



MSW Program Student Handbook

2020-2021

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Welcome and Introduction

Welcome to the Nazareth College Master of Social Work Program. We are excited that you are part of our program and look forward to working in partnership with you during your course of study. This Student Handbook is designed to familiarize you with important program policies, procedures, resources, and general information. We hope you will refer to this handbook for information about the MSW Program not only during the orientation period, but also throughout your course of study. More detailed information about field education referred to in the MSW Student Handbook may be found in the Field Education Manual.

It is our hope that your time with us will be stimulating, exciting, challenging, and filled with both personal and professional growth. The faculty and staff of the program stand ready to assist you as needed and welcome you to a caring and supportive community. We look forward to sharing this journey with you through a collaborative, integrative, and interprofessional framework in social work education!

The MSW Program Faculty and Staff
Fall 2020

Program Overview

Program Mission and Goals

The mission of the Nazareth College MSW Program is to educate social work students to be ethical and competent advanced practitioners who respect diversity and promote justice, dignity, health, and wellness through integrative, collaborative, and interprofessional practice.

The Nazareth College MSW Program's goals are to:

1. Provide a supportive and caring environment that facilitates learning, emphasizing diversity, cultural humility, and a global perspective.
2. Impart social work knowledge, values, and skills to improve the effectiveness of advanced social work practice, programs, and policies within an integrative, collaborative, and interprofessional context.
3. Develop ethical and competent practitioners and leaders who facilitate social change, achieve social and economic justice, and are committed to self-reflection and lifelong learning.

The program's commitment is to prepare social workers for advanced integrated practice within an interprofessional, integrative, and collaborative community context. The advanced integrated perspective of the program prepares students to work within a community-based practice approach that involves cooperative, interprofessional and inter-agency efforts. Nazareth College is the only college in the area to offer a unique array of allied health professional programs, of which Social Work is a vital component along with Creative Arts Therapy, Nursing, Occupational Therapy, Physical Therapy, Public Health, and Speech Language Pathology. Students learn to facilitate individual, family, group, organizational, and community change that improves the lives of people, particularly those who have been oppressed and/or disempowered. The focus of social work interventions provides opportunities to assimilate and integrate a cultural humility perspective into change efforts, addressing the social determinants of health and well-being across all settings, and providing opportunities to be on the cutting edge of new directions for social work practice.

The MSW Program's advanced integrative practice approach to health and well-being is person-centered and relationship-based, addressing a wide range of biological, psychological, emotional, cognitive, social, educational, spiritual, occupational, and environmental dimensions. This means addressing the myriad components of individual well-being and establishing and maintaining relationships with individuals, their families, members of the community, and professionals and staff in social service, health, and educational organizations. Integrated practice recognizes that the micro-mezzo-macro components of a client's being are in fact integrated and must be treated as such. The curriculum therefore draws upon a variety of theoretical orientations for practice and policy advocacy informed by research.

The goals of the MSW Program are clearly consistent with the purposes, values, and ethics of the social work profession as set forth by the Code of Ethics of the National Association of Social Workers. Faculty are committed to the values and ethics of the profession, particularly to the advancement of social justice and personal freedom, to self-determination to the fullest extent

possible consistent with the general good and to the value of human diversity in enhancing the quality of education and society.

Students in the MSW Program are expected to conduct themselves in a manner consistent with the NASW Code of Ethics, the values of the profession, and the Program. This includes, respect for others, personal integrity, a commitment to human rights, social and economic justice and social change, an openness to growth and change, respect for the views of others, tolerance for difference, and respect for human diversity. Students are expected to adhere to all policies of Nazareth College regarding student conduct which are published in the Graduate Catalog, Nazareth College Student Handbook, and other published documents of the college.

Upon their entrance to the program, students sign an acknowledgement that they have received, read, and will adhere to the policies set forth in the MSW Student Handbook. (See Last Page of MSW Student Handbook.)

Conceptualization of the MSW Program

The program's curriculum was designed to address the community need for advanced practitioners who are prepared to provide interprofessional leadership in the delivery of strengths oriented, person-centered, collaborative, and integrative community-based practice. The MSW Program conceptualizes advanced social work practice in the context of its mission:

“to educate social work students to be ethical and competent advanced practitioners who respect diversity and promote justice, dignity, health, and wellness through integrative collaborative, and interprofessional practice.”

Students successfully learn the foundations of the social work perspective of engagement, assessment, intervention, and evaluation with the five social system levels of individuals, families, groups, organizations, and communities during the generalist year. They learn theoretical perspectives and human development in the Human Behavior courses, along with course work in Cultural Diversity, Research, Policy, Diagnostic Process, and field placement and integrative seminars. They deepen their skills during the advanced year by implementing an Advanced Integrated Practice approach to develop advanced intervention skills in working with the five client systems through courses in Practice, Cultural Humility, Policy, and selected electives, along with advanced field practicum and integrative seminars. The program promotes this approach pedagogically and professionally, and shares the perspective that integrated practice focuses on multi-system, multi-level interventions. This approach emphasizes social workers acquiring necessary skills and adopting multiple strategies to work toward achieving social justice which is a central feature of the MSW Program. The advanced integrated practice perspective expands upon the fundamental principles of the generalist perspective.

The integrated practice model is well suited for the MSW orientation to community-based collaborative practice strategies. Students develop the ability to intervene within multiple systems and at different system levels. Graduates of the program will provide leadership across multiple systems and at different levels within those systems. Expected advanced competencies are: an ability to synthesize and apply a broad range of knowledge; an ability to practice with a

high degree of autonomy and skill; and an ability to refine and advance the quality of professional practice and that of the larger social work profession. The outcome objectives of preparing practitioners who can engage, assess, analyze, intervene, and evaluate in ways that are highly differentiated, discriminating and self-critical assure coherence between the generalist year and the advanced year.

Nazareth College MSW Program Faculty and Staff

Social Work Department MSW Program faculty and staff are listed in alphabetical order:

Carol Brownstein-Evans, PhD,
LMSW, ACSW
Professor
MSW Program Director
Office: Smyth 388C
Telephone: 585-389-2756
Email: cbrowns3@naz.edu

Carolyn Hilarski, PhD,
LCSW-R
YWRI Social Work
Coordinator
Office: YWRI 126
Telephone: 585-389-2604
Email: mhilars0@naz.edu

Michael Rood, LMSW
Clinical Assistant Professor
MSW Director of Field Education
Office: Smyth 381E
Telephone: 585-389-2754
Email: mrood5@naz.edu

Chuck Albanese, LMSW
Auburn Satellite and Field
Coordinator
Location:
Cayuga Community College
Telephone: 585-389-4752
Email: calbane5@naz.edu

Pamela Kaus, LMSW
Watertown Satellite and Field
Coordinator
Location:
Jefferson Community College
Telephone: 585-389-4752
Email: pkkaus8@naz.edu

Rebecca Rouland, PhD, LMSW
Assistant Professor
Office: Smyth 388B
Telephone: 585-389-2750
Email: rrouland3@naz.edu

Cory Cummings, PhD,
Assistant Professor
Office: Smyth 382
Telephone: 585-389-6921
E-mail ccummin9@naz.edu

Mark Primus, PhD, LMSW
Assistant Professor
Office: Smyth 381B
Telephone: 585-389-2752
Email: mprimus4@naz.edu

Laura Peterson
Senior Department Assistant
Office: Smyth 386
Telephone: 585-389-2756
Email: lpeters7@naz.edu

Virginia David, LMSW, ACSW
Professor
Office: Smyth 363B
Telephone: 585-389-2751
Email: vdavid4@naz.edu

Michele Petrin
MSW Program Assistant
Office: Smyth 388A
Telephone: 585-389-4752
Email: mpetrin3@naz.edu

Program e-mail: socialwk@naz.edu

Website: <https://www2.naz.edu/academics/grad/msw-social-work-degree-program/>

Listserv: nazmsw@naz.edu

Phone: (585) 389-4752

Program Components CSWE EPAS

Curriculum and Student Learning Outcomes

The social work curriculum is competency-based and follows the CSWE 2015 Educational Policy which states:

*Each competency describes the **knowledge, values, skills and cognitive and affective processes** that comprise the competency...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.*

Generalist Competencies

Competency 1–Demonstrate Ethical and Professional Behavior

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

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

Competency 2 –Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression,

immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

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

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

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

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

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

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

Competency 5 –Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.

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

Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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

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

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

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

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

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

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

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

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

Advanced Competencies for Advanced Integrative Practice

Competency 1–Demonstrate Ethical and Professional Behavior

Integrated practice social workers differentially use theories, evidence-based practice knowledge social work skills and use an ethical reasoning framework to inform decisions related to ethical tensions and challenges. They apply the values base of the profession, its ethical standards as well as relevant laws, and regulations to their practice while using a self-reflective stance and initiating use of consultation and supervision. The advanced integrated practice social worker uses practice interventions to enhance the well-being of individuals, families, groups and communities in an ethical manner and recognize the importance of the therapeutic and collaborative relationship, the person-in-environment and strengths perspectives. Social workers:

- initiate and effectively use supervision and consultation while maintaining a self-reflective stance;
- manage personal values and maintain therapeutic and collaborative relationships with client systems, supervisors, peers and interprofessional teams;
- effectively and ethically, integrate and communicate professional judgments to other social workers and to professionals from other disciplines in oral, written and electronic formats; and
- demonstrate professionalism in behavior, appearance, communications, punctuality, time management and attendance.

Competency 2 –Engage Diversity and Difference in Practice

Integrated practice social workers apply knowledge of diversity and difference in understanding the intersectionality's of power, privilege, oppression, discrimination, marginalization, disparities and their impact on human experiences. Social workers practice using a cultural humility framework, incorporating self-reflection and discovery to build positive relationships while also challenging power imbalances. Social workers engage in multidimensional understanding in policy, practice to promote institutional accountability. Social workers recognize that no single solution may work equally well for all clients and therefore seek and integrate many facets of difference in planning interventions. Social workers know about the ways in which various dimensions of diversity impact social determinants of health and wellness, help-seeking behaviors and healing practices. Social workers:

- understand the cultural humility framework and its impact on social work practice;
- recognize one's own experience with power and privilege;
- demonstrate cultural humility; and
- assess for relevant social determinants of health and well-being.

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

Integrated practice social workers advocate for inclusion of clients and collaborating with partners to plan and develop programs, policies and laws related to serving clients and their families. To effect advocacy and needed change, social workers communicate effectively with partners. Advanced integrated practice social workers understand the discrimination and marginalization associated with disorders, diagnoses, and help-seeking behaviors across diverse populations. Social workers:

- identify and use knowledge of relationship dynamics including power differentials to advocate at multiple levels for social, economic, employment, health, education, housing and human rights;
- understand the potentially challenging effects of economic, social, environmental and cultural factors in the lives of clients and client systems; and
- engage in practices to positively impact social determinants of health and promote well-being.

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

Integrated practice social workers consult the empirical and evidence-based forms of evidence to inform their understanding and guide practice decisions. Integrated practice social workers use critical thinking to examine the applicability of the research and evidence to diverse populations and obtain feedback from client systems using a cultural humility framework. In considering interventions, the social worker is able to select, implement, and evaluate appropriate assessment, intervention, and evaluation tools for use with various target populations and use research findings to improve practice, policy and social service delivery. Social workers:

- identify, analyze and synthesis evidence to inform social work practice;
- demonstrate how evidence informs understanding of the multi-dimensions of integrated practice and the social determinants of health;
- demonstrate the knowledge of program evaluation in achieving intended outcomes; and
- use research including evidence-based practice to evaluate and enhance the effectiveness of social work practice.

Competency 5 –Engage in Policy Practice

Integrated practice social workers analyze, formulate, and advocate for policies that advance social well-being, and are knowledgeable and use advocacy methods to contribute to policies in promoting human rights and social justice. Integrated practice social workers collaborate and partner with client systems of all sizes to promote effective policy action. Social workers:

- identify the connection of policy on client systems and practice;
- understand the role social determinates of health play in policy;
- assess what changes are needed in policy;
- formulate an action plan; and
- advocate to influence policies that improve the lives of clients.

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

Integrated practice social workers engage client systems and constituencies by understanding and applying a range of appropriate theories. To foster this engagement, social workers recognize the dynamic, interactive and reciprocal process of engagement with diverse populations. Integrated practice social workers apply principles of relationship building and collaboration to facilitate engagement. Integrated social workers consider the contexts of those experiences using a cultural humility perspective. Integrated practice social workers also recognize how their own life trajectory influences their engagement with diverse client systems and are self-reflective about their own reactions. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other theoretical frameworks to engage with clients and constituencies;
- use empathy, reflection, interpersonal skills and cultural humility to engage diverse clients and constituencies;
- manage the dynamics and contextual factors that both strengthen and potentially threaten the relationship; and
- develop rapport that encourages client(s) to be equal participants in the working relationship

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

Integrated practice social workers have the knowledge and skills to conduct comprehensive bio-psycho-social-spiritual assessments. Assessment includes an understanding of intersectionality issues as they impact the client experience. Social workers understand that assessment is an ongoing process and includes input from clients and others. Social workers select appropriate methods for assessment based on client need and specific context. Social workers consider multiple sources of data and actively collaborate with others in the assessment process. Social workers:

- conduct comprehensive assessments;
- collaborate with others to gather necessary information;
- include data and information from other relevant sources;
- ensure that the client is an active participant;
- continuously reassess based on client need and changing circumstances;
- develop mutually agreed upon goals and intervention strategies based on continuous assessment; and
- ensure that social work perspectives are present in interprofessional team meetings.

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

Integrated practice social workers use empirical and theoretical knowledge to develop assessment-based interventions. In working with client systems, integrated practice social workers draw from multiple modalities and strategies and can match the intervention to the assessed need and client goal. Integrated practice social workers are skilled at choosing and implementing interventions to achieve client goals and enhance capacities of client systems. Social workers develop intervention plans in collaboration with client systems, interprofessional teams and partners using a strengths-based approach. Social workers:

- apply critical thinking and understanding of theoretical frameworks in identifying interventions;

- using evidence, choose interventions that match the assessed need and client goal;
- develop appropriate intervention plans with measurable objectives and outcome;
- modify interventions as needed, based on evaluation findings;
- effectively collaborate with others to achieve practice outcomes; and
- mobilize resources and assets to enhance client system capacity

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

Integrated practice social workers apply skills to establish evidence-based evaluations founded on measurable goals, objectives and outcomes. Whether working collaboratively with or independently of other practitioners, social workers aim to ascertain the intended and unintended effects of interventions. Integrated practice social workers regularly evaluate the effectiveness of chosen interventions and modify them as needed. Integrated practice social workers communicate and disseminate evaluation results to intended audiences. Social workers:

- regularly evaluate the effectiveness of chosen interventions;
- demonstrate the knowledge of practice evaluation in achieving intended outcomes and
- based upon the results of practice evaluation, adjust intervention plans on a continuing basis; and
- appropriately disseminate findings.

Degree Requirements

In accepting admission to a graduate program of study at Nazareth College, the student assumes responsibility for becoming aware of, knowing, staying abreast of, and complying with the academic policies and procedures, departmental policies and Nazareth College policies, set forth in this catalog and subsequent ones as appropriate. **It is the responsibility of students to know, understand and complete the requirements for their degree program.**

Social Work Curriculum Overview

All 60 credit students complete the Generalist Curriculum below:

30-credit Generalist Curriculum	Credits
SWK 501 Social Work Practice I	3
SWK 502 Social Work Practice II	3
SWK 504 Field Practicum & Seminar I*	3
SWK 505 Field Practicum & Seminar II*	3
SWK 506 Human Behavior and Social Environment I	3
SWK 507 Human Behavior and Social Environment II	3
SWK 508 Diagnostic Process: Strength-Based SW Perspective	3
SWK 520 Social Welfare Policy and Services	3
SWK 524 Social Work Practice & Cultural Diversity	3
SWK 533 Social Work Research Methods	3
Total	30

*60-credit Field Practicum I and II total 400 hours over two semesters. See MSW Field Manual for specifics.

BSW Advanced Standing 36 credit students take 6 credits of bridge courses with or prior to the Advanced curriculum.

36-credit Advanced Standing Bridge Curriculum	Credits
SWK 503 Social Work Integrative Practice Seminar	3
SWK 508 Diagnostic Process: Strength-Based SW Perspective	3
Total	6

All students complete the Advanced Year curriculum below:

30 credit Advanced Curriculum (all students)	Credits
SWK 601 Social Work Practice with Individuals and Families OR	3
SWK 602 Social Work Assessment and Brief Interventions	3
SWK 604 Social Work Practice in Health Care OR	3
SWK 654 Evidenced Practice and Mental Health OR	3
SWK 610 Field Practicum & Seminar III**	4
SWK 611 Field Practicum & Seminar IV**	5
SWK 621 Advanced Social Welfare Policy	3
SWK 632 Master's Thesis Seminar	2
SWK 633 Master's Thesis Project	1
SWK 605 Cultural Humility and Social Work Practice	3
Two Approved Electives (selected with advisor approval)	6
Total	30

** Advanced Field Practicum III and IV totals 500 Field Practicum hours over fall and spring semesters. 60-credit candidates receive 400 hours generalist practicum hours in addition to their advanced practicum for a total of 900 field practicum hours. See MSW Field Manual for specifics.

Generalist and Advanced Curricula: Course Descriptions

SWK 052 Child Abuse Workshop (0 cr.)

This workshop focuses on detection and reporting of child abuse, and meets the New York State mandated requirement for Identification and Reporting of Child Abuse.

Generalist Curriculum: Course Descriptions

SWK 501 Social Work Practice I (3 credits)

Prepares students for generalist social work practice with individuals, families, groups, communities, and organizations. Introduces students to the history of social work practice, the place and purpose of generalist practice, and the beginning phases of practice relationships. Considers assessment and developing relationships from cross-cultural, strength-based, community collaborative perspective across the five client systems. Develops a practice perspective focusing on empowering client systems to address issues of economic and social justice.

SWK 502 Social Work Practice II (3 credits)

Prepares students for generalist social work practice with individuals, families, groups, communities, and organizations. Emphasizes practice with community and organizations. Introduces students to the work and termination phases of practice. Interventions are considered from a cross-cultural, strength-based, community collaborative perspective across the five client systems. Emphasizes interventions that focus on empowerment of client systems to address issues of economic and social justice. Considers roles such as conferee, enabler, broker, advocate, mediator, and guardian.

SWK 504 Field Practicum I & Seminar I (3 credits)

Provides the generalist year first-semester agency based field and seminar internship experience. Educational learning objectives are developed by the student, field instructor, and faculty liaison to provide student learning opportunities in interaction with individuals, groups, organizations, and larger community systems. The Seminar is utilized to integrate course work and field instruction experiences in the generalist year. Assignments and student-generated discussions to enhance knowledge and skill development based on practice situations. Seminar faculty serve as the first- and second- semester field liaison for students in the practicum.

SWK 505 Field Practicum Seminar II (3 credits)

Provides the generalist year second semester agency-based field and seminar internship experience. Educational learning objectives are developed by the student, field instructor, and faculty liaison to provide student learning opportunities in interactions with individuals, groups, organizations, and larger community systems. The seminar is utilized to integrate course work and field instruction experiences in the generalist year. Assignments and student-generated discussions serve to enhance knowledge and skill development based on practice situations. Building on the previous semester's field practicum, each student is expected to acquire progressive generalist level practice competencies.

SWK 506 Human Behavior and Social Environment I (3 credits)

Examines major social science theories that inform the social work profession's understanding of human behavior in social systems, primarily focused on groups, families, and individuals. Uses an ecological/systems framework together with a developmental approach and a diversity perspective to provide an interactional understanding of human behavior. Emphasizes relationships among biological, social, psychological, and cultural systems.

SWK 507 Human Behavior and Social Environment II (3 credits)

Examines major social science theories that inform the social work profession's understanding of human behavior in social systems, primarily focused on communities and organizations. Uses an ecological/systems framework together with a developmental approach and a diversity perspective to provide an interactional understanding of human behavior with an organizational analysis. Examines linkages between the eight key social institutions with the principles of community collaboration. Open to students in MSW Program. Course also open to students in the Creative Arts Therapy and Higher Education Student Affairs Administration graduate programs.

SWK 508 Diagnostic Process: A Strengths-Based Social Work Perspective (3 credits)
Examines mental health challenges from an integrative, recovery-oriented and ecological perspective. Gives generalist level graduate social work students an understanding of the major mental health challenges for children, adolescents, adults and older adults. Includes content on both the use of the Diagnostic and Statistical Manual V (DSM-V) and strengths-based understanding and assessment of mental health challenges. Stresses the interaction of biological, social, cultural, spiritual, political and environmental factors in order to accurately understand the presenting challenges. Prerequisite: SWK 506 or experience in a mental health related setting.

SWK 520 Social Welfare Policy & Services (3 credits)
Serves as the foundation course in the required two-course social policy curriculum content area. This course has as its primary purpose the study of the historical aspects and current nature of the major programs of social welfare, helping students to develop skills in analyzing social welfare policies and programs, and exploring strategies for influencing social policy at various levels. This course introduces students to the philosophical and historical perspectives of social welfare services and social work practice, and attempts to foster the development of not only descriptive, but also analytical and critical understanding of social welfare programs, policies, and services. This course is designed to provide students with an in-depth understanding of the development of social welfare policies primarily in the United States, and the skills necessary to analyze and affect social policies and the social programs generated from them.

SWK 524 Social Work Practice and Cultural Diversity (3 credits)
This course is offered as a requirement in the generalist year of the curriculum and provides preparation for the student to engage in sensitive, culturally competent, cross-cultural and cross-ethnic social work practice. The course focuses on the processes of privilege and oppression in society, and the experiences, needs, and responses of people of who have been subjected to institutionalized forms of oppression because of their particular collective characteristics. Social work theory, knowledge, and practice skills are emphasized in order to guide culturally competent interventions aimed at addressing the needs of diverse groups. Both cognitive and affective processes are stressed throughout the course.

SWK 533 Social Work Research Methods (3 credits)
This course provides a thorough review of all basic social research concepts with an emphasis on evidence-based practice and concepts related to program and practice evaluation. This course also seeks to ensure that students engage in critical thinking and have basic knowledge of important research skills including library search skills and qualitative and quantitative data analysis.

Advanced Standing: Bridge Course Descriptions

SWK 503 Integrative Seminar for Advanced Standing (3 credits)
Provides the advanced standing student an opportunity to integrate MSW core components into the generalist perspective gained in previous BSW education. The integrated practice perspective, including community-based collaboration, empowerment-based perspective, interdisciplinary teamwork, and a strengths-based approach prepares Advanced Standing students beginning the advanced year. Students consider social problems from a multi-level

multi-system perspective including policy, practice, research, and human behavior and the social environment theory. Focus includes values and ethics, critical thinking, evidence based practice, and social work documentation.

SWK 508 Diagnostic Process: A Strengths-Based Social Work Perspective (3 credits)

Examines mental health challenges from an integrative, recovery-oriented and ecological perspective. Gives generalist level graduate social work students an understanding of the major mental health challenges for children, adolescents, adults and older adults. Includes content on both the use of the Diagnostic and Statistical Manual V (DSM-V) and strengths-based understanding and assessment of mental health challenges. Stresses the interaction of biological, social, cultural, spiritual, political and environmental factors in order to accurately understand the presenting challenges. Prerequisite: SWK 506, undergraduate Human Behavior course, or experience in a mental health related setting.

Advanced Curriculum: Course Descriptions

SWK 601 Social Work Practice with Individuals and Families (3 credits)

Develops knowledge and advanced skills in approaches that effectively enhance, preserve, and restore individual and family functioning within a community context. Focuses on the knowledge base for work with individuals and families (and the communities within which they live), who face the challenges of poverty, mental illness, minority status, family violence, sexual abuse, drug abuse, alcoholism, and major losses. Emphasizes developing advanced skills in assessment, intervention, and evaluation. Integrates the influence of ethnicity, gender, sexual orientation, developmental stage, organizations, the community, and the wider societal context is integrated throughout the course.

SWK 602 Social Work Assessments and Brief Interventions (3 credits)

This course focuses on developing knowledge and skills in biopsychosocial spiritual assessment to effectively engage individuals in direct social work practice. The course focuses on development of assessment-based intervention plans that are person-centered and sensitive to cultural issues. Students gain an understanding of short term intervention models for a wide range of direct practice settings.

SWK 604 Social Work Practice in Health Care Settings (3 credits)

This course focuses on the roles and responsibilities of social workers in health and mental health settings with an overview of current health settings and the unique contributions of social work. Emphasis is on the importance of interprofessional work and strategies to ensure client needs are the primary consideration in decision making. Students explore strategies for health/wellness promotion and evidence-based practice resources for various health related conditions.

SWK 605 Cultural Humility and Social Work Practice (3 credits)

This course prepares students to engage in clinical practice with a diversity of client populations utilizing a cultural humility framework aimed at helping students develop self-awareness and understanding of sociocultural factors that create inequities. Social work theory, knowledge, and

practice skills are emphasized to guide assessment, intervention, and evaluation within a cultural humility framework. Both cognitive and affective processes are stressed throughout the course.

SWK 610 Field Practicum & Seminar III (4 credits)

Provides advanced year first semester agency-based field instruction experience and classroom seminar for advanced learning and practice opportunities. Each semester builds on the previous semester(s) and is progressive in knowledge and skill development. The semester is utilized to integrate course work and field instruction experiences. Assignments and student-generated discussions serve to enhance knowledge and advanced skill development based on practice situations. Seminar faculty serves as the first- and second- semester field liaison for students in the practicum.

SWK 611 Field Practicum & Seminar IV (5 credits)

Provides the advanced year second semester agency-based field instruction experience and classroom seminar for advanced learning and practice opportunities. The seminar is utilized to integrate course work and field instruction experiences. Assignments and student-generated discussions serve to enhance knowledge and advanced skill development based on practice situations. Field seminars in the advanced year are taken each semester concurrent with field practicum. Seminar faculty serve as the first and second semester field liaisons for students in the practicum.

SWK 621 Advanced Social Welfare Policy (3 credits)

This course studies federal, state, and local policies related to social welfare. The class explores trends, current policy shifts and challenges, as well as the policy implication for health, educational, and social service agencies. There is an emphasis on social disparities, social justice, and the role of the social worker as legislative, community, institutional and grassroots advocate.

SWK 632 Master's Thesis Seminar (2 credits)

This course supports students in the implementation and evaluation of their Master's Project Thesis. The course will be based on a seminar format with specific tasks and topics to be covered coming from the needs of the class. Students will also meet individually with the instructor to develop their capstone project, and will read and critique the projects of class peers before the final drafts are submitted. Taken concurrently with SWK 633.

SWK 633 Master's Thesis Project (1 credit)

This course supports students in the implementation and evaluation of their Master's Project poster presentation and symposium. The course will be conducted in a discussion format for students to develop and participate in a research colloquium to present their work on poster format at the end of the semester to faculty and invited community members. Students will provide feedback on one another's poster presentations prior to the community symposium. Taken concurrently with SWK 623.

SWK 654 Evidence Based Practice (3 credits)

This course develops the knowledge and skill to work with individuals with a diagnosis of serious mental illness using recovery-oriented, evidence-based practices. Students learn to examine research literature to determine the levels of support for specific interventions and essential principles for translating research into practice and identifying the appropriate treatment

outcomes that reflect effective, quality mental health practice. Assessment and evidence-based practice will be examined for their utility with diverse groups.

Elective Course Descriptions

SWK 515 Introduction to Substance Abuse and Addiction (3 credits)

Provides an overview of popular substances of abuse and addiction, including their effects, signs, and symptoms. Analyzes historic and current theories of use, abuse, addiction, treatment, and recovery. Analyzes relevant social policy issues and introduces topics of addiction and special populations, exploring the intersections between human diversity and substance abuse.

SWK 560 Spirituality and Social Work (3 credits) As a cultural universal, the importance of religion and spirituality in shaping belief systems, perceptions, culture, and approaches to health and wellness has long been recognized. The clients of helping professionals hold religious and spiritual beliefs that play significant roles in their psychological development, environment, and life processes. This course examines the ways in which these beliefs influence individuals, families, small groups, communities, and program development and implementation. Psychosocial issues and perceptions of health, illness, and well-being are explored from an interdisciplinary perspective.

SWK 563 Fatherhood and Childhood Outcomes (3 credits)

This course recognizes the role of the father both at the societal level and within the scientific community. Course content includes conceptions of fatherhood and manhood, methodological concerns, theoretical perspectives, policy issues and their relevance to father involvement and child outcomes. Gives consideration to the transition to fatherhood, levels of paternal involvement across cultures, the different family configurations and structure within which fathering occurs, and their effect on child development in several domains.

SWK 570 Professional Ethics (3 credits) This course is intended to provide students with the opportunity to demonstrate an in-depth ability to apply ethical theory, rank-ordering, and ethical reasoning to ethical dilemmas in professional practice by examining moral philosophy and critically reflecting on one's own value system. Course content will highlight contemporary professional issues in social work practice (e.g., confidentiality, privileged communication, boundaries, conflict of interest, dual and multiple relationships) as well as examining contemporary moral issues of interest to students (e.g., death penalty).

SWK 574 Self-Care and the Health and Human Service Professions (3 credits)

Self-care supports professional competence as well as the longevity and integrity of individual professionals and professions as a whole. A commitment to professional self-care and a repertoire of self-care strategies are essential to preventing and addressing consequences of helping work such as compassion fatigue, vicarious trauma, and secondary traumatic stress disorder. Effective self-care is supported by self-awareness; an understanding of coping and human resilience as well as the philosophical and theoretical foundations of self-care strategies; and application of self-care across practice settings and systems levels.

SWK 585 Practice with Sexual Minority Communities (3 credits)

This course uses a gay-affirmative framework to examine practice with gender identity and sexual orientation identity. History of lesbian, gay, bisexual, transgender, and queer communities, including self-help and professional social service responses, will be discussed. Students will examine own biases and strengths within the context of gay-affirmative, social justice oriented practice. Intersectionality of racial and ethnic identity, social class identity, and other cultural identities, will be explored.

SWK 600 Independent Study (3 credits)

Arranged in consultation with the instructor/sponsor and in accordance with procedures of the appropriate academic offices prior to registration.

SWK 615 Substance Abuse Treatment (3 credits)

Provides in-depth analysis of the theory and practice of substance abuse assessment and treatment. Examines the processes of intake, assessment, intervention, treatment, case management and relapse prevention with individuals challenged by substance abuse and addiction. Analyzes the nature of evidence-based substance abuse treatment across a variety of systems, ranging from the individual to the family and community.

SWK 616 Disability Studies and Social Work Practice (3 credits)

Course provides an overview of disability in the sociopolitical context & clinical knowledge for social workers working with individuals and their families. Includes theories history, current policies and programs of disabilities and disability rights in America. Overview of assessment and intervention strategies for individuals with disabilities and their families across micro, mezzo, and macro practice levels.

SWK 617/HHS 617 Veterans and their Families (3 credits)

This course explores the roles of interprofessional team members in various health and education programs and the knowledge, skills, values and attitudes necessary to effectively provide services to veterans and their families. The course develops an evidence-based understanding of the current social service, health and mental health needs and interventions for veterans and their families. Research and theories that guide effective team development and interactive problem solving across health and human service disciplines are included.

SWK 640 Special Topics (3 credits)

Provides an opportunity for in-depth class exploration of special topics in social work. Topics vary and change from year to year depending on the interests of students and faculty.

SWK 640 Special Topics: Grief and Loss (3 credits)

This course presents students with concepts and theories about grief and loss across the life span. Opportunities will be provided to explore and understand one's own beliefs and reactions to these life experiences while learning assessment and intervention skills as a practicing professional. How other cultures and religions express and deal with death, grief, and loss will be explored to further develop cultural competency skills. Students will learn how to differentiate between normal grieving processes, complicated grief, clinical depression, post-traumatic stress

disorder, and other mental health challenges related to loss and bereavement. How to support people in life after grief and self-care for professionals will also be addressed.

SWK 640 Special Topics: Social Work with Urban Children and Families (3 credits)

Course focuses on issues that impact urban children and families. We will examine the unique barriers facing this population encompassing social, educational, political, and cultural factors. Emphasis will be placed on practitioner cultural competencies and the demythologizing of stereotypes which can hinder effective interventions. Social Work practices are considered from a cross-cultural, strength-based, community collaborative perspective across client systems. Emphasis is placed on developing a practice perspective that addresses the empowerment of Urban Children and Families systems in order to address issues of economic and social justice.

SWK 642 Contemporary Issues (3 credits)

Provides an opportunity for students and faculty to explore contemporary issues outside of the regular class offerings.

SWK 645 Sexual Health in Professional Practice (3 credits)

This course addresses practice issues in the assessment, evaluation, and treatment of sexual health issues in professional practice. It presents the biological, psychological, cultural, and behavioral aspects of sexual health and focuses on sexual health knowledge, behaviors, attitudes, and values of both social work practitioners and client systems. Sexual health attitudes, values, and practices are explored from a cross cultural perspective to understand how sexual health is culturally and historically influenced and maintained. Emphasis is placed on developing a practice perspective that addresses the empowerment of sexual health with client systems to address issues of economic and social justice.

SWK 647 Supervision and Consultation (3 credits)

Identifies and examines central concepts, theories and models of supervision and consultation. Considers strategies and techniques for establishing, improving, and maintaining supervisory and consultative relationships as mechanisms for improving service to clients. Gives special attention to organization dynamics and structure, delineating the management function, and to issues of power and authority. Emphasizes the dynamics of supervision and consultation, ethical and value principles, professional boundaries, supervision and consultation as leadership functions, and the importance of collaborative process.

SWK 649 Family Systems and Addiction: Theory and Practice (3 credits)

An introductory exploration of foundational concepts of family systems theory as it relates to clinical practice with systems coping with addiction issues. Topics include a bio-psychosocial perspective on addiction and related mental health issues, Murray Bowen's theoretical framework of family systems as well as a review of foundational family counseling skills. This will be accomplished through class lecture, class discussion, film analysis, journal research, reading, and writing assignments.

SWK 650/HHS 650 International Social Work (3 credits)

This course is designed to introduce students to international social work practice. Students develop knowledge and skills in culturally competent approaches to effectively enhance assets

and empower individuals, families, groups, agencies, and communities within an international context, specifically within developing countries, and with immigrants, refugees, and asylum seekers in the U.S. This course provides a beginning knowledge base for international social work practice from a collaborative perspective to address the challenges of human rights, poverty, child abuse, and neglect, physical and mental health, HIV/AIDS, environmental justice, and other social/political issues. (India, Jamaica, and Finland study abroad trips).

SWK 655 Mental Health Recovery (3 credits)

This course explores the concept of Mental Health Recovery and prepares students to provide Recovery-Oriented Social Work to adult individuals, families and groups. Students will gain an understanding of Mental Health Recovery as a personal process for an individual diagnosed with “mental illness” and will be introduced to various intervention, practices and policies that support Mental Health Recovery. The course will explore the ways in which a Strengths and Empowerment approach support Recovery along with other topics including Self-Determination, Wellness Self-Management, Person-Centered Planning, Shared Decision Making and Peer Support.

SWK 670 Sex, Drugs and Cigarettes: Addictions in Social Work Practice (3 Credits)

Course provides a survey of various chemical and behavioral addictions, including, but not limited to, alcohol, illicit drugs, eating disorders, and sexual addictions. Students will learn about the addictive cycle and its impact on persons across the lifespan.

SWK 675 Motivational Interviewing (3 Credits)

This course examines the theoretical basis of Motivational Interviewing including critical concepts and principles. Identifies and applies key Motivational Interviewing strategies. Students learn skills and applications.

SWK 680 Clinical Interventions: Advanced SWK Practice with Groups (3 Credits)

Advances theoretical knowledge and clinical practice skills in clinical settings; builds on the foundation knowledge and skills for creating, facilitating, and maintaining groups in social work practice. Provides preparation for use of clinical group work methods with client population across the life cycle. Complements and builds upon group leadership skills obtained in previous practice level courses.

Plans of Study

Students are expected to follow their designated plan of study. Adjustments to the plan of study must be approved in writing by the student's academic advisor and be in compliance with policies of the MSW Program and the College. These policies include:

- **No more than 9 credits may be taken in summer session.**
 - If 9 credits are taken in the summer session(s), must be approved by the advisor and in alignment with plan of study. 12 credits are typically too many courses to take in summer session in the MSW Program. Only under unique circumstances (VA funding requirements, expiration of funding, etc.) a student can request approval from their advisor and the Program Director.

- **No more than 3 credits** are allowed in the winter intercession for the MSW Program
 - Students may take winter intercession electives when eligible in their plan of study and with approval with their advisor. Please note that priority is given to students graduating in spring of the academic year for winter intercession electives. Winter intercession courses are part of the spring semester credit load.
 - Students are encouraged to consult with the Nazareth Financial Aid office regarding financial aid considerations in taking a winter intercession course.

**COURSE OF STUDY FOR THE MASTER OF SOCIAL WORK DEGREE
FULL-TIME 36-CREDIT ADVANCED STANDING PROGRAM – ROCHESTER
3 SEMESTERS SUMMER TO SPRING**

It is the sole responsibility of each student to know, understand and complete the requirements for his/her degree program.

LAST NAME:		FIRST NAME:	
Email:		NazNet ID:	
Phone:		Matriculation Date:	
Advisor:		Anticipated Graduation Date:	
SUMMER-1st SEMESTER			
Course #			Credit
SWK 052	Child Neglect and Abuse Reporter Training (Completed in SWK 503. It is completed online through NYSED and is required for students entering or currently in field.)		0
SWK 503	Advanced Standing Seminar		3
SWK 508	Diagnostic Process		3
	Total		6cr
FALL-2nd SEMESTER			
SWK 601* <i>or</i>	Advanced Practice with Individuals and Families		3
SWK 602**	Social Work Assessment and Brief Intervention		3
SWK 610	Advanced/Field Practicum and Seminar III		4
SWK 605	Social Work Practice : Cultural Humility		3
SWK 632	Master's Thesis Seminar		2
Elective			
	TOTAL		15
SPRING-3rd SEMESTER			Credit
SWK 604*** <i>or</i>	Social Work Practice in Health Care		3
SWK 654* <i>or</i>	Evidence Based Practice in Mental Health		3
SWK 611	Advanced/Field Practicum and Seminar IV		5
SWK 621	Advanced Practice with Individuals and Families		3
SWK 633	Master's Thesis Project		1
Elective			
	TOTAL		15

Student's Signature: _____ Date: _____
 Advisor's Signature: _____ Date: _____

***Offered every spring for advanced level practice

**Offered every fall for advanced level practice

*Not offered every year. Offering is dependent upon cohort sizes and sufficient interest.

**COURSE OF STUDY FOR THE MASTER OF SOCIAL WORK DEGREE
FULL-TIME 60-CREDIT PROGRAM – ROCHESTER**

GENERALIST YEAR

LAST NAME:		FIRST NAME:	
Email:		NazNet ID:	
Phone:		Matriculation Date:	
Advisor:		Anticipated Graduation Date:	
FALL-1st SEMESTER			
Course #	Generalist Curriculum	Credit	
SWK 052	Child Neglect and Abuse Reporter Training (Completed in SWK 503. It is completed online through NYSED)	0	
SWK 501	SW Practice I	3	
SWK 504	Generalist Field Practicum and Seminar I	3	
SWK 506	Human Behavior and the Social Environment I	3	
SWK 520	Social Welfare Policy	3	
SWK 524	SW Practice and Cultural Diversity	3	
	TOTAL	15	
SPRING-2nd SEMESTER			
SWK 502	SW Practice II	3	
SWK 505	Generalist Field Practicum and Seminar II	3	
SWK 507	Human Behavior and the Social Environment II	3	
SWK 508	Diagnostic Process: Strength-based SW Perspective	3	
SWK 533	Social Work Research	3	
	TOTAL	15	
SUMMER	<i>Concentration level courses or approved electives may be taken with consultation and approval of your Advisor prior to registration</i>		
	TOTAL		

It is the sole responsibility of each student to know, understand and complete the requirements for his/her degree program.

**COURSE OF STUDY PLAN FOR THE MASTER OF SOCIAL WORK DEGREE
FULL-TIME 60-CREDIT PROGRAM – ROCHESTER**

ADVANCED YEAR

FALL-3rd SEMESTER		
Course #	Advanced Curriculum	Credit
SWK 601* <i>or</i>	Advanced Practice with Individuals and Families	3
SWK 602**	Social Work Assessment and Brief Interventions	3
SWK 610	Advanced/Field Practicum and Seminar III	4
SWK 632	Master's Thesis Seminar	2
SWK 605	Cultural Humility in Social Work Practice	3
XXX	Approved Elective	3
	TOTAL	15
WINTER-SESSION		
	(An elective may be available)	
	TOTAL	
SPRING-FINAL SEMESTER		
SWK 604*** <i>or</i>	Social Work Practice in Health Care	3
SWK 654* <i>or</i>	Evidence Based Practice in Mental Health	3
SWK 611	Advanced/Field Practicum and Seminar IV	5
SWK 621	Advanced Social Welfare Policy	3
SWK 633	Master's Thesis Project	1
XXX	Approved Elective	3
	Total	15

Student's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

***Offered every spring for advanced level practice

**Offered every fall for advanced level practice

* Not offered every year. Offering is dependent upon cohort sizes and sufficient interest.

**COURSE OF STUDY FOR THE MASTER OF SOCIAL WORK DEGREE
PART-TIME 60-CREDIT PROGRAM-THREE YEARS, THREE SUMMERS
ALL LOCATIONS**

GENERALIST YEAR

LAST NAME:		FIRST NAME:	
Email:		NazNet ID:	
Phone:		Matriculation Date:	
Advisor:		Anticipated Graduation Date:	
FALL-1st SEMESTER			
Course #	Generalist Curriculum		Credit
SWK 506	Human Behavior and the Social Environment I		3
SWK 520	Social Welfare Policy		3
	TOTAL		6
SPRING-2nd SEMESTER			
SWK 507	Human Behavior and the Social Environment II		3
SWK 524	SW Practice and Cultural Diversity		3
	TOTAL		6
SUMMER-3rd SEMESTER			
SWK 508	Diagnostic Process: Strength-based SW Perspective		3
SWK 533	Social Work Research		3
	TOTAL		6
FALL-4th SEMESTER			
SWK 052	Child Neglect & Abuse Mandated Reporter Training (Completed in SWK 504. It is completed online through NYSED and is required for students entering or currently in field)		0
SWK 501	SW Practice I		3
SWK 504	Generalist Field Practicum and Seminar I		3
	TOTAL		6
SPRING-5th SEMESTER			
SWK 502	SW Practice II		3
SWK 505	Generalist Field Practicum and Seminar II		3
	TOTAL		6

It is the sole responsibility of each student to know, understand and complete the requirements for his/her degree program.

**COURSE OF STUDY FOR THE MASTER OF SOCIAL WORK DEGREE
PART-TIME 60-CREDIT PROGRAM- THREE YEARS, THREE SUMMERS
ALL LOCATIONS**

ADVANCED YEAR

SUMMER-6th SEMESTER		
Course #	Advanced Curriculum	Credit
SWK 621	Advanced Social Welfare Policy	3
SWK 605	Cultural Humility in Social Work Practice	3
	TOTAL	6
FALL-7th SEMESTER		
SWK 601* <i>or</i>	Advanced Practice with Individuals and Families	3
SWK 602**	Social Work Assessment and Brief Interventions	3
SWK 610	Advanced/Field Practicum and Seminar III	4
SWK 632	Master's Thesis Seminar	2
	TOTAL	9
SPRING-8th SEMESTER		
SWK 604*** <i>or</i>	Social Work Practice in Health Care	3
SWK 654*	Evidence Based Practice in Mental Health	3
SWK 611	Advanced/Field Practicum and Seminar IV	5
SWK 633	Master's Thesis Project	1
	TOTAL	9
SUMMER-LAST SEMESTER		
XXX	Approved Elective	3
XXX	Approved Elective	3
	TOTAL	6

Student's Signature: _____ Date: _____
 Advisor's Signature: _____ Date: _____

***Offered every spring for advanced level practice

**Offered every fall for advanced level practice

*Not offered every year. Offering is dependent upon cohort sizes and sufficient interest.

**COURSE OF STUDY FOR THE MASTER OF SOCIAL WORK DEGREE
PART-TIME 36-CREDIT ADVANCED STANDING PROGRAM
WATERTOWN + AUBURN
SPRING MATRICULATION**

It is the sole responsibility of each student to know, understand and complete the requirements for his/her degree program.

LAST NAME:		FIRST NAME:	
Email:		NazNet ID:	
Phone:		Matriculation Date:	
Advisor:		Anticipated Graduation Date:	
SPRING-1ST SEMESTER			
Course #			Credit
SWK 052	Child Neglect and Abuse Mandated Reporter Training (Completed in SWK 503. It is completed online through NYSED)		0
SWK 503	Advanced Standing Seminar		3
SWK 508	Diagnostic Process		3
		TOTAL	6
SUMMER-2ND SEMESTER			
SWK 605	Cultural Humility in Social Work Practice		3
SWK 621	Advanced Social Welfare Policy		3
		TOTAL	6
FALL-3RD SEMESTER			
SWK 602	Social Work Assessment and Brief Interventions		3
SWK 610	Advanced/Field Practicum and Seminar III		4
SWK 632	Master's Thesis Seminar		2
		TOTAL	9
SPRING-4TH SEMESTER			
SWK 604*** <i>or</i>	Social Work Practice in Health Care		3
SWK 654*	Evidence Based Practice in Mental Health		3
SWK 611	Advanced/Field Practicum and Seminar IV		5
SWK 633	Master's Thesis Project		1
		TOTAL	9
SUMMER-5TH SEMESTER			
XXX	Approved Elective		3
XXX	Approved Elective		3
		TOTAL	6

Student's Signature: _____ Date: _____
 Advisor's Signature: _____ Date: _____

**COURSE OF STUDY FOR THE MASTER OF SOCIAL WORK DEGREE
PART-TIME 36-CREDIT ADVANCED STANDING PROGRAM – ROCHESTER**

It is the sole responsibility of each student to know, understand and complete the requirements for his/her degree program.

LAST NAME:		FIRST NAME:	
Email:		NazNet ID:	
Phone:		Matriculation Date:	
Advisor:		Anticipated Graduation Date:	
FALL-1st SEMESTER			
Course #			Credit
SWK 052	Child Neglect and Abuse Mandated Reporter Training (Completed in SWK 503. It is completed online through NYSED)		0
SWK 503	Advanced Standing Seminar		3
SWK 508	Diagnostic Process		3
	TOTAL		6
SPRING-2nd SEMESTER			
SWK 621	Advanced Social Welfare Policy		3
XXX	Approved Elective		3
	TOTAL		6
SUMMER-3rd SEMESTER			
SWK 605	Cultural Humility in Social Work Practice		3
XXX	Approved Elective		3
	TOTAL		6
FALL-4th SEMESTER			
SWK 601*** <i>or</i>	Advanced Practice with Individuals and Families		3
SWK 602*	Social Work Assessments and Brief Interventions		3
SWK 610	Advanced/Field Practicum and Seminar III		4
SWK 632	Master's Thesis Seminar		2
	TOTAL		9
SPRING-FINAL SEMESTER			
SWK 604*** <i>or</i>	Social Work Practice in Health Care		3
SWK 654* <i>or</i>	Evidence Based Practice in Mental Health		3
SWK 611	Advanced/Field Practicum and Seminar IV		5
SWK 633	Master's Thesis Project		1
	TOTAL		9

Student's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

***Offered every spring for advanced level practice

**Offered every fall for advanced level practice

*Not offered every year. Offering is dependent upon cohort sizes and sufficient interest.

Mandated Reporter Training

Identifying and Reporting Child Abuse and Maltreatment: Mandated Reporter Training
Prior to graduation, MSW students are required, per the New York State Education Department, to participate in mandated reporter training for the identification and reporting of child abuse and maltreatment. The MSW Program is required to document that students have received this training. This training is scheduled as follows:

1. For all incoming Advanced Standing students, the online training session takes place within SWK 503 (Integrative Seminar for Advanced Standing) scheduled during the fall semester.
2. For all 60-credit students, the online training takes place during SWK 504 (Field Practicum & Seminar) scheduled during the fall semester.

Information on how to complete the Child Abuse and Neglect Mandated Reporter online training module is published in the SWK 503 and SWK 504 Syllabi. Students are required to print a certificate of completion once the module is completed and submit the certificate to their course instructor in SWK 503 or SWK 504. The certificates of completion will be kept on file by the MSW program, and SWK 052 will appear on the transcript as completed. Completion of this certificate will meet the requirement for the LMSW license.

Field Education

The Council on Social Work Education identifies field education is the signature pedagogy for social work education.

Signature Pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. In social work, the signature pedagogy is field education. Professional education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum-classroom and field-are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated and evaluated based on the criteria by which students demonstrate the achievement of the generalist and advanced competencies.

Purpose of Field Instruction

Field instruction provides the opportunity for students to integrate theory and knowledge into practice through skill development and refinement within the context of professional values and ethics. Curriculum content areas of Human Behavior and the Social Environment, Diversity, Social Welfare Policy, Research, and Practice are combined with the student's practicum experience to form the basis of professional practice. The agency site with experienced professional supervision serves as the training ground for student knowledge and skill development. Expectations are that the student develops practice competencies from a generalist perspective in the first year of the 60 credit program. In the advanced field practicum for both 36 and 60 credit students, it is expected that students will focus on their skill and knowledge enhancement in advanced practice. Students as advanced practitioners must demonstrate an

ability to engage, assess, analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. They must synthesize and apply a broad range of knowledge as well as practice with a high degree of autonomy and skill. Additionally, they must be able to refine and advance the quality of their practice as well as that of the larger social work profession.

Structure of Field Instruction

The field instruction component of the curriculum is designed with a two-semester generalist level concurrent field placement for 60 credit plans of study, and a two-semester concurrent advanced level field placement for 36 and 60 credit plans of study. The generalist and advanced field placements provide students with opportunities to integrate social work knowledge, values and skills in the application of professional practice at progressive levels working face to face with client systems at the individual, family, group, organization, or community level.

The Generalist Year field placement requires a minimum of 200 hours/semester for 2 semesters, for a total of 400 hours. For a 14-week semester, this averages 14.5 hours/week. Students are required to complete at least 12 hours/week and no more than 18 hours/week as their regular schedule. Monitoring and integration of the experience for a student is facilitated through SWK 504 Field Practicum I and Seminar I in the fall semester, and SWK 505 Field Practicum II and Seminar II in the spring semester. The student must register for and continue with the same instructor and section of field and seminar for both semesters.

The Advanced Year is congruent with the specialization of advanced integrative practice. Students complete a minimum of 250 hours/semester for 2 semesters, for a total of 500 hours. For a 14-week semester, this averages 18 hours/week. Students are required to complete at least 14 hours/week and no more than 22 hours/week as their regular schedule. Monitoring and integration of the experience for a student is facilitated through SWK 610 Field Practicum III and Seminar III in the fall semester and SWK 611 Field Practicum IV and Seminar IV in the spring semester. The student must register for and continue with the same instructor and section of field and seminar for both semesters.

The total clock hours for the MSW Field Practicum for the 60 credit full and part-time options is 900 hours. Students in the 36-credit Advanced Standing Program complete the advanced Field Practicum requirements of 500 clock hours. Please refer to the Field Education Manual for specific detailed information and educational evaluations of Field Learning.

Field Learning Contracts and Field Evaluations (see Field Manual)

Advisement, Professionalism, and Code of Conduct

Student Responsibilities and Rights

Although the Social Work faculty makes great effort to inform students of their rights, the students have the responsibility to familiarize themselves with the policies and procedures of Nazareth College and the MSW Program.

Students are primarily responsible for knowing the degree requirements and following the policies that govern their academic program. Students are expected to adhere to the highest standards of professionalism as students, researchers, and social workers.

Academic Advisement

Individual advisement of students is a major and vital component of the educational experience for graduate professional social work education. The purpose of advisement is to help students obtain the maximum benefit from the educational experience. A process of developmental advisement will be utilized to help students integrate the professional and personal self.

Right to Advisement

Students have the right to proper advisement. The MSW Program places high value on the advising process. Academic and professional advising assists in achieving awareness and understanding of each student's abilities and needs. Joint effort by both students and faculty is required in sharing the responsibility of structuring and implementing an educational plan that meets students' needs. Advisement is needed for the academic and professional development of students.

Students accepted into the MSW Program will be assigned to a full-time member of the department faculty for ongoing advisement. For continuity, students will ordinarily remain with the assigned faculty member through degree completion. Students meet with their advisor each semester for course selection/registration using student planning. Students are encouraged to meet with their advisor whenever there are concerns regarding course performance or professional development.

Mutual respect should govern the interactions between advisors and students. Students and advisors have advising responsibilities to prepare for, actively participate in, and take appropriate action following advising sessions. Student planning is used to layout the student's study and to register for courses each semester.

Student Responsibilities:

- To take advantage of advising services and associated resources.
- To understand and meet all requirements of the degree program and to return various program and college forms by the identified deadlines.
- To know the policies of that govern graduate students.

Faculty Advisor Responsibilities:

- a) To assist the student with the transition into graduate study and support the student's initial involvement in the educational experience.
- b) To discuss the rationale for degree requirements, institutional and/or departmental requirements, policies, and procedures.
- c) To assist in developing the student's plan of study and provide guidance for revisions as needed.
- d) To analyze the student's study skills, especially when difficulties with courses are indicated, and discuss college resources and course selections and other options available to the student.
- e) To discuss possibilities for institutional and departmental involvement of each student.
- f) To review the student's academic performance and provide consultation and guidance as needed.
- g) To provide consultation and referral as needed, regarding academic or personal issues that may arise related to the student's participation in the Program.
- h) To provide guidance for the student's professional development.
- i) To approve the student's elective course selections.
- j) To provide guidance toward the successful completion of the MSW program.

Students will be expected to meet a minimum of once per semester with their faculty advisor and are encouraged to meet more frequently as needed. All faculty advisors hold regular office hours for advisement. The following times are especially important:

- During registration.
- Before any drop/add changes.
- Following any report of unsatisfactory academic performance.
- Prior to withdrawal from the program.
- When a student is experiencing personal, social adjustment, academic problems/challenges that are affecting performance in the program.
- Record check for graduation and application for graduation completed in SWK 601 or 602 in the fall of the final advanced year.

During students' initial conferences with their advisor, the MSW Program's curriculum is thoroughly reviewed. This curriculum outlines the course requirements for the student in sequential order. The advisee is informed of the MSW Program requirements. The overall background of the student is explored along with long term educational and career goals. The advisor helps advisees relate past educational achievements to their present educational goals. Advisees are encouraged to become familiar with NASW Code of Ethics, professional Social Work Journals, organizations, and books in order to further assess and develop their social work education.

Course Registration

Graduate students in their first term in the MSW Program will register in Student Planning with the support of MSW Program faculty and appropriate Nazareth College staff including the Nazareth College Registrar's Office. Students may view their schedule through their NazNet Self-Service account. Graduate students register on-line using Student Planning in the Nazareth College's NazNet Self-Service.

Credit Limits

Fall and Spring

The limit for graduate credits in the MSW Program in the fall and spring semesters is 15 credits. Graduate students are limited to a maximum of twelve (12) credits in the fall and spring semesters (with the exception of selected programs like ours in Health and Human Services).

Summer Terms

Two summer sessions are traditionally scheduled during the time period of mid-May through early August. Based on NYS and college guidelines, the maximum credit hours for which a graduate student is permitted to register during one summer session is six. This may vary in the MSW program, where some course offerings span both summer sessions (12 weeks). The MSW Program typically has plans of study with 6 credits in the summer session because of the intensity of offering required courses compressed into 12 week sessions and a minimum grade of B- for most of these offerings. The Program **allows a maximum of 9 credits total across the summer sessions with advisor approval only**. Please note: with regard to financial aid, the accumulations of summer sessions is considered to be one term. Students should consult with Financial Aid about how their loans are distributed when increasing the credit load in any semester.

In rare circumstances a student may seek approval from their advisor and Program Director to take 12 credits in the summer for funding requirements such as VA, Voc Rehab, etc.

Student Advisement Goal Planning

On occasion, a student may need to do goal planning with their advisor around a specific identified aspect of academic or professional development need. The worksheet below may be used to assist with this process.

Student: _____ Term: _____

1. Nature of identified need:
2. Goal or desired outcome:
3. Strengths the student possesses to address goal:
4. Areas of development negatively impacting goal:
5. Measurable objectives to meet goal and projected timeline:

Student's Signature

Date

Advisor's Signature

Date

Review of Student Progress

Academic Performance, Warning, and Probation

Provisional Acceptance

Students with an admission status of “provisional with monitoring of grade point average” are limited to 6 credits per semester and must have a 3.0 by the end of 12 credits. It is cause for academic dismissal if this GPA minimum is not met. In all circumstances related to academic dismissal, the program director will consult with the student’s advisor and department chair prior to proceeding with dismissal.

Maintaining 3.0 GPA

Each semester and throughout the semester, all students’ progress will be evaluated by the faculty who are providing instruction and by the academic advisors to ensure that students are meeting graduate level academic and professional standards for continuation in the Program and the College. Students are expected to maintain a 3.0 overall GPA during all semesters. No grade below a C (74) is considered passing.

Academic Warning and Probation

The Registrar’s Office issues letters to students, advisors, and program directors for those students whose GPA falls below a 3.0. Students who earn a grade point average of less than 3.0 in their current program of study for the first time are placed on Academic Warning. Students whose cumulative GPA falls below 3.0 for a second time are placed on Academic Probation. Should a student’s cumulative GPA fall below a 3.0 for the third time, they are dismissed from the college. <http://catalog.naz.edu/content.php?catoid=87&navoid=2375#probation>

Students on Academic Warning or Probation are required to meet with their academic advisor as well as the Program Director to complete a Graduate Petition Form identifying strategies for successful academic performance that will allow the student to resolve the probationary status before registering for additional courses. They are restricted to 6 credits per semester until they are able to successfully raise their GPA is above a 3.0 in the requisite number of semesters. (Note that the combination of summer sessions is equivalent to one term, therefore students on academic warning or academic probation may register for a maximum of one 3 credit hour course in Summer A, and one 3 credit hour course in Summer B/or 6 credits which run 12 weeks across Summer A and B).

Graduate students who have been placed on Academic Warning are eligible to receive federal financial aid (student loans). Based on federal guidelines and requirements, graduate students who are placed on Academic Probation are NOT eligible for federal financial aid (student loans) unless they have submitted a financial aid appeal due to extenuating circumstances and the appeal has been approved.

Additional Probation Notes

- Removal from Academic Warning/Probation: Once the student meets the GPA standards stated above, the student is automatically removed from academic warning or academic probation. **However, academic warning and probation statuses are cumulative over time** (i.e., a student will be placed on Academic Warning the first time his/her GPA falls below 3.0; if the GPA falls below 3.0 for the second time – at any point during the academic program – the student will be placed on Academic Probation, and will lose loan eligibility).

Graduate students who have been placed on Academic Warning are eligible to receive federal financial aid (student loans). Based on federal guidelines and requirements, graduate students who are placed on Academic Probation are NOT eligible for federal financial aid (student loans) unless they have submitted a financial aid appeal due to extenuating circumstances and the appeal has been approved.

Removal from Academic Warning/Probation

Once the student meets the GPA standards stated above, the student is automatically removed from academic warning or academic probation. However, academic warning and probation statuses are cumulative over time (i.e., a student will be placed on Academic Warning the first time his/her GPA falls below 3.0; if the GPA falls below 3.0 for the second time - at any point during the academic program – the student will be placed on Academic Probation, and will lose loan eligibility).

Academic Program Requirements

Students at the advanced standing level must maintain a 3.0 in the advanced standing bridge courses, SWK 503 and SWK 508 to maintain advanced standing status. In addition, all students must have a GPA of 3.0 to continue into the advanced year courses. SWK 501, 502, 601, 602, 604, 605, 654, 680 and SWK 508 Diagnostic Process specifically require a B- or higher; field seminar/practicum in both the generalist and the advanced years require a 3.0 or higher for a grade of “S”/Satisfactory.

Students who do not meet these academic standards for the practice courses, and/or field practica and seminars will be referred to an appropriate Academic or Field Review Committee to determine an appropriate plan of study (which may include remediation and/or specific strategies) and if continued enrollment in the Program is warranted. Further information regarding Academic and Field Reviews may be found in the section on *Standards for Evaluating Academic Performance, Policies, and Procedures for Review of Academic Performance and Academic Grievances*.

Academic Integrity

The MSW Program includes its policies on Academic Integrity in course syllabi as well as in this MSW Student Handbook.

Academic Integrity is defined as “honest and responsible scholarship” (University of Oklahoma, 2018), and is further characterized by the five values designated by the International Center for Academic Integrity: “honesty, trust, fairness, respect, and responsibility” (International Center for Academic Integrity, 2014, p. 16). Nazareth College shares the Center’s preference for an academic, supportive, and promotive approach to academic integrity rather than one focused mainly on violation detection and disciplinary consequence. However, the College will condone no form of academic dishonesty. See the following for procedures:
http://catalog.naz.edu/content.php?catoid=83&navoid=2251#academic_integrity

As members of the Nazareth College community, all work submitted for grading should be entirely one’s own, unless the instructor makes it clear in the assignment that student collaboration is expected. It is expected that students will refrain from any activities that deceive an instructor in the evaluation of the student’s academic performance. This includes but is not limited to inadvertently or intentionally failing to cite sources or using insufficient paraphrasing or synthesis of another’s ideas. **In all assignments students must pay particular attention to proper citation according to the APA 7th edition guidelines.** Students unfamiliar with these guidelines are responsible for obtaining them. Academic dishonesty is handled on an individual basis in adherence with College and departmental policies with a range of possible consequences.

Please visit the following link for Nazareth College’s Academic Integrity Policy:
https://www2.naz.edu/files/7415/5914/1102/Academic_Integrity_Policy_-_Students.pdf

Procedures for academic dishonesty:

Note: If the student’s home department is different than the department in which the course resides, throughout all steps of the appeals process, the program director, chair and dean of the student’s home department must be informed of the status of the appeal.

(Nazareth College Graduate Student Catalog

http://catalog.naz.edu/content.php?catoid=83&navoid=2251#academic_integrity)

In the event that an instructor believes a student to be guilty of some form of academic dishonesty, the instructor will meet with the student as soon as possible to discuss the basis for this belief. After such a meeting, the instructor may choose to pursue sanctions for this student. If this occurs before the published deadline for dropping courses with a “W” grade, sanctions override the right of a student to withdraw from the course in question. Specific sanctions may be implemented per the College policy above.

Professional Behavior

Students in the MSW Program are expected to conduct themselves in a manner consistent with the NASW Code of Ethics, the values of the profession, and the Program. This includes, but is not limited to, respect for others, personal integrity, a commitment to human rights, social and economic justice and social change, an openness to growth and change, respect for the views of others, tolerance for difference, and respect for human diversity. Additionally, students are expected to adhere to all policies of Nazareth College regarding student conduct which are published in the Graduate Catalogue, Student Handbook, and other published documents of the college.

Upon their entrance to the program, students sign an acknowledgement that they have received, will read, and will adhere to the policies set forth in the MSW Student Handbook. (See Acknowledgement Form at the end of the MSW Student Handbook)

During the academic experience in the MSW Program, students are given guidelines and standards to assist their transition to a professional role. Professional Conduct is a significant part of the professional and academic standards in the social work degree program. Professional conduct involves the core performance behaviors of:

- Task management
- Self-awareness
- Professional relationships and communication with respect for diversity and appropriate boundaries (with peers and professors as well as clients and supervisors)
- Clear, timely, and responsible and communication
- Ethical decision-making and adherence to the NASW Code of Ethics
- Use of proper channels for conflict resolution
- Critical thinking
- Professional use of social media and technology resources (hash tag, text, e-mail, phone, Facebook, Twitter, etc.)

Professional conduct and accountability involve the following expectations integrating the core performance behaviors:

Students are expected to attend and participate all sessions of the courses for which they are registered. Students are expected to be familiar with the college's academic calendar for graduate courses and any specific course requirements and should avoid making travel or other plans that require them to miss classes or final exams. While there is no officially recognized system of "allowed" absences, departments and individual faculty members may establish their own criteria, and it is the student's responsibility to know these criteria. In cases of excessive absence, the instructor may advise the student to withdraw from the course. A student who is unable to participate in any class, examination, or assignment due to his or her religious holy day requirements shall not be penalized, provided the instructor has been notified in writing at least two weeks prior to the absence. Regardless of the reason for absence, it is the responsibility of the student to make up all missed work to the satisfaction of the instructor. Students must meet deadlines for course requirements during a period of absence unless the student makes

alternate arrangements with the instructor prior to the original due date. (Nazareth College, http://catalog.naz.edu/content.php?catoid=83&navoid=2251#Attendance_Absence)

Students are expected to attend every graduate class, come prepared to discuss the readings, share ideas, engage in active critical thinking and discussion, and respect diverse perspectives. Critical thinking and respect for diverse perspectives involve learning as much as possible about opposing viewpoints as well as one's own viewpoint.

As with employment responsibilities, absences impact professional accountability and academic performance evaluations. Students are expected to have back up plans for child care, transportation, and family responsibilities and to make arrangements with employers so that students can attend every class and be on time. Students should notify their professors ahead of time or as soon as possible following an absence, just as one would inform a supervisor of an absence at work or in an internship. Students' colleagues should also be informed when the absence impacts group work for the class.

Repeated late arrival, early departure or extended break time will result in absence penalization at the Instructor's discretion. In online and hybrid courses, class attendance and participation is represented through a variety of timely online assignments, activities, and postings that demonstrate class engagement.

As in all courses, but particularly in online and hybrid courses, active and consistent participation is required and critical to student success. Failure to fulfill online and hybrid course expectations and requirements jeopardize student learning and academic success. Timely completion of online readings, weekly postings, discussion boards etc. is the equivalent of attendance in online courses and hybrid units.

A student who is unable to participate in any class, examination or assignment due to his or her religious holy day requirements shall not be penalized, provided the instructor has been notified in writing at least two weeks prior to the absence.

Students are expected to submit all assignments on time and in hard copy as well as Moodle if the course requires. Late assignments cannot be submitted without prior discussion with the professor who may deduct points for lateness. Professors may determine that late assignments are not acceptable, or they may impose a time limit beyond which a paper cannot be submitted because assignments frequently are sequential and build upon one another.

Students are expected to be respectful in their communications and interactions with professors and classmates during class sessions just as they would be respectful of work supervisors, field instructors, and colleagues at work or internships. Faculty in the MSW Program should be addressed as "Professor" followed by their first or last name, per the instructor's preference.

Cell phones, pagers, and personal communication devices should be turned off and there should be no text messaging during class or internship meetings. If an urgent message is expected, this should be anticipated with the instructor, settings should be set to "vibrate," and a student should leave the classroom to take the message.

In both field agencies and at Nazareth College and the satellite sites, students should dress appropriately to each setting. Students should inquire as to the dress code expected at their field agency and follow it.

Statement of Respect and Diversity

Preamble: Nazareth College embraces a society that is both diverse and inclusive, and values both respect for the person and freedom of speech. Respect for the dignity of all people is an essential part of the College's tradition, mission, and vision for the future as we advance a socially just and equitable community. The College promotes civility and denounces acts of hatred, violence, and/or intolerance.

Statement: We define diversity as a continuum of individual, group, and social differences, both visible and invisible. This definition compels us to confront inherent privilege, power, and marginalization to achieve equity and social justice. Diversity at Nazareth is concerned with, but not limited to: race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religious and spiritual belief, ability, national origin, veteran status, age, and those individuals with cultural characteristics that have been historically underrepresented and underserved. Nazareth College is dedicated to inclusion, the active pursuit of conscious and sustained practices and processes that value and respect differences. This commitment to diversity and inclusion informs our curriculum, teaching, learning, scholarship, creative activities, co-curricular activities, residential life, community involvement, and support of these endeavors by the Nazareth Community.

This commitment includes:

- engaging in a continual process of education, critical self-reflection and dialogue regarding privilege, power, and marginalization,
- promoting greater access and inclusion through systemic and structural change, and
- ensuring that all students, faculty, and staff reach their fullest potential individually and collectively.

This endeavor is essential in meeting the goal of preparing our students and ourselves for meaningful lives in a diverse and global society.

Notice of Non-Discrimination

Nazareth College is an equal employment opportunity employer. The College does not permit discrimination or harassment in its programs and activities on the basis of race (including traits historically associated with race), color, creed, national origin, ancestry, sex, gender, gender identity, gender expression, sexual orientation, age, religion, disability, medical condition, reproductive health decision making, pregnancy related condition, genetic information or predisposing characteristic, military or veteran status, political affiliation or belief, arrest or conviction record, domestic violence victim status, marital status, familial status, or any other protected status under applicable law. The College does not discriminate on the basis of sex or gender in its educational, extracurricular, athletic or other programs or in the context of employment.

Non-Discrimination Policy and Diversity and Inclusion Statement

Please see:

<https://www2.naz.edu/human-resources/diversity/>
https://www2.naz.edu/files/8214/7032/6642/2016-2017_College_Policies.pdf#page=3

College Code of Conduct

Students must adhere to the 2020-2021 Nazareth College Code of Student Conduct at https://www2.naz.edu/files/8214/7032/6642/2016-2017_College_Policies.pdf as well as the Computing Code of Conduct found online at http://www.naz.edu/its/services/policy_computing.html to be a respectful member of the college, the graduate school, and the MSW Program.

Nazareth College reserves the right to dismiss at any time a student whose professional conduct and/or academic standing renders the student unacceptable as a member of the MSW Program or Nazareth College, as stated in the Graduate Catalog at <http://catalog.naz.edu/content.php?catoid=68&navoid=1795#dismissal>

Student Handbook College Policies (2020-2021) at https://www2.naz.edu/files/8214/7032/6642/2016-2017_College_Policies.pdf describes the Student Code of Conduct and behaviors which could result in termination and dismissal.

Student Conduct

The College views its students as adults and assumes they will act with requisite maturity and responsibility.

A. The College prohibits any conduct on College property that is not in conformity with federal law, New York state law, or local ordinances and regulations. In general, any conduct that infringes upon the rights of others or that adversely affects the academic or administrative activities of the College is prohibited. It should also be noted that, in addition to being subject to any internal action that the College may initiate, persons involved in alleged violations shall also be subject to the same procedures and consequences before the law as if the alleged conduct had occurred off College property. The College reserves the right to respond to actions occurring off College property, including during study abroad programs, provided that the conduct in question affects the security of the College community and/or property, the integrity of the educational process, the reputation of the College, or if it demonstrates disregard for the rights of others or the discipline or general welfare of the College.

It is not intended that the actions described below constitute a complete enumeration of all conduct that may be subject to disciplinary procedures. The Student Conduct Code shall apply to a student's conduct even if the student withdraws from College while a disciplinary matter is pending. When a student is expelled or suspended, "W" grades will be given in the courses in which the student is enrolled. Violations of the College policies included in this handbook are strictly prohibited. Lack of knowledge of these standards will not be considered a valid excuse. Students may be sanctioned for any conduct that includes, but is not limited to, the following acts of misconduct:

b. Pages 5-8 of the *Student Handbook College Policies (2020-2021)* https://www2.naz.edu/files/8214/7032/6642/2016-2017_College_Policies.pdf includes approximately 30 examples of violations of the Student Code of Conduct which would incur disciplinary actions by the college.

The policies and procedures are the same for all the program sites. In addition, students in the satellite sites are impacted by institutional policies on the Jefferson and Cayuga Community College campuses, if students were to violate those codes of conduct while on those campuses.

A student can be dismissed from the MSW Program following the college procedures for any of these reasons: after unresolved probation for inadequate GPA, for violations of the student code of conduct or behaviors which are unacceptable as a member of the college community in the *Student Handbook College Policies (2020-2021)*, or for serious violations of the *MSW Program's Standards of Academic and Professional Performance* below.

Standards for Evaluating Academic Performance, Policies, and Procedures Academic Grievances Processes

Introduction

This document sets forth standards for evaluating academic performance, and policies and procedures for review of academic performance and academic grievances. These standards, policies and procedures apply to students enrolled in the MSW program. These standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of these policies is to help students have a successful experience in the MSW program.

Faculty and field instructors who teach and supervise students, along with the MSW Program Director will assess student academic performance and apply professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

All social work students will be provided with and expected to read the Standards for Evaluating Academic Performance, Policies and Procedures and the National Association of Social Workers (NASW) Code of Ethics (2017) in the MSW Student Handbook. Students will be asked to sign an acknowledgment that they have read, are aware of the contents of, and will abide by, the documents. The signed form will be kept in the student's active file. All relevant federal, state, and local laws, as well as the institutional policies of Nazareth College are applicable to these standards.

Standards for Evaluating Academic Performance

The MSW program evaluates academic performance in four general areas: 1) basic abilities to acquire professional skills; 2) mental and emotional abilities; 3) professional performance skills and; 4) scholastic performance. Both professional behavior and scholastic performance comprise academic standards. These standards were adapted in part from policies developed by the University of Texas at Austin, School of Social Work.

1. Basic Abilities Necessary to Acquire Professional Skill:

1.1 Communication: Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

Written: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the Program, to complete adequately all oral assignments (with or without accommodations), and to meet the objectives of field placement experiences, as specified by faculty.

1.2 Interpersonal Skills: Demonstrates the interpersonal skills needed to relate effectively with other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

1.3 Cognitive Skills: Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science, knowledge, and research—including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

1.4 Physical Skills: Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on Accessibility for clarification).

2. Emotional and Mental Abilities necessary for performance in the program and professional practice:

2.1 Stress Management: Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

2.2 Uses sound judgment: Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out

support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- Compromise scholastic and other performance,
- Interfere with professional judgment and behavior, or
- Jeopardize the best interests of those with whom the social work student has a professional responsibility (as outlined in the current Code of Ethics by the National Association of Social Workers).

3. Professional Performance Skills: Necessary for work with clients and professional practice:

3.1 Professional Commitment: Exhibits 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. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

3.2 Professional Behavior: Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws, in classroom, field, and community including:

- Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work;
- Respects others, is punctual and dependable, prioritizes responsibilities, attends class regularly, observes deadlines, completes assignments on time, keeps appointments, and makes appropriate arrangements. Students should not have late assignments, request extended deadlines, or expect the opportunity to re-write assignments at the graduate level.
- Works effectively with others, regardless of level of authority;
- Advocates in an appropriate and responsible manner and uses proper channels for conflict resolution;
- Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.
- Appearance, dress, and general demeanor reflect a professional manner.

3.3 Self –Awareness: Exhibits knowledge of how one's values, attitudes, beliefs are demonstrated in the following ways:

- Incorporates professional knowledge, values and skills in professional decision-making.
- Recognizes that in a helping process, emotions and past experiences affect thinking, behavior and relationship.
- Accurately assesses one's own strengths, limitations, and suitability for professional practice.
- Shows awareness of self and how one is perceived by others.
- Reflects on one's own limitations as they relate to professional capacities.
- Is willing to examine and change behavior when it interferes in working with clients and other professionals.

3.4 Ethical Obligations: Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics. Ethical behaviors include:

- Adherence to the NASW Code of Ethics;
- Systematic evaluation of clients and their situations in an unbiased, factual way; comprehension of another individual's way of life and values.
- The use of empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity and 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, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others including the client's rights to freedom, choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- Demonstration of honesty and integrity by being truthful about background, experiences and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- 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.

4.0 Scholastic Performance:

Students are considered to be in academic difficulty if their GPA falls below a 3.0. When this occurs, students are placed on academic probation and may take no more than six credits in a semester. Students have two semesters to achieve a 3.0. Students receiving an Unsatisfactory (U) grade for field or a C in any required social work course are considered also to be in academic difficulty. An automatic field review is called for students receiving an unsatisfactory grade in field and an academic review may be called for students doing poorly in or failing a required social work course. An overall GPA of 3.0 is required for graduation.

Policies and Procedures for Review of Academic and Professional Performance and Appeal Processes

Academic Reviews

An academic review is a formal review process. There are two types of Academic Reviews: General Academic Review and Field Review. If the academic and professional performance standard concerns relate to the field practicum alone, the Field Review procedures will be followed. All other reviews will follow the General Academic Review policies and procedures, and can be for either academic or professional performance (or both) in the MSW Program.

Pre-General Academic Review activities

The MSW faculty responsibilities include monitoring students' academic and professional performance. In the course of carrying out this responsibility, faculty will discuss concerns regarding the student's academic and professional performance to assess if an academic or professional performance concern is identified in a specific area and to identify patterns of concern being assessed. The standards for Academic Performance are utilized as the criteria to assess academic and professional performance. If concerns are identified, several steps may be chosen to address the concern with the student. Pre-review activities are informal processes to discuss the identified concerns with the student and to develop an action plan to assist the student to address the concerns satisfactorily. The following are examples of pre-review activities:

- a. An individual meeting between the faculty member and student to discuss the academic or professional performance concern.
- b. Informal group meeting with the student, student's academic advisor and faculty identifying the academic or professional performance concern.

There are extenuating situations in which the academic and professional performance concerns assessed by faculty require immediate referral to the program director for an Academic Review. In these cases, the Academic Review Policies and Procedures will be followed without pre-review activities.

General Academic Review

1. The Review is convened by the MSW program director and will include the student, the student's advisor and one or more MSW faculty having direct knowledge of the student's academic and professional performance. If either the MSW program director or faculty identifying the performance concern is also the student's academic advisor, the student may choose to have another member of the faculty serve as advisor during the review.
2. The program director will serve as chair and the academic advisor will be the recorder for this review. The student, advisor, and MSW faculty may present information both verbally and in writing as part of the Review.
3. The student can request the presence of a supportive faculty member at the review.
4. The Review will usually result in immediate decisions. In the event of significant concerns or the need for additional information, the program director, academic advisor and participating faculty may elect to go into executive session.
5. Written decisions must be made within ten business days of the Review and placed in the student's permanent student record.
6. Formal student notification of the review decisions must be made within ten business days of the Review and is sent by certified mail.
7. Remedial actions to address the concerns may include the following:
 - a. The student may be required to take specific actions to address academic or professional concerns related to the four performance standards (basic abilities to acquire professional skills, mental and emotional abilities, professional performance skills, and scholastic performance). The remedial actions identified should specify implementation actions to be taken, demonstrated outcomes, and timeframe.

- b. The student may choose to take a leave of absence from the program and reapply at a later date. If this option is chosen it should include specific tasks that must be accomplished to be considered for return to the program.
- c. The student may choose to withdraw from the program.
- d. The student may be terminated from the program.

General Academic Review Appeal Process

A student who believes that the academic review has not been handled appropriately or resolved to her/his satisfaction may appeal in writing to the Department Chair and subsequently to the School of Health and Human Services Dean utilizing the appropriate procedures of the College. The procedures for academic and grade appeals are outlined within Nazareth College policies. The student is expected to prepare documentation of their perspective on the matter and to meet the timelines outlined for an appeal. The Academic Review faculty members will do the same.

Field Review

The field practicum is an integral part of the student's educational experience and preparation for professional practice. In the process of conducting student supervision, it is expected that the field instructor will provide ongoing feedback to the student on her/his progress toward meeting field objectives. In the event the student is not meeting field objectives during the semester, the field instructor, in consultation with the faculty liaison, should discern the source of the problem the student is experiencing. It should be determined if the problem is:

1. environmental (e.g., agency and or field instructor related);
2. situational (e.g., interpersonal, illness, family, or similar circumstances); or
3. performance-related (e.g., illegal behavior, unethical behavior, lack of appropriate professional identification, inability to successfully complete assigned tasks, inability to develop appropriate social work skills, inability to meet other field objectives, or other issue).

It should be noted that some situations included under performance-related concerns are grounds for immediate dismissal from field. These can include but are not limited to: unethical or illegal behavior, negligence, actions that are considered unsafe by the agency, or violations of MSW program or institutional policies or procedures. In these cases, the Academic Field Review Policies and Procedures will be followed without pre-review activities. If the situation also involves other areas of the academic performance a full Academic Review will be held.

Pre-Field Review

The field team of student, field instructor and faculty liaison should attempt to address the specific problem and work toward a solution during the semester. Also, each party should document the nature of the problem, the steps taken to address solutions, and the outcome of those attempts.

In the event of poor field performance in any area, which would likely result in the student not meeting the criteria for a grade of "S" (Satisfactory), the following procedures should be used:

1. The field instructor should communicate regularly with the student about concerns regarding performance.
2. The field instructor and the student should document together or separately that they met and what steps have been taken to address the problem(s).

3. The field instructor will contact the faculty liaison and summarize the nature of the problem(s) and the steps taken to address them.
4. The faculty liaison will schedule a meeting with the student and field instructor and notify the Director of Field Education, and the Satellite Field Coordinator if applicable.
5. In preparation of this meeting, the field instructor will provide a written statement summarizing the nature of the concerns or problems, and the steps taken to address them. The student, faculty liaison will receive copies.
6. The liaison will meet with the student and field instructor, summarize the discussion occurring during the meeting and provide copies of the written summary to the Director of Field Education, the faculty advisor, and the Satellite Field Coordinator if applicable.
7. A Field Review must be conducted if the student receives a grade of Unsatisfactory "U" at the end of the Fall or the Spring semester.

Field Review Procedures

The field review must be scheduled within the first two (2) weeks of the spring semester for grades relating to fall term and within two (2) weeks of the end of the spring semester for grades related to spring term.

1. The review is convened by the Director of Field Education and will include the student, the student's advisor, the field instructor, field liaison, MSW Program Director, and Satellite Field Coordinator if applicable. If either the Director of Field Education or the faculty liaison is also the student's advisor, the student may choose to have another member of the faculty serve as advisor during the review.
2. The faculty liaison will summarize in writing the contacts and actions taken and will provide copies to all parties involved in the review.
3. The Director of Field Education will act as chair and recorder for this review. The student, advisor, liaison, field instructor may present information both verbally and in writing as part of the Review.
4. The student can request the presence of a supportive faculty member at the review.
5. The Review will usually result in immediate decisions. In the event of significant concerns or the need for additional information, the Director of Field Education, faculty liaison, faculty advisor, Program, and Satellite Field Coordinator may elect to go into executive session.
6. Written decisions must be made within 10 business days of the Review and placed in the student's permanent student record.
7. Formal student notification of decisions must be made within ten business days of the Review.
8. Remedial actions to address the concerns may include the following:
 - a. The student may be required to complete additional field hours with specific objectives in the learning contract.
 - b. A change of placement may be made with specific objectives in the learning contract.
 - c. The student may choose to take a leave of absence from the program and reapply at a later date. If this option is chosen it should include specific tasks that must be accomplished to be considered for return to the program.
 - d. The student may choose to withdraw from the program.
 - e. The student may be recommended for termination from the program based on the review of performance and behaviors in field.

Field Review Appeal Process

A student who believes that the field review has not been handled appropriately or resolved to their satisfaction may appeal in writing utilizing the appropriate procedures of the College. These procedures are outlined in College policies and begin with an appeal in writing to the Department Chairperson and the student's faculty advisor. The student is expected to prepare documentation of their perspective on the matter and to meet the timelines outlined for an appeal. The Field Review faculty members will do the same.

Departmental and Program Policies

Program Policies

Transfer Credit Policy

In order to avoid redundancy while promoting program integrity, the MSW Program will consider transfer credit for students who have completed and mastered comparable course content in a graduate course prior to admission to the MSW program. Graduate transfer credit may come from course work taken in another MSW Program, a Master's degree in a related field, or graduate course work taken elsewhere. Decisions about transfer credit for a required course are made on a case-by-case assessment examining criteria which include a review of the course syllabus (and graded assignments where requested) and a grade of B or better in a comparable course taken within the past five years of admission to the program per college policy.

In rare circumstances, a student with reasons to take a course at another college, while enrolled in the MSW Program, can seek and receive permission from the Program for the desired course. The course should be an appropriate elective or appropriate and equivalent generalist core course. The student must present reasons and necessity for taking the elective or the core course outside of the program. The planned course should not exceed program and college limits for semester credits.

A student wishing to apply for transfer graduate credit should refer to the guidelines for transfer credit listed below and to the petition process under this policy:

Students in the 60 credit degree program are allowed to transfer in a maximum of 9 graduate credits (15% of the plan of study) earned at an accredited institution, subject to the approval of the MSW faculty. Students in the 36 credits degree program are allowed to transfer in 6 credits (16 % of plan of study). Additional policies and procedures regarding transfer credit are as follows:

1. Transfer credit must be appropriate to the MSW degree and congruent with the student's educational plan. Students petitioning for transfer credit are advised that the faculty require evidence, beyond the transcript, which clarifies the substance of the course (e.g., course syllabus, papers or exams, catalog description, etc.). Such evidence is necessary to render a reasonable judgment on equivalence of content of MSW course work and/or relevance of electives to the student's educational Plan of Study.

2. Students petitioning to take a course from another institution must present the catalog description and course syllabus where possible with the petition.
3. A minimum grade of B (3.0) or higher must. Courses graded S/U, P/F, or Audit are not transferable.
4. The official transcript is required before awarding transfer credit.
5. Grades earned in transfer are not included in the GPA calculation and appear on the Nazareth College transcript as “T.”

Transfer Credit Petition Process

The student must initiate the process for transfer credit for a course by petitioning the Program Director for course equivalency credit based on the belief that **prior graduate** course material is comparable to generalist level or elective course work, was completed within the past five years, and has been mastered with a grade of B or higher. The student will present the transfer course petition and the required documents to the Program Director who will assign full-time faculty to review the syllabi (and graded assignments if requested) to determine how it corresponds to the MSW course for which the student seeks transfer credit. The faculty will make a recommendation regarding transfer credit after reviewing the syllabus, and the Program Director will make the final decision. The petition process for transfer credit should take place after the student is notified of acceptance into the MSW program, but all documentation must be received a minimum of three weeks before the start of the semester where transfer credit applies to ensure time for review and placement in the proper courses. Once a semester has begun, there are no reviews of transfer credit petitions for courses taught that semester. Students who are unable to produce the required information will not be eligible for consideration of transfer credit.

The student must initiate the process for permission to take a course for transfer credit by petitioning the Program Director. The student will present the transfer course petition and the required documents of reasons for necessitating a course from outside the program, the course description, and syllabus where possible, to the Program Director who will assign full-time faculty for review. Syllabi will be reviewed to determine how the course corresponds to the generalist MSW course for which the student seeks transfer credit or how the course serves as an appropriate elective. The faculty will make a recommendation regarding transfer credit after the review, and the Program Director will make the final decision. The petition process for transfer credit should take place before the student registers for a course from another institution, and all documentation must be received 3 weeks before the start of the semester where transfer credit applies to ensure time for review. Once a semester has begun, there are no reviews of transfer credit petitions for courses taught that semester. Students who are unable to produce the required information will not be eligible for consideration of transfer credit.

Course Waiver Policy

In order to avoid redundancy while promoting program integrity, the MSW Program will consider course waivers for students who have completed and mastered comparable generalist course content in a course prior to admission to the MSW program. This may include students who have Social Work minors, but not BSW degrees, who completed generalist Social Work course work with grades of B or better. When a student receives a waiver from a required

generalist level course, they must complete another graduate course—usually a graduate elective approved by an advisor—to earn the needed credit. Decisions about course waivers are made on a case-by-case assessment, examining criteria which include a review of the course syllabus (and graded assignments where requested) and a grade of B or better in a comparable course taken within the past five years of admission to the program. No more than 9 credits can be waived and/or transferred in to the 60 credit program, subject to the approval of the MSW faculty.

Due to the clinical content in the generalist practice courses (SWK 501 & 502) and field internship (SWK 504 & 505) and the imperative role of these courses in the professional development of social work students and their eligibility for clinical licensure, there is no waiver option for generalist practice and field internship courses.

Course Waiver Petition Process

The student must initiate the process for course waiver by petitioning the Program Director for course redundancy based on the belief that prior course material completed within the past five years has been mastered with a grade of B or higher. The student will present the course waiver petition and the required documents to the Program Director who will assign full-time faculty to review the syllabi (and graded assignments if requested) to determine how it corresponds to the MSW course for which the student seeks a waiver. The faculty will make recommendations regarding the course waiver, and the Program Director will make the final decision. The petition process for course waivers should take place after the student is notified of acceptance into the MSW program, but all documentation must be received a minimum of three weeks before the start of the semester to ensure time for review and placement in the proper course. Once a semester has begun, there are no reviews of course waiver petitions for courses taught that semester. Students who are unable to produce the required information will not be eligible for consideration for a course waiver. If a course waiver is granted, the student should consult with the academic advisor regarding the appropriate selection of an elective course to earn course credit for the course that is being waived.

Credit for Life Experience Policy

The program does not grant graduate social work course credit for life experiences or previous work experience. The graduate studies course catalog indicates that credit is not granted for life experience or work experience at the graduate level. Consistent with CSWE accreditation standards, no exceptions are made to this policy.

Practice and Field Practicum Course Restrictions Policy

All MSW Practice and Field Practicum courses are restricted to matriculated students pursuing the MSW degree. Consistent with CSWE accreditation standards, no exceptions are made to this policy.

Degree Time Limit

A student seeking the MSW degree must complete the requirements in five calendar years from the date of matriculation.

Conferral of the MSW Degree

Degrees are conferred in May, August, and December at Nazareth College after all MSW degree requirements are fulfilled. Students may participate in May Commencement activities when they are within 6 credits of degree completion.

Attendance

Students are responsible for all assigned course work and cannot be absolved of this responsibility. When enrolled in a particular course, students are obligated to do all of the work assigned. Punctual and regular attendance is vital to the discharge of this obligation. Absences do not alter this responsibility. The MSW Program adheres to the College attendance policy; see: http://catalog.naz.edu/content.php?catoid=83&navoid=2251&hl=attendance&returnto=search#Attendance_Absence

Excuses for official representation of the College must be obtained from the official supervising that activity or event. Students whose absences exceed 15 percent of the scheduled classes and laboratories may receive a lowered grade or failure at the instructor's discretion.

Repeated late arrival, early departure or extended break time will result in absence penalization at the Instructor's discretion. In online and hybrid courses, class attendance is represented through a variety of assignments and activities and posting that demonstrate class engagement.

As in all courses, but particularly in online and hybrid courses, active and consistent participation is required and critical to student success. Failure to fulfill online and hybrid course expectations and requirements jeopardize student learning and academic success.

A student who is unable to participate in any class, examination or assignment deadline due to his or her religious holy day requirements shall not be penalized, provided the instructor has been notified in writing at least two weeks prior to the absence. Alternatives for completing course content will be discussed.

Absences, Student Accessibility Services, COVID and Fall 2020 Semester:

The College will use the Starfish Early Alert System to notify instructors of students who will be absent from class due to quarantine and isolation. Instructors will then determine what method they will use to allow the student to maintain academic engagement without penalty due to medical absence. Students are expected to maintain communication with their instructors. Students who are medically unable to communicate with the instructor should work through Student Accessibility Services.

Withdrawal and Leave of Absence

Students may decide to withdraw from a course or from the MSW Program by providing their decision in writing to the Program Director and to the Registrar as follows:

During the first week of classes, new and returning graduate students requesting an immediate withdrawal from Nazareth College should contact the Registrar's Office. During the first week of

classes only, all courses will be dropped (removed from the record) and the student will be withdrawn from the college.

For withdrawal during weeks 2 through 10 of the semester, any new or returning graduate students can request an immediate withdrawal at the Registrar's Office, and informing the faculty advisor and Program Director. All courses will be dropped and assigned a grade of "W." Students may also choose to withdraw from the program or the college at this time.

No withdrawals are permitted after the 10th week of the semester without a grade of F being assigned. The only exception is a medical withdrawal, which must be accompanied by documentation from a health care provider and which pertains to all classes for which the student is registered that semester. The final deadline to request a medical withdrawal, including receipt of documentation from a health care provider, is the last day of classes. If the medical withdrawal is approved, all courses are dropped and assigned a grade of "W." Students seeking to initiate this process should contact the Registrar's Office as well as their advisor and Program Director.

Students may also choose to drop their classes and withdraw from the program or college in the timeframe between semesters. For all these policies, see https://www2.naz.edu/files/9614/6413/0605/Leave_of_Absence_or_Withdrawal_form.pdf

A student in good academic standing may request a leave of absence through the Registrar's office for a maximum of one academic year for medical reasons, financial necessity, or other reason. After one year, a student will lose their matriculation status and will be inactivated from their program, if they do not return. A completed *Graduate Program Request for an Official Leave of Absence* form at https://www2.naz.edu/files/9614/6413/0605/Leave_of_Absence_or_Withdrawal_form.pdf must be received prior to the semester(s) to which it applies. A leave of absence may impact course sequence and program completion. Therefore, it is required that the student meet with his/her advisor to adjust the program of study in anticipation of the student's return.

Grading, Program Actions, Appeals, and Grievances

Grading

The college-wide grading system for graduate students is followed within the MSW Program. For more information, please see:

<https://www2.naz.edu/files/2513/9334/3494/ValidFinalGrades.pdf>

Grade Point Average

Students are considered in good academic standing at the graduate level if their overall scholastic index/grade point average (GPA) is 3.0 or higher.

Grading System-Letter grades are given for each course. Students' grades are earned based on quality of work.

Letter Grade	GPA Quality Points	Description
A (95-100)	4.0	Highly Distinguished Work
A- (94-90)	3.7	Distinguished Work
B+ (89-87)	3.3	Strong Quality/Expected at Graduate level
B (86-84)	3.0	Average at Graduate level
B- (83-80)**	2.7	Just acceptable for graduate work.
C+ (79-77)	2.3	Barely adequate work but passing
C (76-74)	2.0	***(See below)
F (below 74)	0	Failure

*Please see the MSW syllabi for a further explanation of the quality of work needed for each letter grade.

** (B-) is an acceptable minimum grade in SWK 503, 508, 501, 502, 504, 505, 601, 602, 604, 605, 654, 680, but a cumulative GPA of 3.0 is still required.

*** (C-) is not a passing grade. No more than two C grades (C or C+) in graduate level work earned to fulfill MSW degree requirements will be counted as part of the degree program. A student receiving a third C grade will be required to retake one of the courses. The course to be retaken will be determined in consultation with the MSW faculty advisor.

S, U – Satisfactory, Unsatisfactory.

Letter grades use to measure student achievement in certain designated courses. Credit hours are earned for satisfactory work but such grades are not included in the grade point average.

AU* – Audit.

Indicates that a student has elected to audit the course. No credit is given and final exam is not required. MSW courses may not be taken as audits.

I – Incomplete.

Student did not complete all of the work required of the course. I grades are assigned only after serious discussion with, and mutual agreement of, professor and student. Incomplete grades must be resolved within six weeks of the end of the semester grading cycle. Incomplete grades not resolved by the date specified on the academic calendar become “F”. While the “I” grade does not impact the cumulative grade point average, the “I” grade remains on the transcript along with the final grade earned for the course.

W* – Withdraw.

Up to the date assigned in the academic calendar, a student may withdraw from a course without grade penalty. If the student does not withdraw before the assigned date, a grade of F may be assigned.

*Grades of AU and W are not assigned by the instructor, but elected by the student.

Grading policies for Generalist and Advanced year Field Practicum and Field Seminar courses may be found in the Field Education Manual and syllabi for these courses.

Grade Reports

Grade reports are available on NazNet Self-Service. Nazareth College reserves the right to withhold a student's grade report, transcripts, or diploma until all bills are paid in full.

Repeating an MSW Course

Students may not repeat an MSW required course more than once.

Contesting or Appealing a Grade

Students should address any question or disagreement about final course grades as quickly as possible with the course instructor. If questions regarding a course grade cannot be resolved between the student and instructor, the student should discuss the matter with the MSW faculty advisor to fully understand program and college grade appeal processes. If no satisfactory resolution is obtained, the student may appeal (in writing) to the MSW Program Director to request a formal review. Should the grade appeal continue to be unresolved, further appeals follow College policy regarding grade appeals. The Nazareth College grade appeal process is outlined at: https://www2.naz.edu/files/8914/6219/5563/GR_GradeAppeal_2016.pdf The student must file a written grade appeal within thirty (30) calendar days from the date on which the Nazareth registrar posts the grades for the semester in which the course was taken. During this 30-day period, the student must also engage in the informal attempt to resolve the disagreement.

I. Distinguishing Student Grade Appeals from Other Student Complaints or Grievances

A. The grade appeal process is a formal procedure for settling disagreements between students and course instructors about course grades. The grade appeal process is intended solely to discover and correct any problems related to the application of course grading standards to individual students.

B. The grade appeal process is not intended to deal with complaints about general conduct of courses, complaints about quality of instruction, or discrimination/harassment complaints. These issues are to be handled separately.

C. In cases where student grade appeals involve complaints related to general conduct and quality of instruction, discrimination, unequal treatment or harassment, these complaints must be resolved before proceeding with an appeal of a specific course grade. The department chairperson and/or the school dean's office will assist the student in determining the appropriate channels for such complaints. The student is required to file the grade appeal with the department chairperson within the required time limit, but the chairperson will defer the grade appeal until after the disposition of the other complaints.

D. If a grade appeal involves the dispute of a lowered grade assigned as a penalty from a determination of academic dishonesty, the complaint will not be handled as a grade appeal under this policy.

II. Formal Attempt to Resolve the Disagreement

A. If the informal discussion with the instructor and/or the program director/chair fails to bring agreement, the student may notify the program director/chair in writing of her/his wish to appeal the case to the dean's level within two weeks of receiving the chair's decision or before the expiration of the (30) thirty day limit, whichever date is later. The program director/chair will inform the student of any documentation that will be needed for the appeal. The program director/chair will also (where possible) inform the course instructor that they should prepare a written statement about their position on the student's grade appeal.

B. If the student wishes to pursue the matter beyond the program director/chair, they should file a letter of appeal with the Dean of the School of Health and Human Services. The program director/chair will provide the student with a letter stating that the student has attempted unsuccessfully to resolve the disagreement by informal discussion with the instructor and/or the department.

Contesting or Appealing Academic Decisions

General Appeal Process for Program Actions resulting from Academic or Field Reviews: See Standards on Academic Policies & Procedures & Policies pp. 47 and 48.

Contesting Other Program Actions

Students who have grievances regarding courses or other instructor or program actions should seek resolution within the program and department according to the following procedures:

1. Student contacts and consults with Program Director to seek clarification regarding program action within two weeks of being informed of the program action or identification of the student concern.
2. If no satisfactory resolution is obtained regarding program action or course concerns, the student appeals in writing to the department chair. The written appeal must include details of the student's grievance and the reasons as to why she or he believes the matter requires additional consideration. Any relevant supporting documents should be attached to the appeal.

The department chair may request any or all of the following when considering the student's appeal: additional data; consultation with the student, instructor, and/or faculty advisor; formal meeting(s) between all parties involved. Any formal meeting(s) will be held within two weeks of receipt of all written documents.

3. Written notification of the department chair's decision will be forwarded to all parties concerned within 15 business days of receipt of the student's written appeal. A copy of the decision will be placed in the student's academic advisement file for department record.

4. If no satisfactory resolution is obtained, he/she may appeal in writing to the dean of the School of Health and Human Services and provide supporting material within 15 business days of notification of the Chair's appeal decision.
5. Written notification of the dean's decision will be forwarded to all parties concerned within two weeks of receipt of the student's written appeal. A copy of the decision will be placed in the student's academic advisement file for department record.
6. If no satisfactory resolution is obtained, he/she may appeal in writing to the vice president for academic affairs at Nazareth College.

Appeals Regarding Academic Warning, Probation or Dismissal

Other student concerns/appeals are handled in the following way; students who are placed on academic warning and/or academic probation and who must therefore go to part-time schedule can appeal to the Financial Aid office per the appeal process required by the Registrar's Office and the Financial Aid Office at Nazareth College.

https://www2.naz.edu/files/2714/7932/9844/SAP_Progress_Policy_-_UG.pdf

Students who are dismissed from the college (and hence the program for academic reasons) follow the general appeal process.

Additional Policies

Social Media Policy

When using social media and online communication, all students are expected to adhere to the ethical standards of the profession. As stated in the NASW Code of Ethics, students should refrain from establishing online or virtual relationships with clients and faculty through social media as it may be difficult to maintain professional boundaries. During all electronic and online interactions, students should communicate with classmates, field instructors, faculty and colleagues in a professional fashion. All postings on social media sites must follow confidentiality guidelines and should reflect the highest professional standards. Students should think carefully about how their comments, images and postings represent themselves, the college, and the profession. Violations of ethical and professional standards are subject to disciplinary actions by the program, the department, and the college.

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. The MSW Program adheres to college-wide policies which are outlined here: <https://www2.naz.edu/registrar/ferpa/>

Emergency Situations and Notifications

Nazareth College is committed to the health, safety, and well-being of its students, faculty, staff, guests, and visitors. The College maintains an emergency response plan that was developed in

accordance with applicable rules and regulations, as well as with principles and best practices specific to college campuses. For more information, please see: <https://www2.naz.edu/campus-safety/emergency-preparedness/>

Weather and Class Cancellation Policy

The Nazareth College Emergency Readiness and Response Guide includes the College's inclement weather policy. As stated in the guide, any change in the College's operating status such as emergency closure due to severe weather will be announced via: NazAlert (the College's emergency notification system using voice, email, and text messaging) and will say "Nazareth Weather Alert;" Social media (the College's campus Twitter and Facebook accounts); recording on the College's main phone number (585-389-2525); and local news and media outlets. The College notes that it will, in general, remain in operation and continue classes and regular services despite adverse weather conditions that may affect transportation and utilities. The continuation of all activities is essential to meet the needs and expectations of our students in this residential campus community. Please see:

https://www2.naz.edu/files/1115/0342/8285/Emergency_Readiness_and_Response_Guide.pdf#page=6

In the MSW Program, the Program Director, together with the Department Chair and course instructors, will determine if courses in any of the program locations should switch to online activities given the local weather and the commuting distance of students and faculty in the class, particularly in the satellite sites in the winter months.

MSW Program Student Activities and Organizations

MSW Program Orientation

An orientation and registration is held for all incoming MSW students in June each year. During the orientation session, new students have the opportunity to meet the MSW Program faculty and staff as well as one another and to receive a general overview of the MSW Program's mission, goals, curriculum, academic standards and other relevant information. Additional information provided during the orientation includes but is not limited to campus resources (such as library and information technology) and course registration. During the orientation, information is also shared regarding opportunities for student involvement within the MSW Program and the College. Students are informed of their ongoing ability to access the MSW Program Student Handbook online during the orientation and throughout their time in the MSW Program.

MSW Program Student Representation

All graduate students attending Nazareth College have rights and are offered the opportunity for representation in graduate student organizations. Nazareth College recognizes the graduate students need to have their voices represented in major institutional initiatives. As such, graduate students serve on senior administrative searches, the campus-wide planning and budget committee and also several Ad Hoc committees. Senior administration consistently contacts the

Vice President of Academic Affairs to identify graduate students to serve on various committees. Nazareth College is dedicated to ensuring that all students are represented across campus.

MSW Program Student Organization

The Nazareth College Association of Master of Social Work Students (AMSWS) was conceptualized during the summer of 2019, led by Nazareth College MSW students, and will be formally established during the fall 2019 semester including the development of organization by-laws. The purpose of the AMSWS is to facilitate communication among MSW Program students and between the MSW Program student body and MSW Program faculty. AMSWS also promotes MSW Program student relationships and student involvement in service to the college and community through various on and off-campus events and initiatives.

Kappa Lambda Mu Chapter of Phi Alpha Honor Society

Kappa Lambda Mu is the Nazareth College MSW Program's Chapter of the Phi Alpha Honor Society for Social Work (see <https://www.phialpha.org/> for more information). In order to be eligible for membership in Kappa Lambda Mu, a Nazareth College MSW student must have completed nine credit hours of coursework within the Nazareth College MSW Program and the student's grade point average within the MSW Program must fall within the top 35% of the student's graduating cohort. Students must meet all eligibility criteria, complete necessary forms, and pay a fee of \$35.00 for membership. Phi Alpha has several awards and scholarship opportunities for students.

Student Services and Resources

NazCard ID

Photos are taken and College ID cards are issued at the Nazareth Campus Public Safety Office located in the Shults Center, Lower Level. The ID card includes library access and access to the 24 hour computer labs.

Computer Labs

Students have access to all computer labs on the Nazareth Campus and to the three 24 Hour Computer Labs on the Nazareth Campus with their NazCard ID in Kearney Hall, Clock Tower Commons, and Smyth 142.

Students at the Watertown program location have access to the computer labs at Jefferson Community College during published hours. Students at the Auburn program location have access to the computer labs at Cayuga Community College during published hours.

Library Services

All MSW Students have access to on-campus library and circulation services and to all the remote and online library services, data bases, and interlibrary loan services through Nazareth College.

Students at the Auburn program location have library circulation privileges at Cayuga Community College as well as use of the computers and resources while in the library. They receive a library card and as “reciprocal” students, they have the same borrowing privileges as the community college students.

At the Watertown satellite site, Jefferson Community College offers library services to MSW students taking classes on its campus including borrowing books and use of any of the community college’s online resources in the library. Students bring a photo ID and receive a library card. Students have access to the community colleges’ libraries and their resources and professional staff. Both community colleges have social science online data bases.

Tuition and Billing

Questions regarding MSW Program tuition rates can be found at <https://www2.naz.edu/student-accounts/current-student-costs/graduate-student-costs>. Questions regarding billing matters are directed to the Nazareth College Office of Student Accounts. Please refer to the Nazareth billing dates at: <https://www2.naz.edu/student-accounts/billing-dates>

Contact Information: Change of Address/Phone Number/Name Change

If a student has any changes in contact information from the time of acceptance into the program; including mailing or e-mail addresses, phone contacts or name change, the student should immediately consult with the College Registrar’s Office and complete the appropriate forms that may be found on-line at <https://www2.naz.edu/graduate-students/graduate-student-forms/>

Financial Aid

Students requesting financial assistance should plan to enroll for at least 6 graduate credits each semester for which they seek financial aid. Part-time MSW students ordinarily take a minimum of 6 credit hours each semester and therefore meet this requirement.

Prospective financial assistance applicants are responsible for familiarizing themselves with procedures for obtaining financial assistance and for notifying the Financial Aid Office at Nazareth College of changes in status, name, phone numbers, and addresses. All students seeking financial assistance should file the FAFSA (Free Application Federal Student Aid) by state, federal and college deadlines. Students are responsible for understanding all deadlines associated with the process of obtaining and maintaining financial aid.

Specific information and web sites providing detailed information about financial aid may be obtained by contacting the Financial Aid Office at Nazareth College. Completed financial aid forms must be submitted to Nazareth College of Rochester. Additionally, Nazareth College should be listed on the FAFSA application form.

Graduate Assistantships

Information about application for various Graduate Assistantships is provided by the Nazareth College Office of Financial Aid and Graduate Admissions.

Graduate Student Professional Development Fund

A limited amount of funds are available for assisting graduate students with expenses for attending conferences in their fields of study, or participating in professional development programs and workshops. These monies are for an event directly related to a student's college connection-research, department project, national/state organization student officer, and/or specific discipline.

In order for a student to be considered for Graduate Student Professional Development funds, a MSW faculty member must serve as the student's sponsor. The faculty sponsor completes the request form and attaches any necessary conference or travel materials. Specific guidelines and application material may be obtained from Nazareth College Graduate Studies.

Graduate Studies Emergency Funds

During graduate study exceptional circumstances may arise which restrict the ability of individual graduate students to continue studies without timely assistance. The Graduate Studies Emergency Fund (GSEF) may provide a resource for short-term assistance. Further information, including guidelines and application forms is available in the Nazareth College Graduate Studies Office.

Student Health and Counseling Services

Students have access to the Nazareth College Health and Counseling Services. For more information, please see: <https://www2.naz.edu/health-and-counseling/>

Immunization Records

All graduate students enrolled in six credits or more must comply with New York State immunization requirements and must submit immunization records to Nazareth College Health and Counseling Center.

- June 28: students starting the Fall Semester
- November 29: new students starting the Spring Semester
- April 29: students starting Summer A&B

New York State requires college students to demonstrate immunity to measles, mumps, and rubella (MMR) and to receive information on (or the vaccine for) meningococcal meningitis. This requires receiving two doses of the MMR vaccine, or proof of immunity, and documentation on meningococcal disease.

Follow the directions at <https://www2.naz.edu/health-and-counseling/new-student-health-history-immunizations/> regarding entering information and uploading forms into the Health Portal.

Insurance Coverage

Students are responsible for their own health care coverage and liability insurance. Nazareth College has existing insurance policies to cover students fulfilling field education requirements.

COVID Health and Safety:

To protect the health and safety of all in the Nazareth community, students are required to wear masks at all times while in instructional spaces and must maintain 6' distancing whenever possible. Students and instructors will be responsible for disinfecting the surfaces of personal instructional space (e.g., desk) at the start and conclusion of the class. Please review the College's [Health, Wellness & Prevention Guidelines](#). If you have a health condition that prevents you from wearing a mask, please discuss this with the instructor.

<https://www2.naz.edu/return-campus/faq-current-students#health>

Student Accessibility Services

Student Accessibility Services ensures students with temporary and permanent disabilities have equal access to educational opportunities across campus. SAS coordinates appropriate accommodations and support services for students. SAS advocates, counsels, and connects students with campus and community resources.

If you have a physical, psychological, medical or learning disability that may impact your academic course work or participation in this class, please contact the Office of Student Accessibility Services. It is your responsibility as a student requesting an accommodation due to a qualifying disability to self-identify by registering with the Office of Student Accessibility Services and to furnish documentation about the nature of the disability. Informing other faculty or staff personnel does not constitute registering with the Office of Student Accessibility Services. You must provide documentation of your needs to the Office of Student Accessibility Services so that reasonable accommodations can be requested in a timely manner. The Director of the Office of Student Accessibility Services will determine with you what accommodations are necessary, appropriate and reasonable based on the documentation provided. All information and documentation is confidential. If appropriate, the Director of the Office of Student Accessibility Services will write a “letter of academic accommodation” that you can share with me as your course instructor. Note: all students are expected to fulfill essential course requirements with or without reasonable accommodations.

SAS, is located in the Golisano Academic Center, Room 61. The phone number is 585-389-2498 and website is <https://www2.naz.edu/student-accessibility-services/>

The only way students are able to receive official accommodations at Nazareth College is by registering with the Office of Student Accessibility Services and providing official documentation of their disability. Once their document has been processed, students receive a letter of accommodation that they must present to course instructors. In the absence of that process and a letter from the Office of Student Accessibility Services specifying the accommodations, no accommodations may be provided for the student.

Professional Resources

APA Reference Guidelines

The Nazareth College MSW Program uses the American Psychological Association Publication Manual (7th edition) (APA) as the official reference source in 2020-2021. Students are expected to utilize these APA guidelines for all assignments. APA guidelines are used for crediting appropriate sources, formatting all elements of documents, and proper use of language (e.g., culturally, gender, and academically appropriate). Faculty may penalize students for failure to utilize the appropriate APA guidelines.

APA Template for Academic Papers

Instructors provide an APA template for academic papers on their Moodle sites to assist students with proper formatting.

NASW Code of Ethics

NASW Code of Ethics, approved by the 1996 NASW Delegate Assembly and revised by the NASW Delegate Assembly in 2017: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

International Federation of Social Workers

International Federation of Social Workers (IFSW) Global Social Work Statement of Ethical Principles:

<https://www.ifsw.org/global-social-work-statement-of-ethical-principles/>

Student Handbook Acknowledgment and Agreement

I, _____, hereby acknowledge that I have read this copy of *the Nazareth College MSW Program Student Handbook* and I will abide by all the policies, expectations, documents and materials contained within the handbook including the *NASW Code of Ethics*.

I am also responsible for all the information contained in the Nazareth College Catalog and will adhere to the policies of Nazareth College.

Student Signature _____ Date _____

Please sign and return to the MSW Program Director

Appendix I: Standard Syllabus Template

Nazareth College MSW Program SWK XXX Course Title

Professor:	Term:
Office:	Meeting Day:
Office Hours:	Meeting Time:
Telephone:	E-mail:

I. Course Description:

II. Course Rationale:

III. Course Objectives:

IV. Required Textbooks:

Order may vary.

V. Assignments

- A. Assignment Title, Due Date, Percentage of Grade**
Professional contribution (usually 10 %)
Total = 100%

- B. Assignment Descriptions/ Guidelines & Rubrics**
(Order of A and B can be reversed)

VI. Course Schedule for the Semester

VII. Expectations

Students and the professor are expected to work together to create an environment conducive for optimal learning. This includes but is not limited to respecting the rights, beliefs, and opinions of each member of the community. One need not agree with each other, spirited academic debate is encouraged, but it must be conducted in a respectful fashion. Students are expected to come prepared to class having done the reading and prepared to discuss the assigned materials. The teacher is expected to come to class with prepared lectures, exercises, and related teaching materials to involve the students in the course material. The teacher is expected to assemble the syllabus and to use this as a framework for the course. Students are expected to take responsibility for their own learning within the context of the syllabus and to be open to feedback on the development of their academic and professional knowledge, values, and skills.

VIII. Academic Integrity

Academic Integrity is defined as “honest and responsible scholarship” (University of Oklahoma, 2018), and is further characterized by the five values designated by the International Center for Academic Integrity: “honesty, trust, fairness, respect, and responsibility” (International Center for Academic Integrity, 2014, p. 16). Nazareth College shares the Center’s preference for an academic, supportive, and promotive approach to academic integrity rather than one focused mainly on violation detection and disciplinary consequence. However, the College will condone no form of academic dishonesty See the following for procedures:

http://catalog.naz.edu/content.php?catoid=83&navoid=2251#academic_integrity

As members of the Nazareth College community, all work submitted for grading should to be entirely one’s own, unless the instructor makes it clear in the assignment that student collaboration is expected. It is expected that students will refrain from any activities that deceive an instructor in the evaluation of the student’s academic performance. This includes but is not limited to inadvertently or intentionally failing to cite sources or using insufficient paraphrasing or synthesis of another’s ideas. **In all assignments students must pay particular attention to proper citation according the APA 7th edition guidelines.** Students unfamiliar with these guidelines are responsible for obtaining them. Academic dishonesty is handled on an individual basis in adherence with College and departmental policies with a range of possible consequences.

Please visit the following link for Nazareth College’s Academic Integrity Policy:

https://www2.naz.edu/files/7415/5914/1102/Academic_Integrity_Policy_-_Students.pdf

IX. Zoom Requirements and Guidelines

1. Please be sure you add your name to your Zoom profile and ideally, a profile picture.
2. Please join Zoom sessions from a laptop/computer rather than a phone. There are a variety of Zoom features not available when a phone is used to access Zoom.
3. Please turn on your video/camera; shut your video/camera off if you are moving or your background becomes distracting. Restart your video/camera as soon as you are able to. Seeing one another's faces creates a sense of community and comfort.
4. Please test your location and camera before class; be sure your classmates can see you clearly and your area is as distraction free- for you and your classmates- as possible.
5. Please mute your audio unless you are speaking (if you are having trouble entering the conversation or are worried about interrupting, use the 'raise your hand' feature).
6. Please do not multi-task during a Zoom session (e.g., avoid checking texts or social media or engaging in other tasks that interfere with your ability to focus on and participate in the discussion).

7. Use the chat feature to share ideas or questions. Please do not use the chat feature to engage in non-course related discussion and please be mindful of the best times during the conversation to share a chat posting.

8. Similar to a face-to-face class, communicate with the instructor directly if there is a circumstance presenting a challenge to your ability to adhere to some aspect of these guidelines.

X. COVID Health and Safety:

To protect the health and safety of all in the Nazareth community, students are required to wear masks at all times while in instructional spaces and must maintain 6' distancing whenever possible. Students and instructors will be responsible for disinfecting the surfaces of personal instructional space (e.g., desk) at the start and conclusion of the class. Please review the College's [Health, Wellness & Prevention Guidelines](#). If you have a health condition that prevents you from wearing a mask, please discuss this with the instructor.

<https://www2.naz.edu/return-campus/faq-current-students#health>

XI. Student Accessibility Services

Student Accessibility Services ensures students with temporary and permanent disabilities have equal access to educational opportunities across campus. SAS coordinates appropriate accommodations and support services for students. SAS advocates, counsels, and connects students with campus and community resources.

If you have a physical, psychological, medical or learning disability that may impact your academic course work or participation in this class, please contact the Office of Student Accessibility Services. It is your responsibility as a student requesting an accommodation due to a qualifying disability to self-identify by registering with the Office of Student Accessibility Services and to furnish documentation about the nature of the disability. Informing other faculty or staff personnel does not constitute registering with the Office of Student Accessibility Services. You must provide documentation of your needs to the Office of Student Accessibility Services so that reasonable accommodations can be requested in a timely manner. The Director of the Office of Student Accessibility Services will determine with you what accommodations are necessary, appropriate and reasonable based on the documentation provided. All information and documentation is confidential. If appropriate, the Director of the Office of Student Accessibility Services will write a "letter of academic accommodation" that you can share with me as your course instructor. Note: all students are expected to fulfill essential course requirements with or without reasonable accommodations.

SAS, is located in the Golisano Academic Center, Room 61. The phone number is 585-389-2498 and website is <https://www2.naz.edu/student-accessibility-services/>

The only way students are able to receive official accommodations at Nazareth College is by registering with the Office of Student Accessibility Services and providing official documentation of their disability. Once their document has been processed, students receive a letter of accommodation that they must present to course instructors. In the absence of that

process and a letter from the Office of Student Accessibility Services specifying the accommodations, no accommodations may be provided for the student.

XII. Recording

Whether learning is in person or remote, safety and trust in the classroom are essential. Social work education, by its very nature, encourages students to reflect on themselves as developing professionals. Ideas, experiences, differences converge in the classroom experience. On the rare occasion when a student needs to record a session (e.g., as a reasonable accommodation or to listen to a lecture again), the instructor must be notified and permission obtained where applicable. The instructor will advise the class when a session is being recorded (either by a student or by the professor for instructional reasons) so that informed decisions are made as to classroom discussion. To do otherwise, violates our Code of Ethics.

XIII. Attendance Policy

Students are expected to attend and participate **all** sessions of the courses for which they are registered. Students are expected to be familiar with the college's academic calendar for graduate courses and any specific course requirements and should avoid making travel or other plans that require them to miss classes. While there is no officially recognized system of "allowed" absences, departments and individual faculty members may establish their own criteria, and it is the student's responsibility to know these criteria. In cases of excessive absence, the instructor may advise the student to withdraw from the course.

A student, who is unable to participate in any class, examination, or assignment due to his or her religious holy day requirements shall not be penalized, provided the instructor has been notified in writing at least two weeks prior to the absence. Regardless of the reason for absence, it is the responsibility of the student to make up all missed work to the satisfaction of the instructor. Students must meet deadlines for course requirements during a period of absence unless the student makes alternate arrangements with the instructor prior to the original due date.

In online and hybrid courses, class attendance is represented through a variety of assignments and activities that demonstrate class engagement. As in all courses, but particularly in online and hybrid courses, active and consistent participation is required and critical to student success. Failure to fulfill weekly, online and hybrid course expectations jeopardize student learning and academic success and do count as absences.

Absences, Student Accessibility Services, COVID and Fall 2020 Semester:

The College will use the Starfish Early Alert System to notify instructors of students who will be absent from class due to quarantine and isolation. Instructors will then determine what method they will use to allow the student to maintain academic engagement without penalty due to medical absence. Students are expected to maintain communication with their instructors.

Students who are medically unable to communicate with the instructor should work through Student Accessibility Services.

XIV. Title IX Policy:

Nazareth College is committed to fostering a climate free from sexual assault, dating and domestic violence, stalking and sexual harassment and to providing options, support and assistance to members of our community affected by various form of sexual misconduct. The Title IX Office works with students, faculty, and staff to implement ongoing educational outreach programming to foster a campus free from all forms of sexual misconduct. For more information, please see: <https://www2.naz.edu/student-experience-division/title-ix-sexual-harassment-assault-discrimination/>
<https://www2.naz.edu/student-experience-division/title-ix-sexual-harassment-assault-discrimination/>

and:

https://www2.naz.edu/files/3614/7206/1825/2016-2017_Sexual_Misconduct_Policy.pdf

XV: Emergency Notification:

Nazareth College has a centralized emergency notification system called NazAlert. Nazareth uses it to simultaneously notify people who have signed up — students, faculty, and staff — of an emergency on campus, the nature of the situation, and steps to take. This system is free. To learn more and sign up for notifications please visit:

<https://www2.naz.edu/campus-safety/department-services/nazalert/>

XVI. Social Media Policy

When using social media and online communication, all students are expected to adhere to the ethical standards of the profession. As stated in the NASW Code of Ethics, students should refrain from establishing online or virtual relationships with clients and faculty through social media as it may be difficult to maintain professional boundaries. During all electronic and online interactions, students should communicate with classmates, field instructors, faculty and colleagues in a professional fashion. All postings on social media sites must follow confidentiality guidelines and should reflect the highest professional standards. Students should think carefully about how their comments, images and postings represent themselves, the college, and the profession. Violations of ethical and professional standards are subject to disciplinary actions by the program, the department, and the college.

XIII. Professional Contribution and Accountability will be based on the following criteria:

Contribution

Engagement: The appropriate, respectful, relevant and active participation in one's own learning is expected as well as contributions to the learning of others in class discussions, discussion boards, etc. Avoiding disrespectful comments, side conversations and distractions assists all members to actively engage in the class. To facilitate active

engagement it is expected that students turn off cell phones and other personal communication devices. Texting is not allowed during class session or internship field placement hours. Students are allowed to use laptops for note taking, however, surfing the internet or working on other assignments is disrespectful whether class is in person or online.

Integration: The demonstration of appropriate efforts to make connections, both conceptual and practical, between the course curriculum and your experience.

Accountability

Timeliness: Completion of assignments on date due, including coming to class prepared to discuss and apply assigned readings is expected. Timely and regular participation in discussion boards. Timely appropriate communication is expected regarding any absences, delays, or and requests for reasonable extension of an assignment (on a limited and necessary basis).

(Consult Instructor's policy on late papers in Section XVIII. F.)

Communication: Professional communication is an ongoing developmental process. If students have concerns about the instruction and/or student behavior in the classroom, they are expected to talk with the instructor first and to then consider with the instructor if any concerns are larger course issues to be discussed as a class. Unprofessional behavior observed in any social work class will be addressed following MSW Program and Nazareth College policies. For more information, please see the *MSW Program Student Handbook: Standards for Evaluating Academic and Professional Performance*.

XIV. Academic Standards:

The Nazareth College MSW Program evaluates performance in four general areas: 1) basic abilities to acquire professional skills; 2) mental and emotional abilities; 3) professional performance skills and; 4) scholastic performance. Both professional behavior and scholastic performance comprise academic standards. The *Standards for Evaluating Academic Performance* are specified in the MSW Student Handbook. These standards are utilized in assessing student's academic performance in meeting course expectations.

XV. Teaching/Learning Methods:

XVI. Individual Consultations:

XVII. Grading:

Grades are assigned based upon student performance.

Letter grades are assigned according to the following scale:

A, A- Superior and exceptional work which meets a level of professional competence and expertise worthy of publication and/or public presentation. Students who earn A's go above and beyond in their writing, conceptualization, and fulfillment of an assignment. All criteria have been met at a high standard. (Though the college does not award an A+, you may find one as part of your feedback from this instructor).

95-100	A
90-94.9	A-

B+, B, B- Above average work demonstrating occasional examples of excellence. At least three of the five criteria have been met at a high level of competence. **B+/B grades are for work which fulfills all the expectations but is not exceptional/outstanding.**

87-89.9	B+
84-86.9	B **
80-83.9	B- *

C+, C, Just adequate work which minimally meets professional standards of competence as defined by the criteria. Some criteria have not been met; others are included at an average or minimal level of competence.

77-79.9	C+
74-76.9	C
Below 74	F

**A minimum grade of B minus is required for all practice courses (SWK 501,502, 601, 602,604, 605, 654, and 680) and SWK 503 and 508.*

*** A minimum of B is required for a satisfactory grade in all field courses (SWK 504, 505, 610, and 611).*

Incomplete: Due to circumstances beyond the control of the student, course work or assignments are not completed during the quarter. This grade cannot be given to raise a grade. This grade is not an automatic process and required an Incomplete Contract be submitted to the Registrar's office. Consult with the instructor as soon as you foresee a problem completing the requirements.

XVIII. Criteria for Grading and Evaluation

The following criteria can be used by the student as a guideline for self-evaluation as work is being planned and written for either an oral or a written presentation. The instructor in evaluating work, which is submitted for evaluation and feedback, uses these same criteria.

A. Presentation and Organization

Work follows a systematic progression of thought and it follows appropriate rules of presentation such as one inch margins, double-spacing, a title page, proper citations, numbering of pages, complete sentences, proper use of headings and subheadings, and without spelling and typographical errors. The degree to which the presentation is imaginative, captivating, and engaging will also be considered.

B. Conceptual Clarity

When using theoretical concepts, clear definitions of each concept are given and they are used within a context appropriate for their meaning and purpose. Your Grade will be determined on the basis of your ability to move across a continuum of abstraction to concreteness, dealing systematically with material and dealing with the parts as well as with the whole.

C. Theory/Practice Integration

Theoretical discussion and practice illustrations from one's own practice can be found informing Each other throughout the paper or presentation. They are woven together rather than presented in separate sections of the paper/presentation. Use your own practice or experience. Refer to other practice examples only when necessary. Make the presentation real for both yourself and the reader

D. Use of Literature

All major points and discussions are supported by specific and relevant literature. It is evident that assigned reading and class lectures for the course has been covered and integrated into the various aspects of the policy analysis. Evidence of search for literature relevant for the topic has been engaged in. A List of References using APA is included at the end of the assignment.

E. Critical Thinking / Depth of Analysis/ Creativity

Information from literature or class is not simply repeated, but is also used for reflection and integration in the discussion areas. There is evidence of analytic depth, which captures underlying social work values, beliefs and/or related issues. A grade will be determined by the way you interact with ideas, bring to bear your analytical thinking in evaluating the policy, and utilizing conceptual model (social, economic and political factors) as a means of evaluating and critiquing the policy.

F. Instructors Policy on Late Papers

The *program policy* requires that assignments are turned in by the assigned due date and assignments received after that date are penalized. Students must acquaint themselves with the individual Instructor's policy stated below and/or given on assignments. The Instructors Policy on Late Papers is found in the section after the assignments.

Example Late Paper Policy

F. Instructors Policy on Late Papers and Late Discussion Board Postings

The *program policy* requires that assignments are turned in by the assigned due date and assignments received after that date are penalized. Students must acquaint themselves with the individual Instructor's policy stated below and/or given on assignments.

Sample instructor's policy:

All assignments are due in class in hard copy on the date due. In addition, an electronic copy should be submitted to the Moodle DropBox by 10pm on the due date. No assignments will be accepted after the date and time due unless prior arrangements have been made with the instructor or extenuating circumstances exist. **In these cases, a student should also submit the work completed on the assignment to date when asking for an extension.** One should not request an extension of the due date for an assignment that has not even been started.

Note that any assignments accepted late may receive a 24 hour extension with no penalty and will then incur grading penalties, dropping five percentage points for every day or partial day past the original due date and time with a final deadline determined by the instructor beyond which the assignment will not be accepted.

Please note that the Discussion Board postings must be completed in the week they are due, both the individual posting and the responses to other students. These discussion boards require timely postings and responses to be of educational value, and they often count as attendance or partial attendance in our hybrid/online course formats. Therefore, extensions on Discussion Board postings are not usually possible.