f. Humanities and/or History: philosophy, religion, arts, government, political science, economics,
       history, and literature (6 credit hours)
    g. These undergraduate requirements may be taken at any accredited college or university, including community colleges.
    h. All prerequisites for admission must be completed prior to beginning the second semester in the program.
2. These undergraduate requirements may be taken at any accredited college or university, including community colleges. All prerequisites for admission must be completed by the end of the first semester in the program. All offers of admission are conditional upon the successful completion of the undergraduate coursework.
3. Applicants to the 63-credit MSW program must meet the following general standards:
    a. Cumulative GPA of 2.75 on all undergraduate coursework OR
    b. Cumulative GPA of 3.00 on last 60 hours of undergraduate coursework, OR
    c. Candidates not meeting any of the GPA criteria above who have a cumulative undergraduate GPA of 2.50-2.74 may apply for admission on a provisional status.
4. Applicants to the 63-credit MSW program submit three letters of recommendation using the Professional/Academic Recommendation Form, completing the section regarding Right of Access. We require one reference from an academic source. We strongly suggest the other two be from an employer and a professional colleague or community associate. Do not ask friends or relatives.
5. Current resume
6. You will submit two essays of 700-800 words each. Please complete each essay as a Word document using 11 or 12-point type, Courier, Times Roman, or Calibri font.
    a. The first essay is a personal statement discussing your reasons for selecting social work as a profession and the MSW Program at Alliance University. Discuss how you will contribute to the Alliance University MSW Program.
    b. The second essay is an opportunity to demonstrate your ability to think critically.
7. Graduate credits will be considered in assessing your qualifications.

2.2   Applicants to the Advanced Standing Program

1. Applicants for the Advanced Standing program must have graduated from an undergraduate social work program accredited by the Council on Social Work Education within the last five years.
2. Applicants who graduated from an undergraduate social work program accredited by the Council on Social Work Education within the last seven years and have two years of human service work

during those seven years will be considered for the Advanced Standing program.
3. All offers of admission are conditional upon the successful completion of the undergraduate coursework.
4. Applicants for Advanced Standing must have a minimum grade point average of 3.0 on the last 60 upper division courses (including all Social Work courses and the four prerequisites).
5. For students applying to the Advanced Standing MSW Program, one of the letters of recommendation must be from an academic source, and one from either an employer or professional colleague or community associate.
6. Graduate credits will be considered in assessing your qualifications.
7. Current resume
8. You will submit two essays with a length of 800 words or more for each. Please complete each essay as a *Word* document, 11 or 12 point type, Times New Roman, Courier, or Calibri font.
    a. The first essay is a personal statement discussing your reasons for selecting social work as a profession and the Alliance University MSW Program
    b. The second essay is a case study analysis.

2.3 Admission Assessment

Assessment is made on the basis of the applicant's academic performance and background, social work and related work experience, personal qualifications, references, and indications of a commitment to the profession. Additionally, applicants should have interests or life experiences appropriate to the practice of professional social work.

2.3.1 Prerequisites for Admission

All prerequisites for admission must be completed prior to beginning the second semester in the program. All offers of admission are conditional upon the successful completion of the undergraduate coursework.

2.3.2 International Students

International applicants must submit a TOEFL or IELTS score when applying. Exemptions are:
1. English is the official language of the applicant's country
2. The applicant attended a US university for four semesters

Alliance University MSW program requires the following minimum score:

TOEFL (Test of English as a Foreign Language)
1. Internet-based Test (iBT): Minimum Score 98
2. Computer-based Test (CBT): Minimum Score 233
3. Paper-based Test (PBT): Minimum Score 577

Applicants submitting Paper-based Test scores only must submit the following individual scores:
1. TWE (Test of Written English): Minimum Score 4.0
2. TSE (Test of Spoken English): Minimum Score 4.0

IELTS Minimum Score (International English Language Testing System) = 7.0

2.3.3 Non-Degree Students

Eligible Students who wish to enroll as non-degree graduate students (not formally admitted to a graduate degree program) are required to complete a formal application for admission to the MSW Social Work Program. Non-degree students enroll in graduate classes noted below, by submitting a completed Non-Degree registration form to the Registrar's Office. Students in this status are eligible to schedule up to three graduate classes (9 credit hours), specifically *SWK 514 Human Behavior in the Social Environment I, SWK 534 Foundations of Social Justice: Diversity, Power & Oppression, and SWK 555 Social Welfare Policy and Services*.

Note: Students interested in the Advanced Standing Program must be admitted to the program prior to taking MSW courses.

2.4   Transfer of Graduate Credits

Under certain circumstances, students may receive a maximum of 29 credit hours for work completed not more than five years prior to first registering in a CSWE-accredited graduate school of social work and for which a grade of at least a "B" was received. No course, including any transfer course, may be counted toward a degree if it was completed more than 7 full calendar years prior to the date of graduation. Field credits do not transfer. All Field Education requirements must be completed as part of this MSW program.

Students must complete a minimum of 30 credits in the Alliance University School of Social Work to be eligible for the master's degree. Students currently or previously enrolled in another CSWE accredited masters of social work degree program who are seeking admission as a transfer student are required to submit the following materials:

1. A brief written statement describing the reasons why they are requesting the transfer
2. A copy of Field Education evaluations, if applicable
3. One of the three recommendations must be from a faculty member or Field Supervisor affiliated with the program.

2.4.1 Transfer of Elective Credits

The MSW Curriculum at Alliance University includes two elective courses (total of 6 units) in the Clinical Practice specialization and three elective courses (total of 9 units) in the Leadership in Organizations and Communities specialization. Students transferring from another graduate program may petition to have up to 6 units evaluated for possible elective credit. The course(s) must be relevant to the social work and must have been completed within five years of starting the MSW Program. Petitions must be submitted to the MSW Program for evaluation after acceptance. Due to the importance of Program compliance with CSWE accreditation standards, students may be asked to provide course syllabi to assess the relevance of course material. Once in the MSW Program, students must take elective courses at the university. Independent study may be taken in place of elective courses (*see section 2.5*).

2.5   Independent Study

Independent study enables students to enrich their MSW Program experience by pursuing learning in a closely supervised program and providing opportunity for individual investigation of subject areas not

covered in the regular course offerings. MSW students may receive credit for a maximum of six units of independent study (in place of elective courses) to be applied to the graduation requirement of 63 units (33 units for Advanced Standing). No more than 4 units may be applied toward one project. A maximum of 4 Independent Study units may be taken during one academic term.

Students wishing to pursue Independent Study should contact a social work faculty member to discuss the possibility of supervising the study. A proposal must then be drawn up by the student and approved by the supervising faculty member, chair, and dean of the department. The Independent Study form and Proposal must then be submitted to the MSW Program for all approving signatures and forwarded to the Registrar by the Last Day to Add or Drop Classes or Independent Studies (*see academic calendar*).

2.6   Provisional Admission

Regular Program applicants with a GPA of 2.50 to 2.74 on all undergraduate course work, but an otherwise strong application, may be admitted provisionally to the program.

Students admitted provisionally based on the GPA may take up to 9 hours their first semester; they are required to earn a "B" or better in all classes their first semester in the program. Students on provisional status are ineligible to participate in Field Education/placement, which may extend their masters academic career. Students are to verify their schedule with their Advisor. Provisional status will be reviewed after the posting of first semester grades, and once requirements are met, the student may begin to pursue Field Education and be fully admitted to the program.

2.7   Conditional Admission

Applicants who have not successfully completed the required liberal arts background may be admitted conditionally. Students found to have a deficiency in the area of liberal arts preparation will be required to take leveling courses to satisfy the requisite requirement prior to admission or before beginning their second semester in the program. Statistics may be taken on a Pass/Fail basis; all other prerequisite courses must be graded. Students may take these classes at any accredited university or college. The MSW Admission and Academic Review Committee reserves the right to request that students retake a liberal arts course in which a grade below a "C" was earned. Students must submit proof of successful completion of the course to be fully admitted to the program**.**

III.   ACADEMIC POLICIES AND PROCEDURES

3.1   Faculty Advising

Advising is an important element in the professional education of all students. It provides the opportunity for students to consult and interact with faculty outside the classroom to discuss any matters of concern or interest to the student. Each student is assigned a faculty advisor who will assist in planning a course of study as well as providing appropriate guidance or assistance. Faculty members maintain office hours for meeting with students and are available by email. Though advisors are available to consult with students about their schedule, ***it is ultimately the student's responsibility to ensure the correct courses have been completed to achieve progression into the specialization year and on to graduation.***

Students preparing to graduate are required to meet with their advisor to review their academic progress and confirm that all graduation requirements are fulfilled, ensuring a smooth graduation experience.

Students wishing to change advisors must make a written request to the MSW Program Director. Changes will require the signature of the "former" and "new" advisor. Students may request a change in advisor only once during matriculation at the College

Academic advisement is to be distinguished from the Field Liaison function. The Field Liaison monitors the student's Field education performance and evaluates that performance at the conclusion of each unit of Field education. They are also available to discuss issues related to Field education throughout the semester.

3.2   Faculty Office Hours

Faculty members post their office hours next to their office doors. The posted hours are the best times to reach faculty. However, faculty are often available at other times. All faculty members have voicemail, as well as email addresses. These are listed at the front of the handbook.

3.3   Class Attendance

As a professional preparatory program, the School of Social Work has a common attendance policy that balances the necessity of class attendance with the reality of illness and unexpected events. Absences beyond the allowable limit may, without extenuating circumstances, result in a 3% reduction in the course grade for each absence.

Allowable Absences
- Students are permitted one hour of absence (excused or unexcused) for each credit hour before grading penalties are imposed
- Chronic tardiness or leaving early will be counted as an absence.

3.3.1   Standard Software Requirement

A student will need the following at a minimum to participate in the program:
1. A Word Processing application
2. A Presentation making Application
3. Internet access
4. PDF reading Application

3.3.2   Electronic Devices in the Classroom

As part of ongoing efforts to ensure the safety of the campus community, Alliance University has implemented an emergency notification system that sends text and voice messages in the event of an emergency. **This does not give the student the right to accept personal calls during class time. All other cell telephones must be turned off prior to class except students "emergency on-call" with an employer or placement; this includes texting capabilities. Students may not leave class to make or receive calls. Use of laptops during class is at the discretion of the instructor.**

3.3.3 Campus Email Communication

Alliance University email is the university's official form of communication. Failure to check your campus email, errors in forwarding emails, and returned emails (from "full mailbox or unknown user" errors, for example), will not excuse a student from missing announcements or deadlines. **Please read your "@*nyack.edu"* campus email daily.**

3.4   Grading

The following are the grade equivalents in the MSW Program:

A	=	100% - 94%	C	=	77% - 73%
A-	=	93% - 90%	C-	=	72% - 70%
B+	=	89% - 88%	D+	=	69% - 68%
B	=	87% - 83%	D	=	67% - 63%
B-	=	82% - 80%	D-	=	62% - 60%
C+	=	79% - 78%	F	=	59% - 0%

Alliance University uses a 4-point grading system where points are assigned to letter grades so that "A" equals four points and a "D" equals one. Following is the quality point system employed in grading graduate courses:

A	4.00
B+	3.50
B	3.00
C+	2.50
C	2.00

Incomplete grades are given only under exceptional circumstances to students whose work in a course

has earned a C or better but who, because of illness or other circumstances beyond their control, have

been unable to complete all the course requirements. The "I" automatically becomes an "F" if

coursework is not completed prior to mid-semester of the next full semester for which the student is

enrolled or at the end of one calendar year, whichever is earlier.

3.4.1 Incompletes

In view of the high expectations of the MSW Program and the importance of sequenced course work over the course of the curriculum, the program will apply the following policy to determine when students may register for successive courses while carrying unresolved incompletes.
Students carrying two or more incompletes will not be permitted to enroll in additional courses in the MSW Program.

Students carrying an incomplete who wish to register for a higher-level course in the same sequence

(e.g., HB/SE, practice, research) must resolve the incomplete prior to the last day to register for the relevant semester. The same policy applies to courses with prerequisites.

3.4.2 Course Progression

All students in the regular program are expected to complete the generalist curriculum before entering the specialization curriculum.

Regular program students are allowed no more than 6 credits below a "B" in their program and are allowed to repeat only TWO courses (one course in the Generalist curriculum and one course in the specialization curriculum) to improve their grade point average. Advanced Standing students are allowed no more than one course below a "B" in their program and are allowed to repeat only ONE course to improve their grade point average. Students who have utilized their repeat allowances and then go on to earn a grade below a "B" will be dismissed from the program. A grade of "D" or "F" <u>must</u> be repeated in accordance with the course repeat policy.

3.4.3 Time Limitations

All work applied to a master's degree, including transfer credits, must be completed within seven calendar years after the date on which the first course meeting degree requirements was completed. Any
course completed more than seven years prior to the final completion date of all graduation requirements cannot be used toward graduation.

All grades earned, however, will be used in figuring grade point averages regardless of when the work was completed. The grades from all transfer courses will be included in the GPA calculated for admission or readmission, and the grades from all Alliance University MSW courses will be included in the
GPA calculated toward graduation.

3.4.4 Life Experience

Credit will **not** be granted for life experience or previous work experience.

3.5 Drop/Add and Withdrawal

During the first weeks of the semester, schedule adjustment period, students may drop or add courses, depending on the availability of space. "Drop" and "Add" forms are available at the Registrar's Office. Students may withdraw from a course through the seventh week by filling out a Drop Form. A grade of W will be recorded for courses from which students have withdrawn. After the eighth week a student cannot withdraw from a single course but must withdraw from the College if they cannot complete the semester. In such withdrawals, a grade of WP or WF is recorded on the transcript depending upon the student's performance at the time of withdrawal. If a student does not follow the procedures outlined to drop or withdraw from a course, an F grade will be recorded.

3.6 Change of Specialization

Once a student is enrolled and placed, changes in one's specialization (e.g. *Clinical Social Work Practice* or *Leadership in Organizations & Communities)* can be considered only after consultation with the faculty advisor, the MSW Program Director, and the Director of Field Education. Approval must be obtained from the MSW Program Director. Since field placement assignments are offered to

provide students maximum practice in a method specialization, a change may require a change of field placement as well as an extension of time and may cause disruption to a student's program of study.

3.7   Leave of Absence/Program on Hold

Students who, because of extenuating circumstances, are unable to pursue their graduate program may request a leave of absence for a maximum of one calendar year. Such circumstances may include medical reasons, military obligation, family emergencies, or hardship. The procedure for an approved leave of absence requires that students submit a request, along with appropriate documentation, prior to the term for which the leave is requested. The Dean of the School of Social Work, upon recommendation of the student's adviser and MSW program Director, will review the request. If the request for a leave is granted, the time limit for completion of the student's program will be extended appropriately. Students on an approved leave of absence are exempt from paying the continuing enrollment fee. Graduate students who do not return from a leave of absence in the allotted time frame will have their degree status discontinued.

IV. STUDENT SUPPORT

4.1 Social Work Student Organization

The Social Work Organization (SWO), an official undergraduate club of Alliance University, provides students with opportunities to get involved with important social issues, to foster an integration of faith & spirituality and enhance interaction between students, faculty, and administrators in the School of Social Work. The SWO coordinates fundraising events, organizes volunteer activities, hosts special events with guest speakers, and sponsors social activities of interest to students.

1. To enhance the professional development of social work students;
2. To work with faculty in developing and reviewing the curriculum;
3. To provide community service to local social service organizations, and to the Alliance University campus;
4. To increase visibility of the social work profession and the Alliance University Social Work Student Organization;
5. To serve as a social outlet and to provide opportunities for interaction among social work students;
6. To integrate Christian perspectives within social work practice.

The student Social Work Organization (SWO) elects its own officers, decides the type of meetings it will hold, and determines which service project(s) it will conduct during the year. A member of the social work faculty attends these meetings and serves as faculty advisor for SWO. *MSW students are invited to participate in events and activities of the SWO*.

4.2 MSW Roundtable

The MSW Roundtable is an opportunity for MSW students to meet with the Program Director and other faculty to share their experiences in the MSW program. These opportunities occur as scheduled face to face and/or virtual group sessions once or twice a semester.

Students are notified, via email, of the Roundtable schedule at the beginning of each semester.

4.3 Alliance University Information Commons

Alliance University's student experience is supported by various platforms. The Information Commons (IC) is a website that is designed to provide solutions for; research, writing, tutoring, e360, and basic technology support. This includes but is not limited to; the Library, the Writing Center and our course site Edvance360 (e360/Alliance University online). For additional information and access to the Information Commons please visit the web page: https://www.nyack.edu/ic/

For a student to participate in the program, you will need access to the following:
● Internet access
● A Word Processing application
● A Presentation making application
● PDF reading application

For best display and loading of online course materials it is recommended to use either Chrome or Firefox as your primary internet browser.

4.4   Alliance University Counseling Services

Alliance University Student Counselors are competent and compassionate, integrating faith with practice to help address emotional and social needs. Professional counseling is confidential and offered to current students, free of charge. Together, we will walk and work with you through the questions and barriers that may be interfering with educational, career, personal, or ministry goals. For more current information about our counseling services please visit: https://www.nyack.edu/site/counseling-services/

4.4   Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Social Work Department. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation to provide equal opportunity to meet academic criteria for professional behavior and scholastic performance.

The Office of Student Disability Support Services operates from the Office of Student Affairs. Students with appropriately documented learning or physical disabilities may request and receive reasonable accommodations and services by meeting with appropriate staff, providing up-to-date documentation, and participating in intake/counseling sessions. To facilitate efficient processing of requests it is requested that documentation be provided at least four weeks prior to the beginning of the academic session in which accommodations are being requested. For more current information about student accommodations, aides and/or services related to a disability, students may visit the Alliance University Disability Support Services web page: https://www.nyack.edu/site/disability-support-services/

4.5   Council on Social Work Educational Policy and Accreditation Statement

Please see *Appendix B* of this Handbook for a statement on and the link to the CSWE website.

4.6   Employment Resources

The MSW Program does not guarantee the securing of employment for its graduates, but actively seeks to secure information on openings for graduates to investigate. Information on job openings and other educational opportunities will be emailed to students and alumni.

4.7   Alumni

The MSW Program strives for ongoing communication with alumni. Please inform us of changes in contact information, new employment, educational achievements, LCSW licensure, etc. Information on job opportunities and other professional development updates will be emailed to graduates.

4.8   Getting Licensed After Graduation

People employed as professional social workers in New York must obtain a New York State license: Licensed Master Social Worker (LMSW). To be licensed as an LMSW in New York State you must: be at least 21 years old, be of good moral character, meet education (completing the MSW degree) and examination requirements and complete the child abuse reporting training provided by the School or another approved provider. More information on the requirements is available from the NY State Education Department http://www.op.nysed.gov/prof/sw/lmsw.htm

After graduation, students submit the necessary application and fees to the New York State Education Department. Students may receive applications and information about the licensing exam from the ASWB website at www.aswb.org. There is also a candidate handbook available. LMSW forms for New

York State licensure can also be found online at http://www.op.nysed.gov/prof/sw/lmswforms.htm .

An informational meeting about licensure, the exam, and future qualification for insurance reimbursement status in the spring. Sessions on "test taking strategies" are held for all graduating students.

Questions about licensure, the exam, and the school's offerings in preparation for the exam may be addressed to the Director of the MSW Program, Dr. Stacey Barker: 646.378.6100 x7745 - stacey.barker@nyack.edu

After attaining the New York LMSW licensure, some students may also wish to pursue the LCSW credential, and should contact the New York State Education Department Office of the Professions for more information at the website provided in the first paragraph of this section.

The NYC National Association of Social Workers is a good source for up to the minute information and additional preparation workshops for licensing. Their website is http://www.naswnyc.org/. Student members will want to access their members' only section on licensing: https://www.socialworkers.org/Membership

The State makes the final determination regarding what does and does not qualify as acceptable clinical coursework required for the LCSW. Please check the course list with the Office of Student Affairs prior to registration.

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SECTION II

Students Academic & Professional Standards and Policies & Procedures For Performance Review

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1.   Background

The School of Social Work at Alliance University has established this policy regarding professional standards for program admission, matriculation, graduation and adopted procedures for addressing standards of ethical and professional behavior for students. The policy and procedures identify student responsibilities and rights in conjunction with standards of fairness, privacy, and due process. They are derived, in part, from the standards of conduct adopted by the Council on Social Work Education (CSWE), the National Association of Social Work (NASW) at both the national and state levels.

As noted above, educating in ethical and professional behavior is integral to the education of students and violations of this Policy will be considered as academic issues. Failure to meet ethical and professional behavior standards will result in action up to, and possibly including, program dismissal, referral to Dean of the School of Social Work and/or dismissal from the University and may jeopardize advancement and/or graduation. This Policy and its related procedures shall govern academic and professional behavior of the students at the Alliance University School of Social Work.

1.2   Philosophy of Discipline of Alliance University

The Alliance University disciplinary process is designed for students to tell their stories and have accountability for their actions. The desired outcome is intended and designed to be redemptive and restorative. The student will always be empowered to make the best choices. The process of discipline at Alliance University is designed to help students connect (or reconnect) to God's vision for their lives. The faculty, staff, and administration involved in the process of discipline are committed to coming alongside students as they are learning to walk in the ways of Jesus. While enrolled in Alliance University, each student is responsible for knowing and adhering to all Community Lifestyle Expectations as set forth in the undergraduate student handbook. A committee of Alliance University faculty and staff will periodically review student's commitment to the Community Ethos. If a student is found to lack commitment to the Community Ethos, the committee reserves the right to revoke a student's registration. (*Excerpted from 2017-2018 Alliance University Student Handbook)*

1.3   Objective

The objective of this document is to articulate the academic importance of the ethical and professional behavior of students within the School of Social Work. This document serves to provide students, faculty, field instructors and staff with clearly articulated expectations and policies regarding student's ethical and professional behavior. As noted within this document, the School of Social Work has the authority and responsibility to act on concerns regarding the ethical and professional behavior of students. Refer to the Alliance University Student Handbook for the procedures for managing and addressing student ethical and professional behavior and assurances that the standards are implemented, and are consistent with principles of fairness, privacy, and due process.

1.4   Scope

All Students are expected to demonstrate high standards of ethical and professional behavior in all educational and field instruction settings including, but not limited to:

1. Classroom-based milieu (e.g., classrooms, lecture halls, laboratories, online and technology-based classes);
2. Professional and field instruction sites that are part of the learning program (e.g., hospitals, mental health clinics, community health centers, schools, Departments of Social Services, correctional facilities, substance abuse treatment programs, etc.);
3. Other settings not part of the formal learning program but contribute to the learning process (e.g., student-run special interest group meetings and activities, clubs and governance structures, interactions with SWK and non-SWK Professional Program administrators, faculty and staff of the University, or any other member of the campus community); and off-Campus settings as described below.
4. This Policy is intended to guide the ethical and professional behavior of students studying in the program. It is not intended for the School of Social Work to directly guide or address behavior that is a part of a student's private life, but such behavior may come to the attention of Alliance University in several ways and become the focus of a Policy investigation or charge.
5. Conduct may be reported to a member of the faculty or administration from a variety of sources that raises concern about the student's capacity to continue his or her studies. If such reported conduct raises a concern about the safety of the student or the safety of others that the student may have contact with at the institution or includes behavior that could indicate an issue with judgment or moral, ethical, or personal values that would preclude satisfactory functioning in the chosen discipline, an inquiry may be conducted and action taken on the basis of the information gathered.
6. If a student is charged with an offense in the civil justice system and the University becomes aware of and verifies this circumstance through self-report of the student or a reliable, verified source, the University, in its sole discretion, will promptly pursue an investigation and institute commensurate academic and/or student judicial disciplinary action; not limited to any final adjudication of the civil court proceeding. The College will complete this due process regardless of whether the student withdraws from the program, the College and/or fails to participate in the process.
7. If a student is charged with a criminal offense, he or she is obligated to report this to their department chair or program director immediately. If a matriculating student has been charged with a criminal offense between the time he/she submitted an application and the time he/she arrives at school, or at any time while a student at Alliance University, he/she must inform the department chair or program director of the charges before the first day of classes. If the College later discovers that a student withheld disclosure of a criminal charge, he/she may be subject to immediate program dismissal. The College, in its sole discretion, will promptly pursue an investigation and institute commensurate academic and/or student judicial disciplinary action simultaneous with or in advance of any final adjudication of the criminal court proceeding. The College will complete this due process regardless of whether the student withdraws from the program, the College and/or fails to participate in the process. This is consistent with the obligation of the College and its professional programs to ensure the safety of clients and others.
8. Students are expected to hold themselves to the highest standards of ethical and professional conduct at all times. As part of their education and educating, these students must begin to practice behavior that they will uphold for the rest of their professional lives.

1.5.   Student Responsibility To Be Informed

Students are responsible for knowing and adhering to the policies and procedures in this Handbook as well as the Alliance University Timetable (available at the Registrar).

All students should take care to check the bulletin boards of the School of Social Work for materials such as school events and announcements, information about concentrations, and field placement planning.

Also students are expected to check their email accounts regularly for official university announcements distributed by way of the Social Work Department student announcement system.

Important materials will often be distributed in class. Students who miss classes are responsible for determining what occurred on the days missed and for taking the initiative to obtain distributed materials.

2.   Academic Standards, Probation and Dismissal

2.1   Academic Performance Criteria

To remain in good academic standing in the social work program, students must maintain a minimum, cumulative GPA of 2.5 for BSSW students and 3.0 for MSW students.

2.2   Academic Probation and Dismissal

Students whose cumulative average falls below the standard will be placed on academic probation for a maximum of one calendar year and allowed nine credit hours per semester, which includes one repeated course, to return their grade point average to the standard. The program director may reduce the number of credit hours after reviewing the case

During probation, students are dismissed if they do not improve their grade point average following each term they complete a class or it is determined they cannot return their grade point average to the standard by the conclusion of the nine semester credit hours or one calendar year. All students who return their grade point average to standard during the probationary period will be returned to good academic standing. Students in the graduate program will be informed of probationary status or dismissal by the school Dean or Graduate Program Director. For undergraduate students, Academic Probation and Dismissal status are determined by the Registrar's office and notices are issued by the Provost office via email / Campus Nexxus.

2.3   Academic Dismissal Appeal

Please refer to the Formal Grievance Procedures policy found in section 5.2 in the following pages of this handbook.

2.4   Academic Misconduct & Dishonesty

The Alliance University School of Social Work defines academic dishonesty to include, but not to be limited to:

- Submitting all or part of a written assignment prepared for one class as original work for any other class without prior knowledge and permission of the instructor.
- Knowingly presenting case materials details or representations that are not true.
- Plagiarism: is defined as "the act of "literary theft," when the work of another is misrepresented as the original work of the Alliance University student, this may be done intentionally or unintentionally. When excerpts, thoughts, writings, or statements of others are used in papers, essays, or other projects, they must be acknowledged through footnotes, bibliography and other accepted MLA or APA practices and standards.
- Cheating: Intentionally using or attempting to use unauthorized materials, information, people, or study aids in any academic exercise or providing to, or receiving from, another person any kind of unauthorized assistance on any examination or assignment.
- Fabricating: Knowing or unauthorized falsification, reproduction, lack of attribution, or invention of any information or citation in an academic exercise.
- Offering bribes, favors, or treats: bribing or attempting to bribe or promising favors to or making threats against any person with the intention of affecting a record of a grade or evaluation of academic performance and any conspiracy with another person who then takes, or attempts to take, action on behalf of, or at the direction of, the student.
- Grade tampering: any unauthorized attempt to change, actual change of, or alteration of grades or any tampering with grades.

2.5   Plagiarism – Levels and Consequences

Level One: Minimal Plagiarism
- The university recognizes that there is often no student intent to misrepresent borrowed material as one's own, but he/she has simply been careless in complying with acceptable presentation and reference conventions. In this case, assignments will be returned to students who will be advised by their professors to rewrite assignments in acceptable form. No grade will be assigned until the professor is satisfied that the student has made adequate revisions meeting APA standards.

Level Two: Substantial Plagiarism
- Substantial plagiarism exists where the writer gives no recognition to sources from which substantial material such as phrases, sentences or even ideas are drawn. The minimum penalty for this offense is the rewriting of the paper, and a one-letter grade reduction being given to the offending work. Maximum penalty is failure of the course.

<u>Level Three: Complete Plagiarism</u>
- Complete plagiarism exists when significant and/or substantial material, such as a paragraph, page, or an entire work, is copied from an author or composed by another person, and presented as original work. A failing grade for the course is automatically given. The professor will write a reprimand, a copy of which will be kept in the student's file. A repeat offense may result in suspension or expulsion from the university.
- A second offense while a student in the Alliance University School of Social Work Program will automatically result in a grade of an F for the course and dismissal from the program for a minimum of one (1) year. Readmission to the program is by application only and is not guaranteed.

*See **5.5 Policy on Academic Standing & Program Readmission for further details**.*

3.   Student Professional Performance Standards

In conjunction with our mission and philosophy to provide quality professional education and to ensure that our graduates are able to function in a broad variety of professional situations, the School of Social Work evaluates the functional abilities and performance of all students. Certain functional abilities are essential for the delivery of safe, effective social work practice. Therefore, the faculty has determined that the following professional standards and technical skills are requisite for admission, progression, and graduation from the School of Social Work. Students and prospective students must certify that they understand and are able to meet and maintain these standards with or without reasonable accommodation, aides and/or services related to a disability. A student unable to perform these professional standards may not be admissible or may be subject to a hearing to review whether the student may continue to matriculate in the social work program. Any student or prospective student who is concerned about his/her ability to meet any of the professional standards described herein should contact the Program Director as soon as possible and at any time during the admissions or matriculation process.

3.1   Student Ethical and Professional Performance Standards

To be admitted and to maintain enrollment in the Social Work Program students must possess:

3.1.1 Physical Performance
1. Exhibit physical capacity to attend and actively engage in class and practicum placement including motor and sensory skills to meet the requirements of the course with or without assistive devices.

3.1.2 Cognitive Performance
2. Demonstrate accurate knowledge of the field of social work as a profession.
3. Demonstrate clarity of thinking to process information and appropriately apply it to situations in classroom and field settings.
4. Demonstrate grounding in the relevant disciplines of social, behavioral and biological sciences, which include knowledge and skills in effective relationship building.
5. Exhibit the ability to conceptualize and integrate knowledge and appropriately apply that knowledge to professional practice.

3.1.3 Emotional Maturity and Mental Health Performance

6. Uses sound judgment. Seeks and effectively uses help for medical and emotional problems that interfere with scholastic and professional performance. Provide evidence that appropriate counseling or help with personal problems, psychosocial distress, substance abuse or mental health difficulties has been obtained. No student will be allowed to continue if personal situations:
    - compromise scholastic and/or other performance
    - interfere with professional judgment and behavior or
    - jeopardize the best interests of those to whom the student has a professional responsibility

7. Deal with emotional stress of one's own by exercising effective self-care or stress management strategy and prioritizing responsibilities.
8. Demonstrates ability to assess own strengths, limitations, and suitability for professional practice
9. Exhibit knowledge of how one's values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships
10. Use self-disclosure appropriately

3.1.4 Communication Performance

11. Use oral and written skills to communicate in ways that are respectful, safe, and protect the privacy of students, faculty, staff, clients, and other professionals.

Written communication skills:

a. Write clearly, professionally, and use correct grammar and spelling in all communication to complete adequately all written assignments, as specified by faculty and field Instructors
b. Apply appropriate writing style, including current American Psychological Association (APA) referencing, appropriate source citation, and documentation.
c. Demonstrate sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty or field supervisors.

Oral communication skills:

a. Communicate effectively and sensitively with other students, faculty, staff, clients, and professionals.
b. Express ideas and feelings clearly.
c. Communicate in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty or field supervisors.

12. Exhibit willingness and an ability to listen to others.

3.1.5 Interpersonal, Ethical and Behavioral Performances

13. Establish and develop constructive relationships with those involved in one's learning process with but not limited to clients, field instructors, or faculty members.
14. Demonstrate interpersonal skills to relate effectively to others including empathy & positive attitude.
15. Conduct oneself in a way that characterizes honesty, integrity, compassion, humility, and patience.
16. Demonstration of respect for and consideration of others, including those different from oneself

17. Maintain Professional boundaries
18. Demonstrate responsible and accountable behavior evidenced, for example by:
    a. Knowing and practicing within the scope of social work,
    b. Adhering to the School of Social Work Attendance Policy
    c. Being punctual and dependable
    d. Coming to class prepared (readings and assignments completed)
    e. Actively engaging in class discussions and activities
    f. Completing all assignments on time and to university level standards
    g. Keeping appointments or making timely appropriate alternative arrangements.
19. Use sound judgment to enact prudently upon encountered situations.
20. Be adaptable to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many clients.
21. Comply with program policies, agency policies, institutional policies, professional ethical standards, and societal laws in classrooms, fields, and communities.
22. Work effectively with others, regardless of the level of authority.
23. Make appropriate effort toward self-improvement.
24. Be receptive to feedback and supervision in a constructive manner, as well as use such feedback to enhance professional development/performance.
25. Take appropriate responsibility for your own actions and consider the impact of these actions on others.
26. Demonstrate ethical behavior, including a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Codes of Ethics for Social Work Board of Examiners in relevant jurisdictions. Ethical behaviors include:
    a. Maintaining and safeguarding the confidentiality of client information, records, and communications
    b. No history of charges and/or convictions of an offense that is contrary to professional practice.
    c. Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, gender, class, race, religion, sexuality, and/or cultural values on clients.
    d. Demonstration of honesty and integrity by being truthful about background, experiences and qualifications; doing one's own work; and giving credit for the ideas of others.
    e. Demonstration of clear, appropriate and culturally sensitive boundaries.
    f. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.
    g. Commit to the essential values of social work that include the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).
    h. Reflect a professional manner in appearance, dress, and demeanor in all academic and professional settings.

All candidates for selection to Alliance University School of Social Work are required to verify they understand and can meet these professional standards with or without reasonable accommodations, aides and/or services.

Statement above is documented as Student Professional Performance Standards Agreement (Appendix G) for students to sign at the start of matriculation.

4.   Academic and Professional Performance Review

In preparing students for professional practice, the social work faculty takes responsibility for promoting the standards of the social work profession by continuously monitoring student academic and professional performance and addressing concerns with the student through advising and grading. In addition to academic performance, students are required to demonstrate Professional Performance Skills necessary for work with clients and professional practice. Students may be evaluated for academic and professional development during each social work course through written evaluation indicating their progress in each developmental area. Students who do not meet expectations for academic or professional performance must meet with the instructor to develop a plan to address problem areas (Level 1 of the Three Levels of Review). If the student continues to exhibit performance problems, the appropriate Level of Review will commence. Students should be aware that the Academic and Professional Performance Review and the *Professional Standards Improvement Form* will provide documentation that will be used to prompt a level review and/or develop professional references (i.e. employment, graduate school, field placement).

4.1   Evidence of Meeting Academic and Professional Performance Criteria

The evidence of meeting academic and professional performance criteria in the School of Social Work Program may include but is *not limited* to any of the following:

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences
- Feedback from agency-based Field Supervisors
- Observation of classroom, volunteer, or field behaviors
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
- Student's personal statements or self-assessments
- Interviews with faculty or other professionals
- Taped interview situations (audio or video)
- Feedback from students, faculty, staff, or helping professionals
- Feedback from faculty in other social work programs that students may have attended

4.2   Policies & Procedures for Academic and Professional Performance Review

Three levels of review can occur at the School of Social Work in reviewing student's academic and professional performance. These are not necessarily linked. The level is determined by the nature and seriousness of the behavior.

Information disclosed during student meetings with faculty, Program Director, or School of Social Work administrators will not be kept confidential if the information raises concerns about academic and professional performance. Faculty and/or the Program Director will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow university procedures related to student performance issues.

4.3   Policy on Review, Probation, & Dismissal or Termination

Any of the following circumstances may result in a student review (Level 1, 2, or 3):

1. Failure to meet any of the Policy and Procedures Concerning Professional Performance Standards for Admission, Academic Matriculation, and Graduation in the Program.
2. Failure to meet or maintain academic requirements as stated under Academic Performance Criteria.
3. Dismissal from a field placement will generally result in a Level 3 review.
4. Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student.
5. Any threat or attempt to harm oneself or someone else.
6. Commission of a criminal act during the course of study or prior to admission.
7. Failure to report the commission of a criminal act during the course of study or prior to admission
8. Consistent pattern of unprofessional behavior, that includes, but not limited to
   - Inability to establish and maintain positive, professional relations with clients, field instructors, or classroom instructors.
   - Inability to perform professional tasks due to personal problems.
   - Inability to accept constructive feedback from field or classroom instructors.
   - Repeated failure to be at field agencies in a timely manner.
   - Chronic, unjustified lateness in meeting deadlines for field or classroom work.

Being reviewed and/or sanctioned by Student Affairs.

Documented chemical dependence or use of illegal substances during one's course of study will.

Evidence of psychiatric or emotional difficulties that, in the professional judgment of the program faculty interfere with the student's ability to perform academically, or to a satisfactory level in the field practicum.

4.4   Procedures for Handling Charges of Incompetence or Unethical Behavior

In the event a student displays behavior that indicates either professional incompetence or ethical misbehavior, the following procedures are used:
1. The field instructor, classroom instructor, advisor, or other person bringing the complaint is to submit a written statement to the Program Director explaining the nature of the complaint and the evidence for it. The Program Director will provide notification to the student that a complaint has been lodged and that a meeting will be convened to discuss it. A copy of the written complaint will be provided to the student.
2. Within 10 (ten) days of receiving the complaint, the Program Director will convene a meeting of the principals involved to discuss the complaint and to gather information. The student may submit a

written response to the Program Director. The Program Director will make a determination as to whether or not the facts of the situation support the complaint and warrant further action.

3. Within five (5) working days of the above meeting, the Program Director will provide the student and the party submitting the complaint a written response indicating whether there is a basis or not for proceeding with the complaint.
4. Within ten (10) days, the Program Director will decide whether or not to appoint a Social Work Professional Review committee to consider the matter. If appointed, the sole purpose of the committee will be to gather information and to provide advice to the Program Director about the matter. The committee will be composed of the following personnel to be appointed by the Program Director: a faculty chairperson, two faculty members from the School of Social Work and a student member nominated to the Program Director by the President of the Social Work Student Association. The committee will meet with the principals to gather evidence and consider the matter. This meeting will

    occur within ten (10) days of the committee's appointment. The committee will make a recommendation to the Program Director regarding the validity of the complaint and what sanctions, if any, are to be applied. The sanctions can include, but are not limited to, a warning to the student, placement on probation status with terms of the probation specified in writing, or dismissal from the Program.
5. Within ten (10) days of receiving the recommendation from the Social Work Professional Review Committee, the Program Director will report the recommendations to the Dean of the School of Social Work. The Dean will review the written record and make a decision regarding the validity of the complaint and what sanctions, if any, are to be applied.
6. All appeals are to be reported to the Vice President for Academic Affairs.

4.4.1   The Three (3) Levels of Review

Level 1 – Student/Instructor Consultation
A Level 1 review involves a faculty member who initiates the review with a student. When a faculty member has concerns about a student enrolled in the social work program meeting any of the program requirements, whether related to behavior or scholastic performance, that faculty member will: ▪ Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties. ▪ Apprise the Program Director and Director of Field Education of the concerns in order to identify potential patterns and issues related to the student. ▪ Document dates and content of meetings with students via the Professional Performance Progress Review and/or the Professional Standards Violation Form and/or a note in the student's file. If a problem arises in the field, the agency-based Field Supervisor will discuss concerns directly with the student and with the Field Liaison. It is the responsibility of the Field Liaison to apprise the appropriate coordinator or director of the concerns. In many instances, meetings between faculty and students resolve the concerns and do not necessarily lead to further reviews, pursuant to this section.
Level 2 – Student/Program Performance Review

A Level 2 review involves the initiating faculty member, student, Site Coordinator (if applicable) and relevant Program Director(s). Faculty member(s) and Program Director(s) will meet with the student when the student is not meeting or following program or College standards, policies, and procedures or when concerns have not been resolved at Level 1. If a problem arises in the field, the agency-based Field Supervisor, Field Liaison, Site Coordinator and/or Director of Field Education may participate in a review with the student.

The Program Director will determine the nature of the concern and gather sufficient information to develop a plan to address that concern, if one is needed. No further action may be required, or the student may be asked, in writing, to modify his or her behavior and/or seek appropriate help. This process is designed to assist students in dealing with identified concerns that have an impact on their performance.

In some cases, the appropriate Director may assess the nature of these concerns with the concerned faculty and Department Chair to decide if it is necessary to conduct a more comprehensive review, pursuant to Level 3.

Level 3 – Student/Program Performance Review

A Level 3 review involves the student, initiating faculty member, field supervisor (if applicable), Site Coordinator (if applicable), Program Director(s), and faculty who have had direct experience with the student in the classroom or field. A minor will be accompanied by their guardian. Generally, this level review is called when a serious problem is identified with a student, or when the issues are serious enough to require formal consultation with other faculty and the student, or when a student is dismissed from a field placement.

A Level 3 review may be conducted when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors); or when the student is at risk for dismissal from the program.

When a Level 3 review is called, the Program Director will convene a meeting with the appropriate parties and the student to gather information, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its remediation. Appropriate parties to be involved in the review will include but are not limited to those who have direct knowledge of and experience with the student. The student will be notified via Alliance University email of the concerns and meeting date, with sufficient time to prepare for and attend the meeting. In rare cases, a student may be instructed not to attend their field placement or classes until a meeting can be held.

Typically, after all parties are introduced, the Program Director explains the nature of the meeting and possible outcomes. The process begins with defining the problem and any previous attempts at remedying the problem. All parties, including the student, are involved in gathering the information necessary to arrive at a reasonable conclusion.

Once a comprehensive understanding has been reached, the student and non-Social Work faculty are excused from the meeting. The School of Social Work Department representatives then confer and arrive at a recommended plan of action.

Following the meeting, the Program Director will consult with the Dean of the School of Social Work to discuss the problem situation and share the recommended plan of action regarding the student. Following this consultation, the Program Director will inform the student of the decision(s), which can include one or more of the following actions listed under the next section.

4.4.2   Possible Outcome(s) of the Review

A. Continue the student in the program with no conditions

In these situations, the concern has been addressed and no further action by the student or program is required.

B. Establish formal conditions for the student's continuance in the program.

In these situations, specific conditions must be met in order for the student to remain in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; suspending the student for a stated period of time with criteria to return to active status to be defined; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry into the field practicum; or other conditions appropriate to the situation.

C. Consult with and/or refer to the Office of the Vice President for Student Affairs.

In some instances, depending on the nature of the problem, the Office of the Vice President for Student Affairs may be consulted. If a referral is made to that Office after consultation, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations which may result in referral to the Office of the Vice President for Student Affairs include hazing, racial or sexual harassment, possession or use of firearms or other weapons on College property, damage or destruction of College property, conduct that endangers the health or safety of any College student, employee, or campus visitor, or other violations of the Student Code of Conduct.

D. Dismiss the student from the program

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In some situations, the student will be dismissed from the social work program. The student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may re-apply.

In any Level 3 review, there must be adequate documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempt has been made to ameliorate, where appropriate. Students will be notified of the decision in writing, as soon as feasible, generally within ten (10) calendar days of the review. It is the responsibility of the Program Director to communicate the decision to the student.

5.   Grievance Procedures to Resolve Complaints

5.1   Informal Grievance Procedures

1. Students are expected to resolve complaints informally by discussing them with the individual about whose decision the student is complaining, recalling the words of Jesus in Matthew 18:15-16**. (Please review scripture)**

2. If a satisfactory resolution of the complaint is not obtained, students are expected to appeal promptly to the Program Director. Informal efforts to resolve the complaint must occur within thirty (30) day period.

5.2   Formal Grievance Procedures

If informal appeals do not result in resolution of the matter, a formal complaint may be made in writing to the Program Director.

1. A written statement must contain a description of the grounds for the complaint, when the action contested took place, a specification of the remedy sought, and a description of the efforts to resolve the complaint informally.
   a. This request must be made to the Program Director within two (2) weeks upon completion of the informal appeals.
2. The Program Director will inform the relevant individual that a grievance has been filed by a student and provide a copy of the grievance.
3. Within ten (10) days of receiving the written grievance the Program Director will convene a meeting of the student, the person against whom the grievance has been filed and other persons who the Program Director determines can assist in providing useful information necessary to a consideration of the grievance. At the meeting the Program Director will seek to achieve a resolution of the grievance among the parties involved.
4. If parties cannot arrive at a mutual resolution, the Program Director must render a written decision on the grievance within fourteen (14) days since the grievance was received.
5. The written decision will be distributed to the parties involved and the Dean of the School of Social Work.
6. If the student is not satisfied with the outcome at the level of the Program Director, the student may file a written appeal to the Dean of the School of Social Work.
7. The written request must be submitted to the Dean within (14) days following the Program Director's written decision. Upon receipt of the grievance, the Dean will review the existing grievance record and may conduct further inquiry.
8. The Dean will review the written record and make a decision regarding the validity of the complaint and what sanctions, if any, are to be applied.

6.   Readmission to the Program

6.1   Students dismissed for academic deficiency

In exceptional circumstances, students dismissed for academic deficiency may be considered for readmission to their program. In no case will such readmission for the program be granted prior to one calendar year following the term of dismissal. These students must submit the application for reactivation to the Registrar's Office at least 90 days prior to the term for which admission is desired. A letter providing the reasons for lack of previous academic success and indicating why acceptable academic performance should be expected in the future must accompany each application. The director of the appropriate degree program will make the final readmission decision.

6.2   Students dismissed for unethical behavior

If the student is dismissed for unethical behavior s/he may be considered for readmission three years following dismissal.

A student must submit the application at least 90 days prior to the term for which admission is desired. A student will only be considered for readmission one time.

The steps for readmission are:
1. Applicant must submit both a Program Application and a current resume
2. Applicant must submit a letter to the Program Director requesting readmission. The letter must address:
    ● Reasons for dismissal
    ● Steps taken to address the area(s) of concern
    ● Student's plan for continued academic success.
3. The information will be reviewed by the Admissions Committee within twenty (20) working days of submission.
4. Should the request be accepted by the committee, the student will then be scheduled for a personal interview with the Admissions Committee
5.   Based upon that interview and the submitted materials the Admissions Committee will make a decision and notify the student in writing within seven (7) working days of the interview.

If readmitted, the student must:
1. Maintain compliance with all program standards
2. Maintain good academic standing; and, abide by any other conditions set by the Admissions Committee.

APPENDICES

APPENDIX A

Plans of Study

Clinical Specialization

- 2 Year Traditional Plan of Study
- 3-4 Year Plan of Study
- BSW + Advanced Standing – 1 Year Plan of Study
- BSW + Advanced Standing – 2 Year Plan of Study
- EESSP – Experienced and Employed Social Service Practitioners

Leadership in Organizations & Communities Specialization

- 2 Year Plan of Study
- 3-4 Year Plan of Study
- BSW Advanced Standing – 1 Year Plan of Study
- BSW Advanced Standing – 2 Year Plan of Study
- EESSP – Experienced and Employed Social Service Practitioner

Clinical Specialization Two Year Plan of Study

FIRST ACADEMIC YEAR

Fall Semester		Spring Semester	
SWK 514 Human Behavior and the Social Environment I	3 credits	SWK 554 Human Behavior in the Social Environment II	3 credits
SWK 516 Generalist Social Work Practice I with Individuals and Families	3 credits	SWK 555 Social Welfare Policy and Services	3 credits
SWK 517 Field Instruction and Seminar I	3 credits	SWK 556 Generalist Social Work Practice II with Groups, Organizations and Communities	3 credits
SWK 534 Foundations of Social Justice: Diversity, Power and Oppression	3 credits	SWK 557 Field Instruction and Seminar II	3 credits
SWK 562 Social Work and Christianity	3 credits	SWK 558 Social Work Research Methods	3 credits
Total	15 credits	Total	15 credits

SECOND ACADEMIC YEAR

Fall Semester		Spring Semester	
SWK 517 Field Instruction & Seminar III	4 credits	SWK 656 Clinical Social Work Practice II with Families	3 credits
SWK 616 Clinical Social Work Practice I with Individuals	3 credits	SWK 657 Field Instruction and Seminar IV	4 credits
SWK 626 Advanced Clinical Assessment and Diagnosis I	3 credits	SWK 658 Clinical Social Work Practice III with Groups	3 credits
SWK 628 Social Program and Practice Evaluation	3 credits	SWK 699 Professional Seminar II	3 credits
SWK 649 Professional Seminar I	1 credits	Elective	3 credits
Elective	3 credits	Total	16 credits
Total	17 credits		

*Curriculum changes may take place in the future.

Clinical Specialization Three or Four Year Plan of Study

FIRST ACADEMIC YEAR

Fall Semester		Spring Semester	
SWK 514 Human Behavior in the Social Environment I	3 credits	SWK 554 Human Behavior in the Social Environment II	3 credits
SWK 534 Foundations of Social Justice: Diversity, Power and Oppression	3 credits	SWK 555 Social Welfare Policy and Services	3 credits
Total	6 credits	Total	6 credits

SECOND ACADEMIC YEAR

Fall Semester		Spring Semester	
SWK516 Generalist Social Work Practice I with Individuals and Families	3 credits	SWK 556 Generalist Social Work Practice with Groups, Organizations & Communities	3 credits
SWK 517 Field Instruction and Seminar I	3 credits	SWK 557 Field Instruction and Seminar II	3 credits
SWK 562 Social Work and Christianity	3 credits	SWK 558 Social Work Research Methods	3 credits
Total	9 credits	Total	9 credits

THIRD ACADEMIC YEAR

Fall Semester		Spring Semester	
SWK 616 Clinical Social Work Practice I with Individuals	3 credits	SWK 656 Clinical Social Work Practice II with Families	3 credits
SWK 617 Field Instruction and Seminar III	4 credits	SWK 658 Clinical Social Work Practice III with Groups	3 credits
SWK 626 Advanced Clinical Assessment and Diagnosis I	3 credits	SWK 657 Field Instruction and Seminar IV	4 credits
Total	10 credits	Total	10 credits

FOURTH ACADEMIC YEAR

Fall Semester		Spring Semester	
SWK 628 Social Work Program and Practice Evaluation	3 credits	SWK 699 Professional Seminar II	3 credits
SWK 649 Professional Seminar I	1 credit	Elective	3 credits
Elective	3 credits	Total	6 credits
Total	7 credits		

Clinical Specialization Advanced Standing Plan of Study

Fall Semester		Spring Semester	
SWK 616 Clinical Social Work Practice I with Individuals	3 credits	SWK 656 Clinical Social Work Practice II with Families	3 credits
SWK 617 Field Instruction and Seminar III	4 credits	SWK 657 Field Instruction and Seminar IV	4 credits
SWK 626 Advanced Clinical Assessment and Diagnosis I	3 credits	SWK 658 Clinical Social Work Practice III with Groups	3 credits
SWK 628 Social Work Program and Practice Evaluation	3 credits	SWK 699 Professional Seminar II	3 credits
SWK 649 Professional Seminar I	1 credit	Elective	3 credits
Elective	3 credits	Total	16 credits
Total	17 credits		

Clinical Specialization Advanced Standing Plan Of Study Over 2 Years

FIRST ACADEMIC YEAR

Fall Semester		Spring Semester	
SWK 626 Advanced Clinical Assessment and Diagnosis	3 credits	SWK 658 Clinical Social Work Practice III with Groups	3 credits
SWK 628 Social Work Program and Practice Evaluation	3 credit	Elective	3 credits
Elective	3 credits	Total	6 credits
Total	9 credits		

SECOND ACADEMIC YEAR

Fall Semester		Spring Semester	
SWK 616 Clinical Social Work Practice I with Individuals	3 credits	SWK 656 Clinical Social Work Practice II with Families	3 credits
SWK 617 Field Instruction and Seminar III	4 credits	SWK 657 Field Instruction and Seminar IV	4 credits
SWK 649 Professional Seminar I	1 credits	SWK 699 Professional Seminar II	3 credits
Total	8 credits	Total	10 credits

Experienced and Employed Social Service Practitioners' (EESSP) Clinical Specialization

FIRST ACADEMIC YEAR

Fall Semester		Spring Semester	
SWK 514 Human Behavior in the Social Environment I	3 credits	SWK 554 Human Behavior in the Social Environment II	3 credits
SWK 534 Foundations of Social Justice: Diversity, Power and Oppression	3 credits	SWK 555 Social Welfare Policy and Services	3 credits
Total	6 credits	Total	6 credits

SECOND ACADEMIC YEAR

Fall Semester		Spring Semester	
SWK516 Generalist Social Work Practice I with Individuals and Families	3 credits	SWK 556 Generalist Social Work Practice with Groups, Organizations & Communities	3 credits
SWK 517 Field Instruction and Seminar I	3 credits	SWK 557 Field Instruction and Seminar II	3 credits
SWK 562 Social Work and Christianity	3 credits	SWK 558 Social Work Research Methods	3 credits
SWK 628 Social Work Program and Practice Evaluation	3 credits	Elective	3 credits
Total	12 credits	Total	12 credits

THIRD ACADEMIC YEAR

Fall Semester		Spring Semester	
SWK 616 Clinical Social Work Practice I with Individuals	3 credits	SWK 656 Clinical Social Work Practice II with Families	3 credits
SWK 617 Field Instruction and Seminar III	4 credits	SWK 657 Field Instruction and Seminar IV	4 credits
SWK 626 Advanced Clinical Assessment and Diagnosis I	3 credits	SWK 658 Clinical Social Work Practice III with Groups	3 credits
SWK 649 Professional Seminar I	1 credit	SWK 699 Professional Seminar II	3 credits
Elective	3 credits	Total	13 credits
Total	14 credits		

Curriculum changes may take place in the future.

Leadership in Organizations & Communities Practice Specialization: Two Year Plan of Study

FIRST ACADEMIC YEAR

Fall Semester		Spring Semester	
SWK 514 Human Behavior and the Social Environment I	3 credits	SWK 554 Human Behavior in the Social Environment II	3 credits
SWK 516 Generalist Social Work Practice I with Individuals and Families	3 credits	SWK 555 Social Welfare Policy and Services	3 credits
SWK 517 Field Instruction and Seminar I	3 credits	SWK 556 Generalist Social Work Practice II with Groups, Organizations and Communities	3 credits
SWK 534 Foundations of Social Justice: Diversity, Power and Oppression	3 credits	SWK 557 Field Instruction and Seminar II	3 credits
SWK 562 Social Work and Christianity	3 credits	SWK 558 Social Work Research Methods	3 credits
Total	15 credits	Total	15 credits

SECOND ACADEMIC YEAR

Fall Semester		Spring Semester	
SWK 617 Field Instruction and Seminar III	4 credits	SWK 657 Field Instruction and Seminar IV	4 credits
SWK 628 Social Work Program and Practice Evaluation	3 credits	SWK 676 Leadership and Organizational Practice II: Program Design and Proposal Writing	3 credits
SWK 636 Leadership & Organizational Practice I	3 credits	SWK 699 Professional Seminar II	3 credits
SWK 646 Leadership in Community Practice	3 credits	Elective	3 credits
SWK 649 Professional Seminar I	1 credits	Elective	3 credits
Elective	3 credits	Total	16 credits
Total	17 credits		

Curriculum changes may take place in the future.

Leadership in Organizations & Communities Practice Specialization: Three or Four Year Plan of Study

FIRST ACADEMIC YEAR

Fall Semester		Spring Semester	
SWK 514 Human Behavior in the Social Environment I	3 credits	SWK 554 Human Behavior in the Social Environment II	3 credits
SWK 534 Foundations of Social Justice: Diversity, Power and Oppression	3 credits	SWK 555 Social Welfare Policy and Services	3 credits
Total	6 credits	Total	6 credits

SECOND ACADEMIC YEAR

Fall Semester		Spring Semester	
SWK516 Generalist Social Work Practice I with Individuals and Families	3 credits	SWK 556 Generalist Social Work Practice with Groups, Organizations & Communities	3 credits
SWK 517 Field Instruction and Seminar I	3 credits	SWK 557 Field Instruction and Seminar II	3 credits
SWK 562 Social Work and Christianity	3 credits	SWK 558 Social Work Research Methods	3 credits
Total	9 credits	Total	9 credits

THIRD ACADEMIC YEAR

Fall Semester		Spring Semester	
SWK 617 Field Instruction and Seminar III	4 credits	SWK 657 Field Instruction and Seminar IV	4 credits
SWK 636 Leadership and Organizational Practice I	3 credits	SWK 676 Leadership and Organizational Practice II: Program Design and Proposal Writing	3 credits
SWK 646 Leadership in Community Practice	3 credits	Elective	3 credits
Total	10 credits	Total	10 credits

FOURTH ACADEMIC YEAR

Fall Semester		**Spring Semester**	
SWK 628 Social Work Program and Practice Evaluation	3 credits	SWK 699 Professional Seminar II	3 credits
SWK 649 Professional Seminar I	1 credit	Elective	3 credits
Elective	3 credits	Total	6 credits
Total	7 credits		

<p style="color:red; text-align:center; font-size:1.5em;">Leadership in Organizations & Communities Specialization:
Advanced Standing Plan of Study</p>

Fall Semester		Spring Semester	
SWK 617 Field Instruction and Seminar III	4 credits	SWK 657 Field Instruction and Seminar IV	4 credits
SWK 628 Social Work Program and Practice Evaluation	3 credits	SWK 676 Leadership and Organizational Practice II: Program Design and Proposal Writing	3 credits
SWK 636 Leadership & Organizational Practice I	3 credits	SWK 699 Professional Seminar II	3 credits
SWK 646 Leadership in Community Practice	3 credits	Elective	3 credits
SWK 649 Professional Seminar I	1 credits	Elective	3 credits
Elective	3 credits	Total	16 credits
Total	17 credits		

Curriculum changes may take place in the future.

Leadership in Organizations & Communities Specialization: Advanced Standing Plan of Study Over 2 Years

FIRST ACADEMIC YEAR

Fall Semester		Spring Semester	
SWK 628 Social Work Program and Practice	3 credits	Elective	3 credits
SWK 646 Leadership in Community Practice	3 credits	Elective	3 credits
Elective	3 credits	Total	6 credits
Total	9 credits		

SECOND ACADEMIC YEAR

Fall Semester		Spring Semester	
SWK 617 Field Instruction and Seminar III	4 credits	SWK 657 Field Instruction and Seminar IV	4 credits
SWK 636 Leadership & Organizational Practice I	3 credits	SWK 676 Leadership and Organizational Practice II: Program Design and Proposal Writing	3 credits
SWK 649 Professional Seminar I	1 credits	SWK 699 Professional Seminar II	3 credits
Total	8 credits	Total	10 credits

*Curriculum changes may take place in the future

APPENDIX B

CSWE Educational Policy And Accreditation Standards

Professional social work education is regulated through an accreditation process governed by the Council on Social Work Education (CSWE). Alliance University's MSW curriculum follows CSWE's Educational and Accreditation Policy Standards, which are listed at: https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS

APPENDIX C

NASW Code of Ethics - Value Base of the Profession
Preamble

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

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

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

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

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

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 should take measures to care for themselves professionally and personally. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

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

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

APPENDIX D

Statement of Confidentiality

Students undertaking field placements or other activities involving direct contact with clients assume professional responsibilities. These include the closest adherence to the principles of confidentiality, so that the privacy of the privileged information to which students are exposed is totally safeguarded. The following statements embody social work policies designed to achieve this confidentiality:

- Students must take initiative and responsibility for knowing and abiding by the confidentiality policies of agencies in which they are placed.
- Outside of the agency, Field Education Seminar and Social Work Practice class, no information regarding specific clients, their families and other significant persons is to be revealed. This includes background information by which clients might be identified as well as their names.
- Within a class, names of specific clients, families or other persons should not be stated. A pseudonym or third person reference should be substituted.
- The classroom is to be considered an area of confidentiality. Client information and reactions of classmates is not to be discussed with anyone other than the student's Field Liaison.
- No piece of written work (term papers, logs, case studies, etc.) should contain actual names of clients. Correct identifying information can be added to copies intended for agency use at the time the student, inside the agency, is submitting the material to the agency.
- For community or professional presentation or for written material distributed outside of a class for which it was prepared, case material must be altered so that there is no possibility that the persons involved can be identified. This alteration includes specific details and circumstances, as well as names.
- Students are personally responsible for the safety and protection of any professional information or records they may have in their possession. Such information must never be removed from the agency or placed anywhere that unauthorized persons might view it.
- Students are expected to use tact and discretion in representing agencies which provide them with training experiences. Agencies provide participation in their programs as a service to students and the Social Work Department. Professional practice assumes that issues, rather than personalities or specific programs, be the focus of discussions with colleagues, fellow students and other professionally appropriate contacts.
- When in doubt of the integrity of any confidentiality issues or practice, students should feel free to seek consultation and advice from social work faculty.

APPENDIX E

Duty To Report

Social workers (and all professionals) are legally bound by New York state law to report any situations of child maltreatment to the Child Protective Services Department of the local Department of Social Services for further investigation. Licensed social workers who fail to report known maltreatment face fines and penalties (such as having one's license revoked and risking malpractice claims). Maltreatment is defined as:

Family Law
5-701 Definitions

1. **Abuse** means the physical injury of a child by any parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member, under circumstances that indicate that the child's health or welfare is significantly harmed or at risk of being significantly harmed.

2. **Neglect** means the leaving of a child unattended or other failure to give proper care and attention to a child by the child's parents, guardian, or custodian under circumstances that indicate the child's health or welfare is significantly harmed or placed at risk of significant harm.

3. **Sexual abuse** means any act that involves sexual molestation or exploitation of a child by a parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member. Sexual abuse includes: incest, rape, or sexual offense and/or unnatural or perverted sexual practices.

4. **Mental injury** means the observable, identifiable and substantial impairment of a child's mental or psychological ability to function, or a substantial risk of mental injury that is caused by the failure to give proper care and attention to a child.

Students have the professional obligation to immediately inform their Field Supervisor when knowledge of maltreatment has been obtained!

There are no set legal guidelines for reporting other illegal activity (such as drug use or fraud) but students should be aware that witnessing such activity could put them at risk for being considered in collusion or acting as an accessory to a crime. Students should educate themselves about their agency's written or unwritten policies on these matters and discuss such situations immediately with their supervisor (or another person of authority if the supervisor is not immediately available) when such situations occur.

APPENDIX F

Personal Safety Info

Guidelines for General Personal Risk Education

1. Walk with a sense of purpose. Be aware of your body language.
2. Be Alert! Don't walk "in a daze". For example, be aware of strangers who approach and speak to you. Keep a safe distance and keep moving.
3. Walk on the outside of the sidewalk so you are away from the possible hiding places.
4. Do not walk on the side of the street where you see a group of people loitering.
5. Be aware of safe places where you are walking or visiting, such as stores, libraries, schools, and community centers which you might use as a refuge
6. Do not carry a purse or bag. If you must carry one, conceal it or use a shoulder bag or backpack.
7. Wear sensible and appropriate clothing, low heeled shoes, and avoid wearing jewelry which could be snatched off, used to grab you or wrapped around you in some way.
8. Do not give money to people who ask for it.
9. Assess multistory buildings for safety. If you need to take an elevator, check-out the interior before entering. If it appears unsafe, wait for the next elevator. If a suspicious person enters the elevator after you are there, exit before the door closes. If you can't exit, stand next to the control panel and, if you are accosted, press all the buttons.
10. If you need to take the stairs in a multistory building, be aware of who is in the stairwell and how far apart the exits are.

Risk Reduction Strategies in the Field

Learn to **appreciate realistic limitations.** Be reasonable about what is and is not possible. Know when to stay and when to leave.

Keep your own **work area as safe as possible:** keep it clear of items that could become harmful to anyone involved in a physical intervention. For example, keep objects which could be used as weapons (e.g., ashtrays, sharp objects, a cup of hot coffee, etc.) away from potentially aggressive clients.

Avoid seeing clients with reputations for unprovoked assaults or those in acute paranoid psychotic distress in an empty office without **back-up staff** or security available. Where possible, **alert available staff members** that assistance might be needed before you enter a crisis situation.

Act calmly. Keep the "scream" out of your voice. An emotional or aggressive response to a distraught individual is likely to reinforce and escalate the aggression. Remember, clients and others who are violent are often reacting to feelings of helplessness and/or loss of control. Therefore, **you** need to be in control of the situation.

Take a **non-threatening posture** to avoid appearing confrontational, but take a **protected posture** as well, e.g., standing slightly sideways to the individual, at a safe distance away from sudden lunges, punches, and kicks, with your arms and hands held near the upper body for possible quick self-protection. Avoid a stare down by periodically breaking eye contact.

Don't walk away from the individual who is escalating. Acknowledge the person's feelings and try to talk them down. Encouraging the person to sit down may sufficiently delay or divert the possibility of an attack.

Usually, an appropriate staff member to be with the individual is the one who has the best rapport with them, not necessarily the staff with the most authority.

Observe the process as you interact with a client who is being aggressive. Identify which of your actions serve to calm and those which seem to inflame the individual, and act accordingly.

Avoid sudden movements or issuing ultimatums or strident commands. Whenever possible, allow the person to make **behavioral choices**. Directives or alternatives should be stated calmly, concretely, and in action terms.

Do not touch the individual you are trying to calm down unless you are willing to restrain them (and you have been trained to do so), and only when there is sufficient staff to do so in a manner consistent with the agency's containment policies.

If you are threatened or injured while the field placement, or involved in an incident where your safety is or could be compromised, the incident should be reported immediately to your Field Supervisor, to the agency, and to the Field Education Office.

APPENDIX G

Alliance University School of Social Work
Student Professional Performance Standards Agreement

Consistent with our mission and philosophy to provide quality professional education in a Christian context and to ensure that our graduates are able to function in a broad variety of professional situations, the School of Social Work evaluates the functional abilities and performance of all students. Certain functional abilities are essential for the delivery of safe, effective social work practice. Therefore, the faculty has determined that the following professional standards and skills are requisite for admission, progression, and graduation from Alliance University School of Social Work. Students and prospective students must certify that they understand and are able to meet and maintain these standards with or without reasonable accommodation, aides and/or services related to a disability. A student unable to perform these professional standards may not be admissible or may be subject to a hearing to review whether the student may continue to matriculate in the social work program. Any student or prospective student who is concerned about his/her ability to meet any of the professional standards described herein should contact the relevant Program Director as soon as possible and at any time during the admissions or matriculation process.

To be admitted or to maintain enrollment in the Social Work Program the student must:

Physical Skills
1. Exhibit motor and sensory abilities necessary to attend and actively engage in class and practicum placement.

Cognitive Skills
2. Demonstrate accurate knowledge of social work as a profession.
3. Demonstrate clarity of thinking to process information and appropriately apply it to situations in the classroom and field.
4. Demonstrate grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in effective relationship building.
5. Exhibit the ability to conceptualize and integrate knowledge and appropriately apply that knowledge to professional practice.

Emotional and Mental Skills
6. Use sound judgment.
7. Exercise effective stress management.
8. Work well, collegially and collaboratively with others, including colleagues and clients.
9. Conduct oneself professionally consistent with the NASW Code of Ethics and professional responsibility.

Communication Skills
10. Comprehend information and communicate ideas and feelings, and to communicate professionally with other students, faculty, staff, clients, and other professionals.
11. Use oral and written skills to communicate in ways that are respectful, safe, and protect the privacy of students, faculty, staff, clients, and other professionals.
    a. Written Skills:
        i. Write clearly, professionally, and use correct grammar and spelling in all

>>> communication.
>>> ii. Apply appropriate writing style, including current American Psychological Association (APA) referencing, appropriate source citation, and documentation.
>>> iii. Demonstrate sufficient skills in written English to understand content presented in the program and to adequately complete all written assignments, as specified by faculty or field supervisors.
>> b. Oral Skills:
>>> i. Communicate effectively and sensitively with other students, faculty, staff, clients, and professionals.
>>> ii. Express ideas and feelings clearly.
>>> iii. Communicate in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty or field supervisors.

12. Exhibit willingness and an ability to listen to others.

Interpersonal/Behavioral Skills

13. Demonstrate interpersonal skills to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include but are not limited to:
    a.   Compassion, Empathy & Altruism
    b.   Integrity
    c.   Demonstration of respect for and consideration of others, including those different from oneself
    d.   Professional boundaries
    e.   Maintaining and safeguarding the confidentiality of client information, records, and communications
14. Take appropriate responsibility for your own actions and consider the impact of these actions on others.
15. Make appropriate effort toward self-improvement and adaptability.
16. Conduct oneself in a way that characterizes honesty, integrity, and non-discrimination.
17. Be able to develop a mature, sensitive, and effective therapeutic relationship with clients.
18. Be adaptable to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many clients.
19. Demonstrate ethical behavior, including a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Code of Ethics for Social Work Board of Examiners in relevant jurisdictions.
20. Commit to the essential values of social work that include the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).
21. Work effectively with others, regardless of the level of authority.
22. Be receptive to feedback and supervision in a constructive manner, as well as use such feedback to enhance professional development/performance.
23. Comply with program policies, agency policies, institutional policies, professional ethical standards, and societal laws in classrooms, fields, and communities.
24. Reflect a professional manner in appearance, dress, and demeanor in all academic and professional settings.
25. Demonstrate responsible and accountable behavior evidenced, for example, by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, actively engaged in class regularly, observing deadlines, completing assignments on time, and keeping appointments or making timely appropriate alternative arrangements.

All candidates for selection to Alliance University School of Social Work are required to verify they

understand and can meet these professional standards with or without reasonable accommodations, aides and/or services.

I certify that I have read and understand the professional standards listed above, and I believe, to the best of my knowledge and ability, that I can meet each of these standards with or without reasonable accommodation, aides and/or services. I understand that if I am unable or unwilling to meet these standards I may not be eligible to be admitted to and/or matriculate in the social work program. I understand I should contact the relevant Program Director anytime I have questions or concerns with my ability to perform any of these professional standards at any time and for any reason. For more current information about student accommodations, aides and/or services related to a disability, students may visit the Alliance University Disability Support Services web page:
https://www.nyack.edu/site/disability-support-services/

Signature of Applicant   Date

Print Name   Student ID Number

If student/prospective student is younger than 18 years old, the parent/legal guardian must sign.

Signature of Parent/Legal Guardian   Date

Print Name   Relationship to Applicant

APPENDIX H

Student Professional Performance Improvement Form

Student Name	
Name of Reporting Individual	**Date of Report**
Signature of Reporting Individual	**Date Discussed with Student**

This report is prepared when a student exhibits behavior not consistent with the School of Social Work Professional Performance Standards and is intended to assist the student in meeting professionalism expectations in academic, professional or administrative settings. Improvement in the area(s) noted below is needed in order to meet the standards of professionalism inherent in being a social worker. <u>Check the appropriate categories. Comments are required.</u>

Marking Rubric

1	Somewhat problematic; further growth needed
2	A significant concern

#	Physical Performance
	Exhibit physical capacity to attend and actively engage in class and practicum placement including motor and sensory skills to meet the requirements of the course with or without assistive devices.
Comments (Describe the specifics):	

#	Cognitive Performance
	Demonstrate accurate knowledge of social work as a profession.
	Demonstrate clarity of thinking to process information and appropriately apply it to situations in the classroom and field.
	Demonstrate grounding in relevant social, behavioral and biological science knowledge and research – including knowledge and skills in effective relationship building.

	Exhibit the ability to conceptualize and integrate knowledge and appropriately apply that knowledge to professional practice.
Comments (Describe the specifics):	

#	Emotional & Mental Health performance
	Use sound judgment. Seeks and effectively uses help for medical and emotional problems that interfere with scholastic and professional performance.
	Deal with one's emotional stress by exercising effective self-care or stress management strategies, and prioritizing responsibilities.
	Demonstrates ability to assess own strengths, limitations, and suitability for professional practice.
	Exhibit knowledge of how one's values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships.
	Use self-disclosure appropriately.
Comments (Describe the specifics):	

#	Communication Skills Performance
	Use oral and written skills to communicate in ways that are safe and protective of the privacy of students, faculty, staff, clients, and other professionals.
Written Communication Skills	
	Write clearly, professionally, and use correct grammar and spelling in all communication to complete adequately all written assignments, as specified by faculty and field Instructors
	Apply appropriate writing style, including current American Psychological Association (APA) referencing, appropriate source citation, and documentation.
	Demonstrate sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty or field supervisors.
Oral Communication Skills	
	Communicate effectively and sensitively with others expressing ideas and feelings clearly.
	Communicate in spoken English to understand content presented in the program, and to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty or field supervisors.
	Exhibit willingness and an ability to listen to others.
Comments (Describe the specifics):	

#	Interpersonal/Behavioral Skills
	Establish and develop constructive relationships with those involved in one's learning process with but not limited to clients, field instructors, or faculty members.

	Demonstrate interpersonal skills to relate effectively to others including empathy & positive attitude.
	Conduct oneself in a way that characterizes honesty, integrity, compassion, humility, and patience.
	Demonstration of respect for and consideration of others, including those different from oneself.
	Maintain Professional boundaries.
	Demonstrate responsible and accountable behavior evidenced, for example, by:
	• Knowing and practicing within the scope of social work
	• Adherence to the School of Social Work Attendance Policy
	• Punctual and dependable
	• Come to class prepared (readings and assignments completed)
	• Actively engage in class discussions and activities
	• Complete all assignments on time and to university level standards
	• Keeping appointments or making timely appropriate alternative arrangements.
	• Use sound judgment to enact prudently upon encountered situations.
	Be adaptable to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many clients.
	Work effectively with others, regardless of the level of authority.
	Make appropriate effort toward self-improvement.
	Be receptive to feedback and supervision in a constructive manner, as well as use such feedback to enhance professional development/performance.
	Take appropriate responsibility for your own actions and consider the impact of these actions on others.
	Demonstrate ethical behavior, including a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Codes of Ethics for Social Work Board of Examiners in relevant jurisdictions. Ethical behaviors include:
	• Maintaining and safeguarding the confidentiality of client information, records, and communications
	• No history of charges and/or convictions of an offense that is contrary to professional practice.
	• Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, gender, class, race, religion, sexuality, and/or cultural values on clients.
	• Demonstration of honesty and integrity by being truthful about background, experiences and qualifications; doing one's own work; and giving credit for the ideas of others.
	• Consistent with the Academic Standards, all written assignments will be submitted as original work and when the work of another is used, will identify the source according to the school of Social Work policy
	• Demonstration of clear, appropriate and culturally sensitive boundaries.

	● Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.
	● Commit to the essential values of social work that include the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).
	Reflect a professional manner in appearance, dress, and demeanor in all academic and professional settings.
	Comply with program policies, agency policies, institutional policies, professional ethical standards, and societal laws in classrooms, fields, and communities.
Comments (Describe the specifics):	

Additional Comments (e.g., recommendations, requirements, relevant actions, next steps):

Student comments can be attached separately, but must be submitted by:

_____

  (Month/Date/Year)

I have read this evaluation and discussed it with the relevant Faculty Member/Program Director.

_____   _____

  Student Signature   Date

Your signature indicates that you have read the report, and it has been discussed with you. It does not represent your agreement or disagreement with the proposed violation. If you disagree or want to comment, you are encouraged to attach your comments as stated above.