We strive to be supportive and responsive in helping you cope with the academic, personal, and internship demands of graduate school. This support begins by making certain you know how to locate the wide variety of resources available to you. As graduate students and beginning professionals, you are responsible for familiarizing yourself with all School policies, procedures, guidelines, and program requirements.

Please check the website regularly to keep informed of updated policies. The Student Handbook 2015-16 is available on the School of Social Work’s website, sssw.hunter.cuny.edu.
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   Appendix B: Student Rights and College Policies
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   Appendix D: NASW Standards for Cultural Competence
   Appendix E: Faculty and Staff Directory
Mission

Founded in 1956, Hunter College School of Social Work is the largest and oldest public graduate school of social work in New York City. The school was renamed the Lois V. and Samuel J. Silberman School of Social Work in honor of its benefactors, Lois and Samuel Silberman. The School’s mission is to promote excellence in social work practice by preparing knowledgeable, ethical, and highly competent social work leaders for a variety of professional roles and settings. Our pedagogy, scholarship, and service reflect social work’s historic commitment to human rights, cultural complexity, and social and economic justice.

Our mission understands people as nested in their communities and, as such, seeks solutions in human interactions and in the policies and communities which affect people. Finally, the mission dedicates the School not only to excellence in preparing graduates, but also to an applied research agenda that is carried out in partnership with practitioners and emerges from practice rather than being imposed upon it. This mission features a commitment to social justice, a dedication to practice partnerships at various levels and in various settings, and community-engaged and practice-based scholarship that characterize Hunter’s unique approach to social work education. Our mission is also consonant with our New York City location and our public institutional affiliation within the City University of New York (CUNY) and Hunter College.

The School is fully accredited by the Council on Social Work Education.

Goals

The goals are the following:

- To prepare exceptionally qualified social workers with a commitment to social and economic justice who will respond to the problems of New York and New Yorkers;
- To produce scholarship and research that is applied and relevant to practice and is carried out collaboratively with community agencies and practitioners such that it has immediate usefulness; and
- To work collaboratively with agencies to enhance service delivery that will improve people’s lives.
1 PROGRAM PATHWAYS

General Information
The Silberman School of Social Work at Hunter College (Silberman School, SSW, or “the School”) offers several pathways leading to the Master of Social Work (MSW) degree.

The School adheres to the principle that social work education is based upon a common core of practice values, skills, and knowledge that result in professional competency. The MSW curriculum at the Silberman School of Social Work reflects a commitment to human rights, cultural complexity, and social and economic justice. The curriculum includes Human Behavior and the Social Environment, Social Welfare Policy and Services, Foundations of Social Work Practice, Social Work Practice Methods, Social Work Research, the Field Practicum, and the Professional Seminar.

Students are required to take a year-long Social Work Practice Learning Lab and to major in one of four practice methods: Clinical Practice with Individuals and Families, Group Work, Community Organization and Planning, or Organizational Leadership and Management. In addition, students select advanced courses which focus on specific social problems, populations, specialized skills or institutional auspices. Courses are offered in Children, Youth, and Family; Aging (Gerontology); Health and Mental Health; Work, Employment, and Rehabilitation; and Immigration and Global Social Work. All MSW students must complete their degree requirements within five years of matriculation.

The School has strong ties to many social agencies which provide students with field placements in a variety of practice areas. Qualified agency staff serve as accredited field instructors.

Programs of Study—Pathways to the MSW Degree
Two-Year, Full-Time Program (TYP)
The Two-Year, Full-Time Program (TYP) is designed for students who can devote themselves to full-time academic and field study. Students are expected to attend classes two days a week and to be in field placement three days a week. Students complete the 60 academic credits required for graduation in two years.

One-Year Residence (OYR/Work-Study) Program
The One-Year Residence (OYR) Program provides opportunities for advanced social work education to human services practitioners employed full-time in a social services agency in a social-work-related role. Individuals are eligible for the OYR program if they have completed a minimum of two years of post-baccalaureate full-time employment in a recognized social welfare institution and if their current social welfare employer agrees to provide them with a field internship, approved by the School, during their second year in the program. Students in the OYR Program are
permitted to take up to 30 hours of course work on a part-time basis while remaining in full-time employment. The OYR Program is usually completed in two and a half years of continuous study, or five semesters (three Time Frames—TF) plus two summers of study. The field instruction requirement is completed during the second year of the OYR Program, when students are enrolled in classes one day per week and are in field placement four days per week. The field practicum takes place in the agency at which the student is employed.

Advanced Standing Program
The Advanced Standing Program is an intensive program for a limited number of outstanding students who have graduated from a Council on Social Work Education (CSWE) accredited baccalaureate social work program. Applicants must have received their undergraduate degree within the last five years and must meet all other admission criteria for acceptance into the graduate social work program at Hunter, including above-average performance in their undergraduate social work major. Applicants accepted into the program will be waived from some courses required in the first year of the MSW program. Hunter’s Advanced Standing Program begins in the summer followed by one academic year of full-time study, including a three-day-a-week field placement. Alternatively, students may opt to begin their studies in the fall and continue through the academic year and the following summer.

Dual Degree Program: School of Social Work and the Bank Street College of Education
The Dual Degree Program is designed to prepare social workers to understand and work with the special needs and vulnerabilities of children from birth to age three and their families. The program prepares social workers for professional roles that combine both educational and clinical skills. The curriculum design incorporates theoretical and practice aspects of each degree into a cohesive educational and professional program. Applicants apply to each institution separately. The MSW and the MS in Education degrees are awarded simultaneously, upon completion of each program at the respective institution. The program requirements satisfy the accreditation standards for each degree. In the first two years of the program, students have an intensive experience at each institution. In the third year, students move between both institutions to complete coursework. Both institutions require a supervised field practicum. Applicants must meet all admission requirements of the MSW program and are required to have experience in work with children. For the Dual Degree Program, courses required at Bank Street total 36 academic credits; credits required at Hunter total 51.

Accelerated Program
This program is designed for students ready to participate in an intensive, year-round learning experience. It is a 60 credit program; as of this writing, the program is for Clinical Practice with Individuals and Families majors only. Full-time students matriculate in January, are assigned field placements, and complete their first-year requirements by the end of the summer. They start their third semester in the fall and graduate in the following August. Students who are already working in the human services field enter the Accelerated OYR program beginning with evening study in January through the summer and complete their Time Frame II studies in the following fall and spring. They are able to graduate the following December.
The School’s curriculum is organized around professional curriculum areas: Social Welfare Policy and Services; Human Behavior and the Social Environment; Social Work Research; Social Work Practice Learning Laboratory and Practice Methods (Clinical Practice with Individuals and Families, Group Work, Community Organization and Planning, and Organizational Leadership and Management); Ways of Knowing; Field Practicum; Professional Seminar; and Field of Practice. All students must fulfill specific requirements in each of these professional curriculum areas. These model program plans indicate all required courses in each of the professional curriculum areas and the sequence in which they must be taken. Students must complete 60 credit hours to graduate with a master’s degree in social work. (See Appendix A: Required Courses and Program Models—Model Curricula)

The School's curriculum is also organized to assure that all students attain competencies and associated practice behavior as required by the Council on Social Work Education. These are detailed in the chart below. In addition, students will gain advanced skills and practice behaviors associated with their methods concentration: Clinical Practice with Individuals and Families; Group Work; Community Organization, Planning, and Development; and Organizational Management and Leadership.

<table>
<thead>
<tr>
<th>Competencies and Associated Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct oneself accordingly.</td>
</tr>
<tr>
<td>A. advocate for client access to the services of social work;</td>
</tr>
<tr>
<td>B. practice personal reflection and self-correction to assure continual professional development</td>
</tr>
<tr>
<td>C. attend to professional roles and boundaries</td>
</tr>
<tr>
<td>D. demonstrate professional demeanor in behavior, appearance, and communication</td>
</tr>
<tr>
<td>E. engage in lifelong learning</td>
</tr>
<tr>
<td>F. use supervision and consultation</td>
</tr>
<tr>
<td>2.1.2 Apply social work ethical principles to guide professional practice.</td>
</tr>
<tr>
<td>A. recognize and manage personal values in a way that allows professional values to guide practice</td>
</tr>
<tr>
<td>B. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principle</td>
</tr>
<tr>
<td>C. tolerate ambiguity in resolving ethical conflicts</td>
</tr>
<tr>
<td>D. apply strategies of ethical reasoning to arrive at principled decisions.</td>
</tr>
<tr>
<td>2.1.3 Apply critical thinking to inform and communicate professional judgments.</td>
</tr>
<tr>
<td>A. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
</tr>
<tr>
<td>B. analyze models of assessment, prevention, intervention, and evaluation</td>
</tr>
<tr>
<td>C. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
</tr>
<tr>
<td>2.1.4 Engage diversity and difference in practice.</td>
</tr>
<tr>
<td>A. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;</td>
</tr>
<tr>
<td>B. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;</td>
</tr>
<tr>
<td>C. recognize and communicate their understanding of the importance of difference in shaping life experiences;</td>
</tr>
<tr>
<td>D. view themselves as learners and engage those with whom they work as informants.</td>
</tr>
</tbody>
</table>
2.1.5 Advance human rights and social and economic justice.
A. understand the forms and mechanisms of oppression and discrimination
B. advocate for human rights and social and economic justice
C. Engage in practices that advance social and economic justice

2.1.6 Engage in research-informed practice and practice-informed research.
A. use practice experience to inform scientific inquiry
B. use research evidence to inform practice

2.1.7 Apply knowledge of human behavior and the social environment.
A. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;
B. critique and apply knowledge to understand person and environment

2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
A. analyze, formulate, and advocate for policies that advance social well-being
B. collaborate with colleagues and clients for effective policy action

2.1.9 Respond to contexts that shape practice.
A. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
B. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

2.1.10 (a) Engagement
A. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
B. use empathy and other interpersonal skills;
C. develop a mutually agreed-on focus of work and desired outcomes

2.1.10(b)—Assessment
A. collect, organize, and interpret client data
B. assess client strengths and limitations
C. develop mutually agreed-on intervention goals and objectives
D. select appropriate intervention strategies

2.1.10(c)—Intervention
A. initiate actions to achieve organizational goals;
B. implement prevention interventions that enhance client capacities
C. help clients resolve problems
D. negotiate, mediate, and advocate for clients
E. facilitate transitions and endings

2.1.10(d)—Evaluation
A. social workers critically analyze, monitor, and evaluate interventions

Method Concentration
Students select their Method Concentration prior to admission. OYR students are generally admitted to the method in which they have practice experience. Generally, students must take three sequential method concentration courses that start in their second semester of enrollment and have supervised field assignments in that method. Practice courses must be taken concurrently with field placement. OYR students must take two semesters of method concentration courses concurrently with the field practicum and a final methods course in their last semester.

Change of Method Concentration
Once a student is enrolled and placed, changes in one’s method concentration can be considered only after consultation with the faculty advisor, the Assistant Dean of Student Affairs and the Director of Field Education. Approval must be obtained from the chairpersons of the method areas one is leaving and entering final approval is granted by the Associate Dean for Academic and Faculty Affairs. Since field placement assignments are offered to provide students maximum practice in a method concentration, a change of method concentration may require a change of field placement as well as an extension of time and may therefore cause a disruption in a student’s program of study.
**Additional Program Requirements**

Some of the required courses are sequential and are scheduled accordingly (e.g., SSW 717-718: The Social Work Practice Learning Lab, 711 & 712 Human Behavior and the Social Environment, Research 1 & 2).

- **The Field Practicum** is sequential and constitutes a year-long educational experience. When a student is unable to successfully pass both semesters, it is usually necessary to begin the sequence again. If a student has passed the first semester but cannot complete the second semester, a repeat of the entire year is usually necessary. It may not be necessary to register for the semester in which a passing grade has been given. Students may be asked to “audit” the semester in which the work was not completed. In this case, auditing includes full participation in the placement. The student will then enroll for credit in the second semester. This arrangement allows for a concurrence of method concentration class and the field practicum to take place.

- The third method concentrations sequence course is required except with permission.

- Students should consult with published and e-mailed registration materials as well as with an academic advisor before selecting courses.

Please review Appendix A for course Requirements

- In addition to course work, **all students are required to attend workshops on special topics** including Diversity/Power and Privilege; Economic Literacy in the Human Services; Mandated Reporter Training: Identification and Reporting of Child Abuse, Maltreatment, and Neglect; Ethics in Social Work Practice; and Mastering the LMSW Exam. These workshops are required for graduation from the Program and will be presented during orientation, in the Practice Learning Laboratory, or at other times during the year. Attendance is recorded by the Office of Student Affairs. In addition, the Mandated Reporter Training workshop is required for eligibility to take the New York State Exam to become a Licensed Master Social Worker (LMSW).

- Students are required to take SSW 751 and 752, Social Work Research. If the research requires the participation of human subjects (e.g., interviews, systematic observation, or self-administered questionnaires), students must first obtain approval from the classroom instructor, faculty advisor, or other appropriate faculty member. Such research projects will likely require prior approval of Hunter College’s Committee for the Protection of Human Subjects from Research Risks. The research sequence will be taken concurrently with the field practicum.
• In their final semester, students reenroll in SSW 790, the Professional Seminar. In this course, students have the opportunity to integrate their learning and write a paper or prepare a project whose central focus is a social work issue of particular interest. The paper or project requires students to utilize research findings, scholarly works, and professional experience to consider how the current state of knowledge, current thinking on policy, and current approaches to practice affect the resolution of an appropriate issue.

<table>
<thead>
<tr>
<th>Chairs</th>
<th>Professional Curriculum Areas</th>
<th>Phone (212)</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Mimi Abramovitz</td>
<td>Social Welfare Policy and Services</td>
<td>396-7535</td>
<td>432</td>
</tr>
<tr>
<td>Dr. Ilze Earner</td>
<td>Human Behavior &amp; the Social Environment</td>
<td>396-7565</td>
<td>705</td>
</tr>
<tr>
<td>Dr. Stephen Burghardt and Dr.</td>
<td>Social Work Practice Learning</td>
<td>396-7524 and</td>
<td>410</td>
</tr>
<tr>
<td>Dr. Samuel Aymer</td>
<td>Laboratory</td>
<td>396-7555</td>
<td>456</td>
</tr>
<tr>
<td>Dr. Caroline Rosenthal Gelman</td>
<td>Clinical Practice with Individuals and Families and Group Work</td>
<td>396-7542</td>
<td>442</td>
</tr>
<tr>
<td>Dr. Terry Mizrahi and Dr.</td>
<td>Community Organization, Planning, and Development (COPD)</td>
<td>396-7531</td>
<td>429</td>
</tr>
<tr>
<td>Dr. Nancy Giunta</td>
<td></td>
<td>396-7552</td>
<td>453</td>
</tr>
<tr>
<td>Dr. James Mandiberg</td>
<td>Organizational Management and Leadership</td>
<td>396-7525</td>
<td>422</td>
</tr>
<tr>
<td>Dr. James Blackburn</td>
<td>Research</td>
<td>396-7548</td>
<td>449</td>
</tr>
<tr>
<td>Kanako Okuda, LCSW</td>
<td>Field Education</td>
<td>396-7571</td>
<td>302</td>
</tr>
</tbody>
</table>

**Summer Session**

Summer courses are part of the OYR, Accelerated, Advanced Standing, and Dual Degree Programs. Required courses and electives are available during the summer months of June, July, and August for students to meet program requirements. Advanced Standing students take courses in the summer before and/or after their year of full-time study. Seats in the summer sessions are available for Two-Year Program students if space permits.

Summer classes may run 6, 8, or 10 weeks and will most often meet one evening a week. Students in these programs should expect to be available for school two evenings a week so that they may take two courses during the summer. Accelerated program students will have courses during the day as well.

With permission from the Office of the Dean, OYR students may enroll in graduate summer school programs in social work at schools other than Hunter. Prior to enrolling, students should obtain catalogs from other departments or schools on course offerings and discuss courses of interest with their advisors for approval. Permit forms may be downloaded from the Registrar’s website. Advanced Standing students must take their summer courses at the Silberman School of Social Work.
Fields of Practice Specialization
Students select a Field of Practice (FOP) specialization in the advanced year. The FOP specialization is organized around a population group of interest, agency, or institutional setting or practice or policy issue. The purpose of the field of practice specialization is to accomplish the following:

1. Provide students with opportunities to develop in-depth knowledge and skill in an area of social work beyond the method.

2. Better prepare students for a competitive job market given the current organization of most service delivery systems.

3. Provide a potential cluster of faculty, students, and field agencies with similar interests for developing and sharing knowledge about contemporary issues and trends.

4. Provide an additional vehicle for generating general innovation and new course material in the curriculum.

5. Maintain the focus of the School, the faculty, and the curriculum on the changing needs of a multicultural urban community.

The Hunter College School of Social Work recognizes five broad areas of specialization: Aging (Gerontology); Child Welfare: Children, Youth, and Families; World of Work; Health and Mental Health; and Immigration and Global Social Work.

Completion of a field of practice specialization consists of enrollment in two courses required by the FOP, as well as a paper or project for a research course or professional seminar, and one field practicum—all of which must be related to the selected field of practice. The selection of a field of practice begins with a discussion with the student’s field advisor in the year prior to specialization when second year placement is being contemplated or, for OYR students, with the Time Frame I advisor. Commitment to a field of practice occurs in the second (or field year for OYR students) when a Commitment Form is submitted for approval. Before the end of the final semester in the program, students submit a Completion Form for the approval of the chair of the selected field of practice. After graduation, students will receive a certificate and may note this on their résumés. Contact the following faculty members for additional information.

<table>
<thead>
<tr>
<th>Chairs</th>
<th>Fields of Practice Specializations</th>
<th>Phone (212)</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Carmen Morano and Dr. Daniel Gardner</td>
<td>Aging (Gerontology)</td>
<td>396-7547</td>
<td>448</td>
</tr>
<tr>
<td></td>
<td></td>
<td>396-7527</td>
<td>424</td>
</tr>
<tr>
<td>Dr. Gary Mallon and Dr. Marina Lalayants</td>
<td>Child Welfare: Children, Youth, &amp; Families</td>
<td>396-7562</td>
<td>702</td>
</tr>
<tr>
<td></td>
<td></td>
<td>396-7550</td>
<td>451</td>
</tr>
<tr>
<td>Dr. Kristen Ferguson-Colvin</td>
<td>World of Work</td>
<td>396-7553</td>
<td>454</td>
</tr>
<tr>
<td>Dr. Juan Pena</td>
<td>Health and Mental Health</td>
<td>396-7539</td>
<td>436</td>
</tr>
<tr>
<td>Dr. Martha Bragin</td>
<td>Global Social Work &amp; Practice With Immigrants &amp; Refugees</td>
<td>396-7530</td>
<td>427</td>
</tr>
</tbody>
</table>
3

THE ONE-YEAR RESIDENCE PROGRAM (OYR)

The OYR Time Frame Sequences
The OYR Program has provided increased access to professional career ladders for many qualified baccalaureate-level agency workers since its inception in 1971. The program is open to applicants who meet all admission requirements and have a minimum of two years full-time employment in a recognized social welfare organization. Admission is available to either a standard OYR program with admission in the fall (two and one half years in duration), or a 24-month accelerated program with admission in the spring.

The One Year Residence Program is organized around three “time frames” made up of both part-time and full-time study, usually completed in five semesters and two summers.

Time Frame I: Part-time Evening Courses
The first phase or Time Frame I (TF I) of the OYR Program comprises evening coursework. While remaining in full-time paid positions, OYR students take courses two evenings a week between 6 p.m.-10 p.m.. Daytime courses are also available.

Time Frame I comprises a complete academic year (September to May) and the subsequent summer session. Students may take courses offered during the day if their work schedules permit. Two courses are taken in the first semester of TF I, and three courses are taken in the second semester. (See model course programs in Appendix A)

Individual schedules differ; however, if students have not taken prior coursework and take the standard program, they should plan on taking two courses in the first or fall semester of TF I. Students earn 21 credits in the initial phase of the program.

The above credits are required for entrance into the full-time or residency year phase of the program. All entering students are assigned a faculty advisor who has familiarity with the OYR Program.

Time Frame II: Residency Year
The Residency Year includes four days a week of supervised field practicum as well as one day of classes. All students do their residency in two semesters from September through May. It is expected that students will do their field practicum in the agency in which they are employed. Any exceptions must be reviewed and approved by the Office of Field Education. The School reserves the right to determine the student’s readiness to enter Time Frame II (TF II). (See Model Curricula in Appendix A)
Field Practicum: Residency Year

The School of Social Work expects agencies whose employees are in the OYR program to provide and adhere to the following the field practicum guidelines:

1. Supervision by an MSW who has three or more years of post-MSW experience and a NYS license (either LMSW or LCSW depending on scope of practice) and who is approved by the School of Social Work as a certified field instructor. Those new to field instruction must enroll in the Seminar in Field Instruction offered at Silberman.

2. The MSW Field Instructor cannot be the student’s current or previous supervisor.

3. The assignment must be changed substantially to give the student a new learning experience.

4. The workload must be reduced for the same reason.

5. The assignment must be designed to provide learning experiences in the student’s method concentration.

6. The student must have one day off a week from the agency to attend classes.

If the agency cannot meet its educational commitment or if problems arise during residency planning, the students should immediately contact their faculty advisors. Generally, however, firm commitments to sponsor the student have been clarified during the admissions process.

If the student’s job changes during TF I, it is imperative that the student notify the field liaison immediately; a new Agency Executive Form must be submitted before field practicum planning can begin. If a new agency agrees to sponsor the student, the School will work with the agency to provide a proper field practicum assignment for the residency year. Any new job must be approved as a Residency Placement by the Office of Field Education. If the agency does not agree to sponsor the student or if the student becomes unemployed, a decision must be made as to whether to pursue a “self-financed” placement assigned by the School or to defer entrance into TF II. The School cannot provide paid placements.

The student, the School, and the agency share responsibility for arranging the field practicum. The advisor will assist the student in placement planning during the spring and summer semesters of TF I. OYR advisors will give students a preliminary planning form for residency planning while in TF I. The student is responsible for returning the completed form to the advisor, who will begin work with the agency in the planning process. A field coordinator from the School may be assigned to complete field arrangements.

All arrangements between the agency and the Office of Field Education and Advisement should be completed by a specified date in TF I for residency in the following fall semester. A copy of the agreement, delineating residency plans worked out by the agency and the School, will be sent to the student when plans have been finalized.
During TF II, the student will be assigned a faculty advisor who will have familiarity with the OYR program, the student’s method concentration, or the student’s area of practice. If the student is on a special grant or scholarship program, a professional development counselor remains with the student through the entire program. The field advisor can assist the student in balancing the dual roles of student and employee. For additional information, see the Field Practicum Manual (http://sssw.hunter.cuny.edu/field-education/field-practicum-manual/) or contact the Office of Field Education for further assistance.

**Time Frame III: Finishing Up**

Time Frame III (TF III) is the period for students to complete course requirements necessary for the degree and may comprise one or more semesters. Courses generally are taken in the evening, although day courses may be taken if the student’s work schedule permits. All students are required to take SSW 790, the Professional Seminar, and may take an elective course during Time Frame III if needed. In TF III, classes are scheduled on Wednesday evenings. An evening presentation, generally devoted to information about licensing, is held once during this semester. Graduating students will submit a degree audit form that will be reviewed by an academic advisor and will be forwarded to the Degree Audit Office at Hunter College in anticipation of graduation.
FIELD PRACTICUM

Field Practicum

The field practicum (also referred to as field work, field instruction, field education, or field placement) is an integral component of the graduate social work curriculum, comprising 12 credits of a student’s coursework. Assignment to a field practicum in a social service agency is the responsibility of the Office of Field Education and Advisement. For more detailed information about the Field Practicum experience and requirements, please see the Field Practicum Manual available online at http://sssw.hunter.cuny.edu/field-education/field-practicum-manual/.

Field practicum agencies are responsible for providing sufficient assignments in the student’s primary practice method (Clinical Practice with Individuals and Families, Group Work, Community Organization, Planning and Development, and Organizational Management and Leadership) as well as a range of other learning opportunities. The agency must insure that a qualified and certified field instructor with three years of post-MSW experience, NYS license, and SIFI certification (i.e., someone who is taking or already has taken the Seminar in Field Instruction) is available to provide a minimum of 1½ hours of supervisory conferencing for each student each week. The Field Instructor should follow the guidelines for the practicum set forth in the Field Practicum Manual. The field instructor is responsible for evaluating student performance at the mid-semesters and in writing at the end of each semester using the Field Practicum Evaluation, available on the website at http://sssw.hunter.cuny.edu/field-education/. Students are advised to consult the Guidelines to Assignments and Recordings on the website as well. These documents are important references for students.

Students in the Two-Year and Full-time Accelerated Programs are placed in a different social service agency each academic year for three days a week (21 hours a week) for a minimum of 300 hours per each of four semesters.

Incoming students are placed in agencies that will give them a beginning understanding of social work practice in their chosen method concentration. In the second year, students participate in a placement planning process and consideration is given to the student’s chosen area of specialization when the placement is developed.

Students in the Full time Accelerated Program begin the practicum in the spring semester and continue through the summer of their first year. In the second year, they follow the pattern for second year students in the Two Year Program.

Students in the Advanced-Standing Program are placed as second-year students in a social service agency for three days a week (21 hours) for a minimum of 300 hours per each of two semesters. Students in the Bank-Street Dual-Degree Program complete one year of field practicum in four days a week (28 hour a week) for a total of 900 hours. Students in the One-Year Residence Program are in a field practicum for one
year, referred to as Time Frame II. They spend four days a week (28 hours a week) for a minimum of 450 hours per each of two semesters in a specially designed field placement at their place of employment. The employing agency provides a change and/or an enhancement of assignment and a qualified field instructor who was not previously, and is not currently, the student’s supervisor. New learning may be accomplished through placement in another setting within the agency, creating new assignments within the original job setting, a combination of the two, or placement in another agency. Some of a student’s work responsibilities may be included in the 900-hour practicum, provided these responsibilities represent enhanced social work learning and will be supervised by the designated field instructor. OYR students must have significant practice opportunities in their agency that are consistent with their chosen method concentration. When possible, OYR students may be given additional opportunities in other methods as well.

**Concurrence**

When enrolled in Field Instruction I, Field Instruction II, Field Instruction III, and Field Instruction IV in the Two-Year and Accelerated Programs, students must be concurrently enrolled in the Practice Learning Lab (first and second semester) and subsequently in the sequence of method concentration courses I, II, and III (or an approved practice elective course). Students in the Advanced Standing program who are Clinical Practice with Individuals and Families majors will be enrolled in Field Instruction III and Field Instruction IV while also enrolled in Method I and II (in the fall) and Method III (in the spring). Advanced Standing students who major in Community Organization, Planning, and Development (COPD) enroll in Field Instruction III and Method II in the fall semester and then in Field Instruction IV and Method III in the spring semester. They are required to complete SSW 747 Community Organization for Non-Majors in lieu of Methods I in the summer session prior to entering field.

Students in the OYR program enroll in the Practice Learning Lab in the fall and spring semesters of their first year, and begin their Method concentration studies in the second semester. In the second year of their program, the field practicum will be concurrent with the second and third semesters of the method concentration sequence. Students in the Accelerated OYR program enroll in the Practice Learning Lab in the spring and continue with Practice Lab and Methods in the summer. During their TF II year, they follow the same pattern of method learning as the OYR program students.

**Grades**

The field practicum is graded like all other courses (Credit, No Credit, Incomplete, and Honors). Field performance criteria are determined by the School, by the Council on Social Work Education’s accreditation standards, and by the profession. Refer to the *Field Practicum Manual* for field performance criteria. A grade of No Credit in the field practicum will prevent a student from moving on with both field education and method courses (which receive a separate grade but, as stated previously, are integral to the field practicum). A grade of Incomplete in field education may necessitate extending the field placement until the criteria are met for a grade of Credit. Field practicum grades are determined by the faculty advisor with the recommendation of the field instructor. An Honors grade is given for extraordinary performance; it is the equivalent of an A+ grade.

**Recordings**
The Guidelines to Assignments and Recordings, available on the website, 
http://sssw.hunter.cuny.edu/field-education/, details the types of recordings appropriate to 
each method. Students may download templates for recordings as Word docs from the 
same website.

The field instructor assigns recordings first and foremost as a tool for learning and 
reflecting on practice; in addition, recordings are assigned to maintain accountability and 
to help students to organize their work. If no recordings are assigned by the field 
instructor, the student should notify the faculty advisor immediately so that the 
supervisory situation can be assessed.

All students submit samples of their process recordings to the advisor each semester for 
review. While the advisors do not offer supervision on cases or groups, they will be 
monitoring the educational experience by reviewing the recordings and can assist the 
students in integrating theory with their practice.

**Recording Requirements for Clinical Practice with Individuals and Families and 
Group Work Students:**

The general rule regarding numbers of recordings is two to three per week. Field 
instructors may require recordings at this level throughout both the first and second year 
of the field practicum.

1. Students should maintain copies of their recordings for their own record until the end 
of the year.
2. Process recordings must maintain confidentiality—omit all identifying information 
(including clients’ names, agency names, etc.) and take care not to leave recordings in public 
view (e.g., on the bus, subway, or in the classroom).
3. Recordings should be submitted weekly to the field instructor and discussed in 
supervision after the field instructor has read them.
4. Sample recordings should be submitted to the advisor each semester for review.

**Recording Requirements for Community Organization, Planning, 
and Development (COP&D) and Organizational Management and 
Leadership (OML) Students:**

Community Organization, Planning, and Development and Organizational Management 
and Leadership students should follow the format provided for them by their method 
instructors at the School and consult the Guidelines to Assignments and Recordings which 
includes the format for recording in these methods. Advisors for students in these methods 
can be of assistance to both the student and field instructor regarding these recording 
formats.
Expectations of Students
Students are expected to adhere to the values, ethics, and standards for cultural competence embodied in the *NASW Code of Ethics* and the *NASW Standards for Cultural Competence* (See Appendices). Students are expected to be accountable to the School and agency for achieving learning goals and objectives in the practicum. Please refer to the Student Handbook for competencies and associated practice behaviors that apply not only to student learning but also to the development of professional practice in the field practicum. For the Essential Abilities and Attributes for Students, see also Chapter 8: Academic and Professional Performance.

- Students are expected to adhere to the agency’s policies and procedures, which are expected to be consistent with the ethics, values, and standards of the profession.
- Students are expected to be active and responsible participants in an ongoing learning process in the agency and in supervision, including the preparation of an agenda and timely presentation of required recordings, logs, or a journal for review by the field instructor.
- Students should demonstrate readiness to become self-reflective learners and to be able to evaluate both use of self and the learning opportunities afforded by the agency.
- Students are accountable to the School and the agency for completion of hours required for the practicum (a minimum of 600 or 900 hours yearly depending on program).
- Students are expected to participate in the advisement process, including meetings with the field advisor and presentation of recordings (logs, journals, etc.) to the advisor as required.
- Students are expected to maintain professional confidentiality in all of their activities. Written work that includes information about clients must be disguised. Materials, such as recordings removed from the agency and being used for class assignments, should be disguised. Audio and video recordings of practice can be used for teaching in the classroom only with the written permission of clients and the agency. Students placed in settings governed by HIPAA must adhere to these regulations (see the *Guidelines to Assignments and Recordings* for more information).
- It is the policy of the School and a professional ethical principle that students identify themselves as students or interns in their work with clients and agency representatives.

Expectation for Assignments in the Agency
The field instructor should prepare beginning assignments and have them ready as the student enters the practicum. While orientation to the agency is critical, work should be assigned as soon as possible. The field instructor should take time to prepare students for initial contacts with individuals, groups, or constituents in the community and include assignments that would prepare students to attain core (foundation) and/or advanced competencies. The workload for students concentrating on clinical practice with individuals and families should develop gradually and incrementally so that by Thanksgiving the student should be carrying most, if not all, of the planned assignments.
For group work majors, three substantial group-work assignments are expected for the year. Additional groups may be assigned and/or developed by the student during the course of the semester and the year. A work plan for Community Organization, Planning and Development students and for Organizational Leadership and Management students should be developed as soon as possible and plans should be made for assignments of short-term, medium-term, and long-term duration (See the Guidelines to Assignments and Recordings).

Educational Plan
By the sixth week of the practicum, the student—in consultation with the field instructor—will complete an educational plan describing assignments and learning goals. The plan is submitted to the faculty advisor for review. The form for the plan is found on the Field Education portion of the website and is also sent to the Field Instructor.

The rule of thumb in the practicum is that at least half the time should be spent in client contact as described above. Second-year students will typically spend more time than first-year students in carrying out practice assignments. A greater number of clients, groups, and more extensive and complex assignments are assigned to second year students. Second-year students may achieve a full workload earlier in the semester than first-year students. OYR students and Bank-Street Dual-Degree students (who are in the field for 28 hours) will spend more time in carrying out practice assignments. The allocation of time for new assignments, supervision, recordings, and additional learning opportunities should be established in the agreement that is made between the School and the agency prior to the student’s entrance into TFII or the field year in the Bank Street program.

The number of cases assigned and number of groups assigned will vary according to the agency mission, client needs, and service delivery expectations (e.g., in a residential or milieu setting, clients may be seen more frequently than once per week and thus fewer cases will be assigned). On the other hand, in settings where clients are not seen on a weekly basis, a greater number of cases may be assigned. If there are questions about the quantity or quality of assignments, students should always consult with the field instructor and then the advisor.

Workload Distribution Typically Includes the Following Activities:
1. Assignments in the major method concentration and minor method, if applicable
2. Individual supervision
3. Recordings
4. Staff meetings, team meetings, seminars, case conferences, and in-service training

Practicum Hours, Days, Absences, Religious Observance and Vacations
Students in the Two-Year, Accelerated, and Advanced-Standing Programs will spend three days a week (21 hours) in practicum agencies during each year of the program: (1) First-year students are in the field Monday, Wednesday and Friday; (2) Second-year students are in the field Monday, Thursday, and either Tuesday or Wednesday. Advanced-standing students are typically in the practicum agencies on Monday, Tuesday, and Thursday and in the classroom on Wednesdays and Fridays. However, agency need often drives the choice of day for second-year students.
One-Year Residence students are in placement four days a week and in school on either Tuesday, Wednesday, and/or Saturday; Dual-Degree Program students are in placement four days a week and typically in school on Wednesdays.

Regular attendance at the practicum agency is expected of all students. Chronic lateness or leaving early is unacceptable. Students must inform the agency of planned absences or lateness for any reason. Plans for making up missed time must conform to client needs and the agency’s schedule and meet with the field instructor’s approval.

In general, students observe agency hours and the calendar followed by agency staff. However, students should consult the field practicum calendar, especially for Thanksgiving, winter and spring recesses, and some holidays. Students in the OYR Program and in the Bank Street Dual Degree Program generally follow the agency schedule, but should also consult the field practicum calendar for exceptions. Students should not plan on taking vacations during the practicum year.

Any student who is unable, because of his/her religious beliefs, to attend the field practicum on a particular day or days shall, because of such absence, be excused. It is necessary to inform the field instructor in advance so that a plan can be made to make up the work missed as a result of the absence(s). If student absences for illness, personal emergencies, or religious observance exceed three days during an academic year, the additional time should be made up in order to meet the hours required in the practicum.

The School considers student participation on official committees such as the Curriculum Committee to be a part of the educational program and asks the agency to release students who hold committee positions to attend such meetings, generally held once a month. Well in advance of the planned absence, students are expected to discuss with the field instructor a plan for appropriate coverage of their responsibilities with the field instructor.

**Labor Disputes in Agencies**

The School recognizes that employees may sometimes take job actions to force administrative compliance with demands. Since student safety may be jeopardized and the educational environment compromised, students in programs other than the OYR program are not permitted to continue the practicum under such circumstances. The School should be notified by agency personnel of pending work actions or interruptions in agency services. Students will be given substitute assignments by the Office of Field Education when the interruption in the practicum is prolonged. Students in the One-Year Residence Program, who are employed by their practicum agencies, should discuss their individual situations with the faculty advisor. Generally, employee status takes precedence over student status at such times.

**Guidelines for Home or Community Visits**

Many agencies, in order to provide appropriate services to homebound clients or families with particular needs, assign students to make visits to the home of a client. Students may also be assigned to work with community groups outside the agency. The field instructor should prepare the student for the community and home visits by imparting knowledge of the client, the housing situation, the neighborhood, and the travel arrangements. The provision of effective service implies that students be prepared to undertake all activities
necessary to understand a problem situation and to intervene appropriately toward a resolution.

Home or community visits are an important aspect of service provision. The following guidelines are intended to ensure that such visits continue to be utilized as both a means of enhancing learning and providing appropriate service:

- Arrange home visits between 9 a.m. and 4 p.m.
- In sparsely populated or other high-risk areas, visit with an escort or co-worker
- Plan a route in advance. Use main streets for walking and stay away from entrances
- Consider meeting a client or community group in a public meeting place if appropriate and feasible for the client/group
- If unsafe to enter a building alone, ask a community member or client to meet and accompany you to his or her home
- Carry official identification or a letter that establishes agency affiliation
- Use care in carrying purses and avoid expensive jewelry. Do not carry keys and identification together
- Use caution in entering empty elevators
- In planning trips for client groups, arrange to have another worker available
- If taking car service, arrange for pick up in a safe location, either at the client’s home or in a populated, well-lit area
- On subways/buses, use well-lit, well-traveled stops. Sit near the driver/conductor

**Transportation and Reimbursement**

Some agencies provide car service or escort service for home or community visits, particularly in areas that are at a distance from public transportation or are sparsely populated or known to be high-risk. Be sure to check the agency policy on transportation. Agencies are expected to reimburse students for expenses incurred as part of any field assignment if they reimburse staff for the same expense. If a difficulty emerges in reimbursing students, contact the Director of Field Education. Students should not use their own vehicle to transport clients. Students may, however, drive an agency owned vehicle if they have the appropriate license, agency approval, and appropriate insurance coverage.

**Dress Code**

Students are expected to know and comply with the dress code of the agency. It is important to demonstrate respect for the needs of the clients, the community, and the agency as a workplace.

**Accommodations in the Practicum**

As they are in the classroom, students with documented disabilities are entitled to support services and reasonable accommodations in the field practicum. Students must register with the Office of AccessAbility at Hunter College at 68th Street to receive accommodations. Individualized plans are made in writing by the Director of the Office of AccessAbility and are conveyed to the Director of the Office of Field Education. Documentation of disability is required but is kept confidential. Reasonable accommodations consistent with the requirements of the field practicum can be implemented only for students who have registered and informed the Field Office in a timely manner.
5 FACULTY ADVISING

The overall objective of field advising is to monitor, evaluate, and support students’ progress during their time at the School.

All students in their field practicum year(s) are assigned a faculty advisor by the Office of Field Education. The faculty field advisor monitors and evaluates student learning in the field agency and provides socialization to the profession, collaborates with the agency field instructor to insure a quality experience in the field practicum, and is responsible for the field practicum grade. For additional information on the field advisor’s role and responsibilities, consult the Field Practicum Manual.

With some exceptions, a different advisor is assigned each year. While OYR students generally have a different advisor in each time frame, students in grant-funded projects are assigned to a professional development counselor for the duration of the program. In their work with students, faculty advisors are responsible for orientation, teaching (integration), educational consultation, evaluation, and professional development.

Orientation
Through the Office of Field Education, an orientation to the Field Practicum is provided to incoming students in early September.

Teaching (Integration)
The advisor assists the student in integrating knowledge from the classroom and the field, particularly as it pertains to attainment of both core competencies and those associated with the student’s method concentration. The advisor promotes the use of resources within the agency, the School, and in the profession that advance learning.

Educational Consultation
The advisor will refer students to an academic advisor for assistance in selecting and registering for courses, in completing a degree audit prior to graduation, and when academic difficulties are identified in the classroom. The advisor assists the first-year student in planning for placement in the second year and the second-year student in planning for employment and further professional development.

Evaluation
The advisor is responsible for monitoring and assessing student performance in the field practicum. By developing or revising the educational plan for completion of work, the advisor assists students who need to increase their competence in the field or classroom. The advisor also reviews recordings (logs, journals, etc.) to assess the learning process and meets with the student and field instructor in order to advance opportunities for student learning in the field practicum. Finally, the advisor reads the evaluation of student performance in the practicum. The advisor submits a grade for the field practicum at the end of each semester.
The Problem-Solving Role of the Advisor
When students encounter difficulties in the placement or the classroom, the first step is for the student to raise the issue with the field instructor or classroom instructor. The School encourages self-advocacy. However, if the student’s efforts do not lead to a resolution of the problem, the student should notify the advisor to get support and coaching and to discuss problem-solving strategies.

It is the student’s responsibility to contact the advisor immediately with unresolved concerns in the field placement or problems affecting performance in the program. If it is a field-related problem, the advisor will then contact the field instructor by telephone or, if necessary, may coordinate a three-way meeting (advisor, student, field instructor) to discuss the concerns. The student and the advisor may need to meet with an assistant director in the Office of Field Education for further assistance. If the situation cannot be resolved or remedied, the advisor may need to develop a new educational plan.

Student Performance
When there are concerns about the student’s field performance, the advisor is expected to be involved early in working with the field instructor to provide opportunities to effect significant improvement. The advisor has the responsibility to coordinate a three-way conference including the field instructor and student to develop a plan which often takes the form of a written Performance Agreement with recommendations for remedying the situation. All parties should review the recommendations and a time frame for reassessment of the situation should be established. In rare situations, agency personnel may abruptly terminate a student’s placement based on performance which is detrimental to clients or agency functioning or that constitutes an ethical breach; in such instances, it may not be possible for the advisor to convene a meeting prior to termination. It is advisable, though not always possible, for a three-way meeting to be held to review the termination after the student has left the agency. If a three-way meeting is not possible, a two-way meeting between the advisor and student will be held and a written statement will be requested from the field instructor.

These situations may also result in the convening of an Education Review Committee meeting (for more information, see the section in the Student Handbook on Education Review Committee).

In some cases, a significant extension of the field placement may be indicated. If the performance indicates the need for an extension beyond the end of the semester, a grade of Incomplete is given at the end of the semester. The grade will be changed to Credit or No Credit upon completion of the extension period.

A student who receives a grade of No Credit in the field practicum or is otherwise not in good academic standing will be referred by the advisor to the Educational Review Committee (see section on Academic Standing).
Change in Advisor
Students requesting a change in faculty advisor should make the request in writing or in person to the Director of the Office of Field Education. The student and advisor are expected to discuss the need for a change of advisement before making the written request to the Director of the Office of Field Education and Advisement. To determine if both parties are in agreement with the request to change, the director will consult with the student and advisor prior to making a final decision. A request for a change of advisement assignment is predicated on a serious problem or concern that can be remedied only by a change in the assignment.
ACADEMIC ADVISING

Academic Advising
Academic advising is available to all students in the school. Academic advisors are available on-site three days a week (Tuesday, Wednesday, and Thursday) for consultation about matters including the following: a review of program requirements; course selection; referral to the Writing Program; field of practice specialization information; and graduate degree audit information. In addition, academic advisors are available to direct students to policies and procedures at the school including change of practice method, grade appeal, the Student Advisement Committee, and the Educational Review Committee.

Academic advisors will have contact with instructional faculty around issues that arise in the classroom, such as attendance or performance in classroom (including writing). Academic advisors may also have contact with field advisors to coordinate assistance for a student who is experiencing difficulties in the field and/or the classroom.

First-year, second-year, advanced-standing, Bank-Street dual-degree, and One-Year Residency students in their second or final year (OYR Time Frame II and OYR Time Frame III) may come to see an academic advisor on their day in school or contact the “on-line” advisor (sswacademicadvisor@hunter.cuny.edu) with a question or concern. A FAQ sheet is available to answer frequently asked questions.

In the first semester, OYR TFI students meet with an advisor individually and in a group to review issues of time management, adjustment to school, course selection, and academic performance. In the second semester, OYR Time Frame I students meet with an advisor individually and in a group to begin planning for the field practicum in the Time Frame II or residency year.
STUDENT EVALUATION OF FACULTY PERFORMANCE

The following excerpt from the CUNY By-Laws summarizes the importance and significance of student evaluations: “Student evaluation of faculty teaching and course handling is a significant factor in the professional appraisal of faculty performance for purposes of reappointment, promotion and tenure” (CUNY By-Laws, Section 4.1.3). In addition to aiding individual faculty in reviewing and improving classroom teaching, these evaluations have a direct bearing on faculty retention and promotion.

Evaluations are formally administered by Hunter College at the end of each semester. In addition to the College-wide form, students may be requested by the School of Social Work to complete special materials which are similarly utilized in evaluating faculty for retention. This special material evaluates coverage of course content related to race, ethnicity, gender, disability and sexual orientation. A section of the evaluation is also used at mid-term and provides feedback to faculty as a basis for making changes or revisions during the semester.

To assure the fullest opportunity for all students to evaluate faculty, the procedures guarantee anonymity. The evaluation instruments are distributed, collected, and completed by students in the absence of the faculty member. When the evaluations are collated by Hunter College, computer generated printouts are sent to faculty members and to the Office of the Dean. The Office of the Dean reviews all of the evaluations as a measure of quality of instruction. A copy of each course evaluation is placed in the personnel file of the faculty member as a permanent record. Copies of all course evaluations are available in the Social Work Library.

At the end of each semester, there is a systematic evaluation of faculty advisors to assist in identifying the strengths and limitations of the advisement system, to facilitate improvements, and to give full recognition to this component of faculty performance. A one-page form evaluates the student’s perception of the advisor’s availability, responsiveness, and helpfulness with both academic and field-related matters. In addition, at the end of the year students are asked to evaluate their field experience more fully (agency, field instructor, and advisors). Student names are not identified on the form.
ACADEMIC AND PROFESSIONAL PERFORMANCE

Essential Abilities and Attributes for Students at the Silberman School of Social Work and in Professional Practice

Becoming a competent social worker is a complex process that begins upon entrance into the School of Social Work. In order to maintain matriculation in Hunter’s program and to meet their obligations to the people for whom they have a professional responsibility, students will need to meet the standards for social work education and practice described here and in the NASW Code of Ethics. The following section describes the academic, physical, cognitive, emotional, and ethical standards which students at the Silberman School of Social Work are expected to meet, at a level appropriate to their stage/phase in the program. Attention to these standards will be part of the evaluations made by classroom faculty, field instructors, advisors, and other School representatives who come in contact with students. An inability to effectively meet these standards will have consequences for successful continuation in—and completion of—the program.

Academic Integrity

Upon entrance into the program, the student is expected to demonstrate academic integrity in the preparation of written assignments, research, and scholarly papers and must understand and adhere to the CUNY Policy on Academic Integrity which prohibits academic dishonesty (cheating, plagiarism, internet plagiarism, etc.):

1. Definitions and Examples of Academic Dishonesty

1.1. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise.

Examples of cheating include the following:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, asking, or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else’s work as your own.
• Unauthorized use during an examination of any electronic devices such as cell phones, computers, or other technologies to retrieve or send information.

1.2. **Plagiarism** is the act of presenting another person’s ideas, research or writings as your own. Examples of plagiarism include the following:
• Copying another person’s actual words or images without the use of quotation marks and footnotes or citations attributing the words to their source.
• Presenting another person’s ideas or theories in your own words without acknowledging the source.
• Failing to acknowledge collaborators on homework and laboratory assignments.
• Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.

1.3. **Obtaining Unfair Advantage** is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include the following:
• Stealing, reproducing, circulating, or otherwise gaining advance access to examination materials.
• Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
• Retaining, using, or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
• Intentionally obstructing or interfering with another student's work.

1.4. **Falsification of Records and Official Documents**
Examples of falsification include the following:
• Forging signatures of authorization.
• Falsifying information on an official academic record.
• Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card, or other college document.

**Acceptance of Diversity**
As students progress through the program, they are expected to demonstrate an appreciation of the value of human diversity. In the field practicum, they must serve and be willing to serve in an appropriate manner all persons in need of assistance, regardless of the person’s age, class, race, ethnicity, religious affiliation (or lack thereof), gender, ability, sexual orientation, and value system.

**Cognitive Skills**
Students are expected to build upon their personal experience and, as they move through the program, exhibit sufficient knowledge of social work and its foundation in social, behavioral, and biological research. When applying such knowledge in the classroom and in the field, students are expected to exhibit clarity of thinking in processing information. Professional activities such as assessment, interventions, and evaluation of practice must reflect grounding in a social work knowledge base. As students progress through the
program, they are expected to demonstrate the ability to conceptualize, integrate, and apply this knowledge base to professional practice.

**Communication Skills**

Upon entrance into the program (and increasingly as students progress through the program), they are expected to communicate effectively and sensitively orally, in writing, and through the use of technology. With growing understanding that cultural context is influential in interactions with fellow students, faculty, staff, clients, community members, and other professionals, students are expected to express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. Students must demonstrate sufficient skills in spoken and written English to understand the content presented in the program as well as to participate in the classroom and the field placement. It is the student’s responsibility to utilize educational resources provided by the School and/or the College to enhance, support, or improve academic and field performance when problems in communication have been identified by faculty, field instructors, or advisors.

**Empathy**

Upon entrance into the program (and increasingly as students progress through the program), they are expected to work diligently to understand and appreciate the ways of life and value systems of others. Students must be able to communicate empathy and support to clients/community members based on an understanding and respect for the world views and cultural values of others.

**Interpersonal Skills**

Upon entrance into the program (and increasingly as students progress through the program), they are expected to demonstrate the interpersonal skills needed to relate effectively to fellow students, faculty, other professionals, and clients/community members. These skills include compassion, altruism, integrity, and respect for and consideration of others.

**Objectivity**

Upon entrance into the program, the student is expected to learn the values, skills, and knowledge required for professional practice. As students progress in the program, they are expected to demonstrate a shift from lay to professional values, skills, and knowledge in order to be sufficiently objective when evaluating the life situations of clients/community members and others.

**Professional Behavior**

Upon entrance into the program, the student is expected to commit to learning what is required for professional behavior. Professional behavior includes keeping commitments to and respecting clients/community members, research participants, other professionals, faculty, colleagues, and fellow students and being able to work effectively with others regardless of level of authority. Other aspects of professional behavior include being punctual and dependable, prioritizing responsibilities, attending class regularly, and completing assignments on time in school and in the field practicum. Understanding and maintaining confidentiality with regard to clients/community members is of utmost importance; as students progress in the program, they are expected to demonstrate professional behavior in all aspects of social work practice.
Professional Commitment

Upon entrance into the program, the student is expected to be committed to learning about the values and ethics of the social work profession. As students progress in the program, they are expected to demonstrate a strong commitment to the goals of social work and to the ethical standards of the profession. The students must be committed to the essential values and ethics of social work, which include respect for the dignity and worth of every individual and his or her right to a just share in society’s resources (see NASW Code of Ethics in Appendix C).

Self-Awareness

Upon entrance into the program, students are expected to make a commitment to learning about self-awareness and to use self-reflection consistently. As the students progress in the program, they are expected to be willing to examine how their values, attitudes, beliefs, emotions, and past experiences may affect their thinking, behavior, and relationships. Students are expected to be willing to recognize, examine, and change their behavior when it interferes with their work with clients/community members, instructors, fellow students, and other professionals.

Self-Care

Upon entrance into the program, students are expected to commit to learning about self-care. As the students progress in the program, they are expected to recognize current life stressors and to use appropriate self-care tools in mitigating the effect of these stressors on academic and field performance. Self-care includes the development of cooperative and facilitative relationships with faculty, field instructors, administrators, colleagues, and peers. Students are expected to seek and utilize help for medical or emotional problems if they interfere with scholastic and professional performance.

Sensory Abilities

Upon entrance into the program, social work students are expected to have the sensory abilities necessary to participate in classes and field placement. It is the students’ responsibility to seek accommodation through technology by registering with the Office of AccessABILITY. Reasonable accommodation will be determined by that office.

Academic Standards and Integrity

Students are expected to maintain high levels of achievement in both (1) academic performance in courses and the field practicum and (2) professional behavior in relationships with faculty, staff, peers, clients, and field practicum personnel. Evaluations of students’ academic performance in courses and in the field are based on criteria stated in course syllabi and in the Field Practicum Manual. Academic dishonesty is regarded as serious ethical misconduct that may affect the student’s continuation in the program. For example, students may not present the work of anyone else as their own achievement; students may not submit a written assignment prepared for one course as original work for another course; and the works of others must be clearly cited if included in an assignment (see above for the CUNY Policy on Academic Integrity).
National Association of Social Workers (NASW) Code of Ethics
Social work students are expected to conduct themselves according to the National Association of Social Workers (1997) Code of Ethics (See Appendix C). Violation of this code may be reason for disciplinary action and possible dismissal from the School. Examples of violations include the following:

1. Conduct that is potentially dangerous to current or future clients.
2. Unprofessional behaviors as covered by the NASW Code of Ethics. Violations include but are not limited to the following:
   - Sexual harassment
   - Sexual interaction with clients
   - Physical threats and actions directed at clients, students, faculty, or staff
   - Acceptance of gifts or money from clients that are not standard payment for services received
   - Plagiarism and other forms of academic dishonesty

Social work students are expected to act in accordance with professional social work ethics and values. Students should demonstrate tolerance and respect for human diversity. Social work students are also expected to strive to maintain the NASW’s Standards for Cultural Competence in Social Work Practice (See Appendix D).

Resources Which May Be Utilized by Students Include the Following:

Office of AccessABILITY, Hunter College, Room 1214, East Building, 695 Park Avenue, New York, NY 10021 http://www.hunter.cuny.edu/studentservices/access

Silberman Writing Program, Silberman School of Social Work, Room 316B, 2180 Third Avenue @ 119th Street, New York, NY 10035 http://sssw.hunter.cuny.edu/studentservices/writing-program/

Counseling Services and Wellness Center, Hunter College, Room 1123 East Building, 695 Park Avenue, NY, NY 10021 http://www.hunter.cuny.edu/studentservices/counseling-and-wellness
THE GRADING SYSTEM

The MSW degree is awarded to students who are in good standing. Good standing is defined as the following: grades of at least “Credit” in all courses and field placements and conduct that manifests academic, ethical, and professional integrity.

Grading of students’ academic performance in course work (including in-class and online participation) and in field placement is based on criteria stated in course syllabi and in the Field Practicum Manual, respectively.

The School of Social Work uses the following grading categories: Honors, Credit, No Credit, and Incomplete. Grades are assigned on the basis of evidence of meeting competency expectations as outlined in course syllabi.

Honors
The designation of Honors is assigned only for consistent, outstanding achievement and the capacity for advanced performance in mastering the competencies outlined in the course syllabus. This designation is considered to be above a grade of A. Evidence for this level of work will come from written assignments, in-class and online participation, examinations, practice (where applicable), and individual conferences.

Credit
Credit is assigned on the basis of written assignments, in-class and online participation, examinations, practice (where applicable), and demonstrated mastery of the competencies outlined in the course syllabus. Grades of “Credit” are given for work within the A to B range.

No Credit
A grade of No Credit is assigned based on evidence of written assignments, in-class and online participation, and examinations that demonstrate insufficiency or deficiency in mastering the competencies outlined in the course syllabus. Grades of “No Credit” are given for work that is determined to be below a grade of B.

If students receive a grade of No Credit in a course, they must repeat that course before enrolling in the next course in that sequence. For example, a No Credit grade for SSW 711, Human Behavior and the Social Environment I, precludes registering for SSW 712, Human Behavior and the Social Environment II. If the No Credit grade is received for an elective course, students have the option of taking a different elective or repeating the course.

Students will be permitted to repeat a required course (and/or a Field of Practice requirement) only once. In the event that a student has been unable to pass a required course after repeating it for a second time, that student will not be permitted to take it again. Two failures in the same required course will be grounds for dismissal.

Letter Grades
Requests for letter grades in lieu of the grade categories listed above must be submitted to the Enrollment Management and Records Office as a Request for Letter Grade form—signed by the instructor and student—no later than the second week of the semester or the
second class of the summer session. A copy of the signed Request for Letter Grade form will be returned to the instructor.

Incomplete
Students are expected to complete all coursework within the semester in which they are enrolled. In extraordinary circumstances and at the discretion of the instructor, Incompletes can be given as an interim grade in circumstances such as the following:

- The student’s work thus far is satisfactory; however, all required work for the semester has not been completed.
- The student has requested and received permission from the instructor to submit material later than the end of the semester. Since students are expected to complete all work by the end of the semester, the instructor is under no obligation to grant this request.
- If the Incomplete is assigned for a course that is offered sequentially, the student will not be allowed to proceed to the next course in the sequence until a grade is assigned. For example, if a grade of Incomplete is received in SSW 717, the student cannot enroll in SSW 718 until the Incomplete is removed. This is also true for SSW 701 and 702, SSW 711 and SSW 712, SSW 712 and SSW 713, SSW 721 and SSW 722, SSW 731 and SSW 732, SSW 741 and SSW 742, and SSW 781 and 782. Likewise, moving to the third semester of a method sequence is not permissible unless work from the prior semester has been completed.
- In granting a request for an Incomplete, the instructor will establish a date for the extension in which the work is to be completed. The extension may be a week, a month, or other time period. The maximum period of extension, regardless of circumstances and no matter the course, is one year after the course has ended. If the student does not complete the work at the agreed-upon deadline, a grade of “No Credit” will be assigned.

Students are not permitted to carry more than two incompletes within one semester. In the event that a student has more than two incompletes within one semester, the student will be referred to the Educational Review Committee for educational planning. When a student has incompletes in more than one semester, the advisor will request a review of the student’s performance from the Educational Review Committee.

Attendance Policy
Class attendance is a requirement of the program. Absences are assumed to affect learning and therefore course grades. The number of absences permitted in a course is at the discretion of the instructor and is included in the course syllabus. Students should discuss any unavoidable absence with instructors and clarify the potential impact of absences on the grade for the course.
10

GRADE APPEALS PROCESS

When students consider a final course grade unsatisfactory, they should first confer with the instructor regarding the accuracy of the grade received. This meeting with the instructor should be held prior to the first week of classes for the new semester. At this time, errors may be corrected. If the grade is not an error, the student and instructor should review all class material pertinent to the grade. If the discussion does not resolve the issue and the student is not satisfied, or if the instructor does not confer with the student within the first three weeks of the semester, the student may submit a written request to the Director of Student Affairs to begin a formal grade appeal.

If a student believes their grade to be unjustified, it is the student’s responsibility to establish a justification for a grade change. The student must submit an appeal including that justification within the first three weeks of the semester following the receipt of the grade. The instructor has the right to know the grounds for the appeal prepared by the student. The Director of the MSW Program will review the appeal and make a decision based on the student’s submission of supporting documents (such as course assignments, the syllabus, and any written feedback from the instructor). If an appeal is granted by the Director of the MSW Program, the faculty member will be asked to submit to the Grade Appeals Committee his or her grading criteria and a response to the student’s written statement. Students appealing a grade should follow the procedures outlined below:

- An Ad-Hoc Grade Appeals Committee is convened by the MSW Program Director. The committee consists of the MSW Program Director and two members of the faculty (one from the curriculum areas in question) selected by the student from a list of all full-time faculty members. The MSW Program Director will serve as Chair of the committee.
- The student may also request a student member for the committee and will select this member from a list of students available for service on the committee. Faculty and students have the right to decline to sit on the committee. Consequently, the student should rank all faculty and students who would be acceptable to serve.
- The options for the Grade Appeals Committee are to sustain the grade of “No Credit” or to change the grade to “Credit.” Grade appeals for Honors will not be considered. The Committee cannot change the grade to Incomplete. A No Credit or Credit grade is the judgment made regarding completed work. The Incomplete grade is a grade that indicates that the work to date is satisfactory but not completed.
- If the student or the faculty member is not satisfied with the decision of the committee, he or she can appeal to the next level, the Hunter College Senate Grade Appeals Committee, within two weeks of having been notified of the decision of the Ad-Hoc Grade Appeals Committee. The decision of this body is final.
Academic, Ethical, and Professional Conduct

Academic dishonesty and unethical and unprofessional conduct in the academic environment and in the field setting are regarded as serious ethical lapses that may affect the student’s continuation in the program. Students may not present the work of anyone else as their own achievement. Students may not submit a written assignment prepared for one course as original work for another course. Work prepared for one course must be clearly cited if included in an assignment for another course (See Chapter 8, Hunter College Statement on Academic Integrity).

Students are expected to comply with the College’s policies and regulations outlined in the Campus Code of Conduct (http://www.hunter.cuny.edu/publicsafety/policies-and-procedures/campus-code-of-conduct/henderson-rules) and Student Handbook.

In accordance with the emphasis on ethical conduct in the social work profession, students are expected to incorporate the highest ethical standards in every element of their work and to conduct themselves in ways that manifest the maturity and emotional stability necessary to function as professionals.

Examples of poor academic performance and misconduct that will subject the student to disciplinary action or dismissal from the program include the following:

- Violations of the College policy on Academic Integrity (e.g., plagiarism).
- Behavior determined to be a violation of College or School policies or regulations.
- Behavior determined to be a violation of the profession’s ethics (e.g., the NASW Code of Ethics).
- Behaviors that do not meet professional expectations and standards, which include generally accepted standards of professional conduct, personal integrity, or emotional stability.
- Behaviors determined to be unprofessional conduct towards colleagues, faculty, or staff.
**Academic and Field Competencies**

All students must master required competencies as delineated in course syllabi and in the Field Practicum evaluation forms (see the *Field Practicum Manual*). Additionally, students are required to meet the following standards of behavior for professional social work conduct outlined below which apply to conduct in the university environment, in the classroom, and in field practicums.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Skill Areas</th>
<th>Required Student Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Ethics:</strong></td>
<td>Adheres to legal and ethical standards in all practice and academic roles and settings.</td>
<td>Does not engage in social relationships with clients; maintains appropriate boundaries with clients.</td>
</tr>
<tr>
<td>Conduct conforms to values and ethics of the social work profession as codified in the NASW Code of Ethics</td>
<td>Demonstrates integrity in all dealings with clients, agency and collateral staff, faculty, and student colleagues.</td>
<td>Makes appropriate use of supervision and refers client when needed services are beyond his/her competence.</td>
</tr>
<tr>
<td></td>
<td>Understands and follows all laws pertaining to client confidentiality.</td>
<td>Keeps commitments to clients, colleagues, and faculty.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates willingness to work with and advocate on behalf of vulnerable populations.</td>
<td>Disguises clients’ identity in class discussions and academic papers.</td>
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<tr>
<td></td>
<td>Demonstrates awareness of and respect for diversity</td>
<td>Accepts responsibility for working with vulnerable populations and participates in advocacy activities on behalf of clients.</td>
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<td>Willingly accepts and works with a diverse client caseload.</td>
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<tr>
<td><strong>Professional Comportment and Conduct:</strong></td>
<td>Explores and identifies strengths and weaknesses related to professional practice.</td>
<td>Makes productive use of supervision sessions and/or other forms of professional and academic advising and mentorship.</td>
</tr>
<tr>
<td>Demonstrates responsible, accountable professional behavior, protecting peers, colleagues, clients and others from the adverse consequences of personal performance problems and misconduct.</td>
<td>Solicits and makes use of feedback regarding performance.</td>
<td>Actively participates in field supervision.</td>
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<tr>
<td></td>
<td>Works to correct performance problems through the</td>
<td>Seeks professional mental help</td>
</tr>
</tbody>
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1 Adapted from the *Masters Student Handbook*, University of Pennsylvania.
| Professional Relationships: | | |
| All professional interactions reflect respect, integrity, collaboration and accountability, as well as awareness of appropriate professional role, authority and boundaries. | Develops and maintains solid professional working alliances with clients, colleagues, superiors, peers, students, agency personnel, faculty, school staff, advisors, and field educators. | Provides feedback and constructive criticism to field instructor and other agency personnel that is respectful and in accordance with agency protocol. |
| | Actively and constructively participies in academic and agency affairs. | Informs field instructor, field liaison, and academic adviser of problems that arise in field and works in a professional way to address these issues. |
| | Engages, sustains, and appropriately ends professional relationships with clients and colleagues. | Follows through on verbal and written agreements. |
| | | Ends services responsibly with clients and field agency, including proper notification of all relevant parties (clients, field instructor, field liaison, and/or practice faculty). |

| Communication: | | |
| Verbal, non-verbal, and written communications with client, faculty, colleagues, and others encountered in student role conform to established legal and professional standards. | Receives and responds appropriately to verbal, non-verbal, and written forms of communication with a wide range of client systems and persons regardless of differences related to class, age, culture, ethnicity, religion, gender, sexual orientation, and physical or mental abilities. | Verbal, non-verbal, and written communications to clients, colleagues, faculty, school staff, field staff, students, and others are delivered in a respectful, sensitive manner. |
| | Demonstrates timely response to—and documentation of—communication with school and agency contacts. | Follows agency rules and protocols for record keeping. |
| | | Responds in a timely manner to all correspondence from clients, agency staff, faculty, and others encountered in student role. |
**Students Experiencing Difficulty Mastering Practice and/or Professional Competencies**

When a student is evaluated as not having met Practice Competencies assessed as part of Field Education (or Professional Competencies assessed in a course or in another school venue), a Performance Improvement Plan (PIP) will be instituted. When difficulties emerge in the field internship, the PIP is completed by the Field Advisor with input from the Field Instructor and Student. When academic difficulties emerge in the classroom or school environment, the PIP is completed by the Academic Advisor. The PIP is a written document that describes how the student’s professional behavior violates one or more Core Professional Performance Competencies and identifies the corrective action to be taken and the time frame for completion. The problematic behaviors must be behaviorally described, using examples. It is the responsibility of the Director of Student Affairs to ensure that all related documents are made a part of the student’s file.

**Procedures:**

- The Performance Improvement Plan (PIP) is submitted to the Director of the MSW Program for review and signature. The Director of Student Affairs returns the signed form to the originating individual (academic advisor or field advisor) and ensures that a signed copy of the PIP is given to the student.

- It is the responsibility of the academic advisor and/or field advisor to closely monitor the student’s performance and to evaluate the student’s compliance at the end of the agreed-upon time frame.

- If the student improves satisfactorily, the plan is signed by all involved parties at the end of the specified period and forwarded to the Director of the MSW Program.

- Based on the student’s progress in meeting competencies identified in the PIP, the Director of the MSW Program may arrange a consultation with the student, the academic advisor and/or field advisor, and the Director for Student Affairs and/or Assistant Directors for Field Education before rendering a recommendation about the need for further improvement and assistance. Within 10 business days of the specified end of the PIP, the Director of the MSW Program reviews the recommendation, makes a determination, and informs the Associate Dean for Academic and Faculty Affairs of the outcome of the Performance Improvement Plan. In cases where the improvement has not been sufficient, the Director of the MSW Program may ask that the Educational Review Committee review the student’s performance. The Educational Review Committee will meet within 10 business days of the Director of the MSW Program’s referral.

**Exceptions to the Performance Improvement Plan (PIP)**

A student may be dismissed from the program without having first engaged in the PIP plan in the event of the following:
• The student’s behavior poses an imminent danger to clients, other students, faculty/staff, and/or self and others (e.g., threats and/or use of violence, and/or abusive language toward clients, colleagues, students, and/or faculty and staff).

• The student’s behavior represents an egregious breach of core performance standards and ethics (e.g., plagiarism, drugs and/or alcohol on the premises, theft, and dishonest, unethical, and/or disruptive behavior).

Educational Review Committee (ERC)
The purpose of the ERC is to develop educational plans for students experiencing serious academic, non-academic, and/or field practicum problems. The composition of the ERC committee includes the faculty chairperson, two faculty members, the Director for Field Education, and one student member.

Procedure for Termination as a Result of Failure to Meet Professional Performance Competencies
When the student fails to meet the requirements of the Performance Improvement Plan (PIP), the following procedures are followed to determine if the student may continue matriculating in the program. It is the responsibility of the Director of Student Affairs to ensure that the student has had access to due process throughout the review procedures:

• Within 10 business days of the referral from the Director of the MSW, the Director of Student Affairs calls a meeting with the student, academic advisor, field advisor, and the Educational Review Committee (ERC). The ERC meets to review the academic and field performance of students who are experiencing difficulty in their course work and/or in the field practicum. Based on the outcome of the meeting, the Chair of the ERC forwards a recommendation regarding the student’s enrollment status to the Director of the MSW Program.

• The Director of the MSW Program reviews the recommendation, makes a determination, and informs the Associate Dean for Academic and Faculty Affairs.

• It is the responsibility of the Director of Student Affairs to inform the student in writing of the ERC decision within 10 business days of the Educational Review Committee meeting and to ensure that all related documents are made a part of the student’s file.

Possible Recommendations:

1. Continuing in courses and field practicum with no changes

2. Continuing with conditions:

   A. Where there are problems in the field, conditions may include the following:

      1) change in assignment, field instructor, faculty advisor, and/or field placement;
      2) a testing out period to be followed up with a progress report, by a specified date, to the ERC;
      3) an extension of time beyond the planned ending date of the field practicum;
4) repeating the year of field practicum when a student has a field practicum grade of Incomplete or a grade of No-Credit or when it appears that the student is not able to achieve a grade of Credit.

B. Where there are academic problems, conditions may include the following:

1) setting dates for the completion of incomplete work
2) recommending extending coursework

3. Intermit from the School for a period not less than 2 years with specific guidelines for readmission. Students who are asked to intermit from the program will be required to make a new application for admission.

4. Termination from the School

A. The ERC, under certain circumstances (such as a violation of the NASW Code of Ethics, a violation of the Academic and Field Competencies as outlined previously, and menacing or threatening behavior towards an instructor, student, staff member, academic and/or field advisor) can recommend that a student be dismissed from the school.

B. A student convicted of a felony during the time of enrollment at the school may be permanently dismissed.

All ERC decisions are considered final, subject to appeal. The ERC does not change grades.

**Dismissal Appeal Procedure**

A student may appeal the Educational Review Committee’s decision by sending a letter stating the specific grounds for his or her appeal to the Associate Dean for Academic and Faculty Affairs within 2 weeks from the date of the decision letter from the Director of Student Affairs. There are two grounds for appeal:

1. The Educational Review Committee did not adhere to the procedures described in this policy.
2. New evidence has emerged that was not available at the time of the Educational Review Committee’s meeting.

Within 10 business days of the receipt of the student’s letter, the Associate Dean for Academic and Faculty Affairs determines whether the appeal is upheld and will notify the student in writing of his or her decision. Copies of the decision will be sent to the Dean, the Director of the MSW Program, the Director of Field Education, and the Director of Student Affairs and will be placed in the student’s permanent record.
ACADEMIC STANDING

Change of Status
Change-of-Status categories in the MSW program include (a) change from full-time to reduced program status, (b) leave of absence, and (c) withdrawal. Students who wish to change status should consult their faculty advisor and then submit a Change of Status request form to the Assistant Dean for Student Affairs. The Assistant Dean makes a decision based on written documentation, consultation with the student’s advisor, the student’s academic standing and performance, and an interview. Approval of change of status may contain conditions to be met by students. Change-of-status request forms are available from the 3rd floor Student Services suite and from our webpage.

Full to Reduced Program Status
Requests must be made to the Assistant Dean of Student Affairs, who will review the student’s performance to date. Should the student’s record not be satisfactory, the student will need to meet stipulated requirements in order to return to full-time status. When the student wishes to return to full-time status, a letter addressed to the Assistant Dean should be sent before April 1 of the preceding academic year. Status changes may not be made at the student’s discretion through the registration process. Formal approval (as described above) must be requested. Problems should be discussed with an advisor prior to formal requests for reduced-program status.

Leave of Absence
The School grants formal leaves of absence. These leaves may not exceed two years and are not counted as part of the five-year limit within which students must complete work for the MSW degree. A leave of absence is only granted to students in good academic standing. Students who become pregnant while matriculated in the MSW program may also request a leave of absence. The School makes every effort to accommodate students requesting a leave from their field placement. If students can return to the field within a reasonable amount of time, they can simply resume their field placement and extend the placement to make up the missed time. If students are not able to resume their field placement within a reasonable amount of time, they may need to repeat the entire year of placement. The Assistant Dean of Student Affairs and the Director of Field Education and Advisement work in tandem with the student to devise a plan that will cause the least amount of disruption for both the student’s learning and the agency’s practice.

The request for a leave of absence involves the following:
1. A Change-of-Status form must be submitted to the Assistant Dean of Student Affairs after the student has consulted with his or her advisor.

2. The Assistant Dean of Student Affairs grants the leave based on good academic standing (with at least one complete semester) and may indicate conditions the student must meet before returning to the School.

3. The student does not lose matriculated status during the leave and need not pay maintenance of matriculation fee.
4. Students with a grade of Incomplete when granted a leave of absence must follow School policy on completion of work for the course (see section on grades of Incomplete). If an Incomplete is not finished, the School will consider the Incomplete as a No Credit, and two or more No Credits for students on leave means that they will be dropped from the program.

5. Should a student wish to apply for return to full-time status, the student will have to apply for readmission by writing to the Assistant Dean of Student Affairs and, if approved, filing the appropriate Graduate Readmission form and paying the readmission fee to the College (the fee will be added to the next bursar’s bill).

6. Upon a review of the student’s transcript, the completion of an interview, and approval of the Assistant Dean of Student Affairs, the student will be cleared for reentry into the MSW program. These materials should be submitted no later than April 1 for readmission to the fall semester and no later than November 1 for readmission to the spring semester.

7. Students approved for return to the program in the Two-Year, Accelerated, Advanced-Standing or TF II phase of the OYR program must also contact the Office of Field Education so that plans can be made for a field practicum.

**Withdrawal**

Withdrawal status may be granted to students who are not in good academic standing. The request for withdrawal involves the following:

1. Students who wish to withdraw from the School are expected to submit a withdrawal form and a written statement to the Assistant Dean of Student Affairs after consultation with their assigned faculty advisor.

2. Withdrawal forms may be obtained from Room 301.

**Readmission**

A student who has not been in attendance for one or more semesters must apply for readmission to the School through the Assistant Dean of Student Affairs. If readmission is sought for a spring semester, the application must be made no later than November 1. If readmission is sought for the fall semester, the application must be made no later than April 1. Applications for readmission may be obtained from Room 301. The application process also includes an interview. If approved, the Assistant Dean of Student Affairs will send the student a letter granting the request for readmission. The student is responsible for bringing or mailing a copy of the acceptance letter and the application for readmission to Hunter College, Office of Graduate Admission, 595 Park Avenue, New York, NY 10021. A fee of ten dollars will be charged on the next bursar’s bill.

• Students who wish to return to School following the period of withdrawal are required to consult with the Assistant Dean of Student Affairs no later than April 1 of the school year prior to the anticipated return. Students with grades of Incomplete or No Credit are obliged to complete all required academic work before being readmitted. A plan for retention of courses will be developed with the Assistant Dean of Student Affairs.

• In some instances, students may be asked to reapply formally through the regular admissions process.
Students are able to contribute to the ongoing life of the School through active participation in the learning opportunities of class and field, student organizations, Common Time, and a variety of student and faculty committees. All students are encouraged to participate actively with faculty and administration in policy formulation and curriculum development.

**Common Time**

Common Time is a full-day program organized by the student body, usually by student alliances or the Board of Student Representatives (BSR). Common Times are highlights of the academic year and offer students and faculty an opportunity to learn about new developments in social work and to share views on contemporary practice topics in an informal venue. Common Times are held typically twice a semester, and if a matter of import arises, another Common Day is scheduled. Students have permission to be absent from the field practicum on scheduled Common Times. Two-year program students are expected to attend all Common Times. OYR TF II students are expected to attend Common Times that fall on the day on which their classes are ordinarily held. Evening programs are specially designed and required for OYR evening students.

**Faculty/Student Senate**

Governance of the School requires participation in the Faculty/Student Senate. The Faculty/Student Senate is chaired by the Dean and is composed of voting representatives from the faculty and the student body. It is the forum where student representatives can speak on behalf of their constituents to raise issues or collaborate with the faculty of SSW over policies that directly or indirectly affect them. The Faculty/Student Senate meets on each Common Day.

**Committees with Student and Faculty Membership**

**Please Note:** (4) students may serve on the Curriculum Committee. Other committees allow for (1) student representative and (1) alternate each. Student representatives are appointed via the Student Faculty Senate.

- **Curriculum**
  - Reviews all matters pertaining to the curriculum of the master’s degree program

- **Educational Review**
  - Reviews questions of student performance in courses and field

- **Educational Review Appeals (ad hoc)**
  - Considers appeals of Educational Review Committee decisions

- **Grade Appeal (ad hoc)**
  - Considers appeals of grades

- **Student Advisement**
  - Provides informal consultation to students with concerns about academic or field performance
Board of Student Representatives and Student Alliances

The Board of Student Representatives (BSR) is the School’s student government with an office on the 4th floor. Members are elected by students from the student body and may elect officers each year. The BSR has developed programs to welcome new students and a mentoring program in which continuing students are available to assist new students. The BSR may designate or elect students to serve as liaisons to the Office of the Dean and to the Office of Field Education and Advisement.

Student alliances take major responsibility for sponsorship of Common Time programs each year, bringing themes from each alliance’s specific experiences to the School community. Some of the alliances that have been formed in the past are Alliance for an Aging Society; Anti-Racist Collective at Hunter College (ARCH); Arts Alliance; Asian Students Alliance; Black Students Alliance; Cyclists Alliance; Gender and Sexuality Alliance (GASA); Global Social Work Alliance; Hispanic Students Alliance; Jewish Students Alliance; Mind-Body Alliance; Multi-Faith Spirituality Club; One-Year Residence Alliance; Queer Alliance; Parents Alliance; Silberman School of Social Work Improv Society at Hunter (SSSWISH); Students of Color Collective (SOCC); Women of Color Collective (WOCC); and a student chapter of the National Association of Black Social Workers (NABSW).

Student Organization Room

Room 317 in the Silberman School is for the use of all student organizations, including those associated with the School of Public Health.
13 COMMUNICATIONS

Students should check their Hunter e-mail and the School web page daily for important announcements. All matriculated students are given a Hunter e-mail address and a password. All official communication from the College will go to this address. Information on student mail services can be found online at http://snet.hunter.cuny.edu/smail/index.shtml. Please also provide the Office of Student Affairs with your personal email address.

Late-breaking information will be posted on the flat screen announcement monitors in the lobby and the 4th floor and on bulletin boards throughout the school.

Emergency Contact
Students should check that the Office of Student Services on the 3rd floor has their current address, telephone number, and personal e-mail address for urgent notices and emergency contacts. It is essential that students inform the School of any changes in names, addresses, e-mails, or home and field placement telephone numbers.

Bulletin Boards
Notices posted by the faculty and administration may be found in several locations. Students are responsible for reading posted information. The bulletin boards in the lobby and on the 2nd and 3rd floors may be used for posting of official notices, including the following:

- Field placement information
- Assignment of advisors and rooms for advisement
- Scholarship information
- Professional organization information
- Community programs of interest
- Student organization notices
- Course schedules

Bulletin boards in classrooms are available for faculty and students and often include announcements of upcoming School and community events.

Student Bulletin Boards
Student bulletin boards are found outside the Student Organization Office on the 3rd floor and outside classrooms on the 2nd and 3rd floor. Materials posted in areas other than those described above will be removed unless approved by the Office of the Dean or the Hunter College Office of Student Affairs.

Telephones
Cell phones may be used in the lobby and corridors. However, they are to be turned off when in the classroom, library, computer labs, and lecture rooms.
Communication with Faculty
Faculty offices are on the 4th, 6th, and 7th floors of the building. A directory of phone numbers, room numbers, and e-mail addresses can be found in Appendix E of this document. Contact information is also available on the School’s web site: http://sssw.hunter.cuny.edu/group/full-time-faculty/. Students who wish to leave papers, mail, or messages for faculty members should take them to the faculty mailboxes located on the 4th floor. For adjunct faculty members, materials may be left in the file cabinet in the 4th floor Faculty Suite.

Communication with Advisors
Advisement provides an opportunity for discussion of pertinent academic and field issues. Advisors communicate with students in group advisement meetings, individual appointments, and through phone and e-mail. Attendance at these advisement meetings is mandatory. The location of advisement meetings is posted in the lobby and is available on the 3rd floor from the assistant for the Field Education Office.

Mailboxes for adjunct faculty advisors are located in the file cabinet in the 4th floor Faculty Suite.

Group and individual advisement meetings provide an opportunity to gain information about the curriculum as well as other academic and professional issues. The sessions foster communication not only with the advisor but also with classmates in the program.

All students have access to academic advisors for review of course selection, academic performance, and eligibility for graduation. During the semester, Academic Advisors are available on Tuesdays, Wednesdays, and Thursdays on the 4th floor (as part of the services of the Office of Student Affairs). Academic advisement is also available on-line by e-mailing ssacademicadvisor@hunter.cuny.edu.

The Official Facebook Page of the Silberman School of Social Work (https://www.facebook.com/SilbermanSSW)

We welcome your contributions to our Facebook page. Please note that comments are monitored, and if we become aware of messages that contain advertising or commercial solicitations, are off-topic, or violate any law or any City University of New York (CUNY), Hunter College, or Facebook policy, we reserve the right to remove them. Users of this Facebook page take personal responsibility for their comments, user name, and any information or other content they post. Comments made on this site do not necessarily reflect the opinion of Silberman School of Social Work, Hunter College, or CUNY as a whole. Silberman School of Social Work, Hunter College, and CUNY are not responsible for the content of any non-CUNY website(s) linked to or from this page. In addition, Silberman School of Social Work upholds the Terms of Service standards administered by Facebook. Facebook encourages all users to utilize the “Report” links when they find abusive content (https://www.facebook.com/legal/terms).

Other Official Links for the Silberman School of Social Work
http://sssw.hunter.cuny.edu/
https://twitter.com/silbermanssw
https://facebook.com/SilbermanSSW
http://youtube.com/user/HCSSW
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JOB-RELATED SERVICES

Silberman School of Social Work Job Bank
Current listings of full-time, part-time, summer, temporary, voluntary, and instructional positions are compiled in the Job Bank, which can be viewed in the Alumni section of the school’s website.

Posting Notices in the Job Bank
Potential employers who wish to post job notices are encouraged to submit detailed job information to the Job Posting Form, which can be downloaded and submitted using the school’s website.

Annual MSW Job Fair Information
The Director of Career Services and Special Projects coordinates job fairs scheduled during the year. All SSW students and alumni are urged to attend the annual MSW Job Fair, co-sponsored by Silberman and other New York schools of social work during the spring semester. In addition, all SSW students are invited to attend the fall and spring career fairs sponsored by the Hunter College Office of Career Development Services. In conjunction with these and other local job fairs, the School provides reference materials and conducts review sessions on résumé preparation and interviewing skills for students and alumni.

Silberman School of Social Work Alumni Association
In conjunction with the Dean, the Director of Career Services and Special Projects works with the SSW Alumni Association. Upon graduation, students automatically become members of the SSW Alumni Association. As new members of the Association, students can obtain an Alumni card from The Hunter College Alumni Association (Room 1314, Hunter East) that ensures access to all CUNY libraries, the Hunter College Career Development services, campus exercise facilities, and more.
The Hunter College Libraries/The Schools of Social Work & Public Health

The Schools of Social Work and Public Health Library (SWPHL) is a graduate- and doctoral-level branch of the Hunter College Libraries. Located on the main floor of the Silberman Building, SWPHL maintains a dynamic, comprehensive, integrated library which serves the academic and research needs of the Silberman School of Social Work and the CUNY School of Public Health. The library is under the administrative jurisdiction of the Chief Librarian and Dean of the Hunter College Libraries Department.

Upon entering the SWPHL, patrons are greeted by the Information Commons, which houses the AV-ICIT Service Desk, the Circulation Desk, and the Reference Desk. The SWPHL contains 55,000 volumes, 80 print serials, and audio-visual materials—all of which are searchable in the online CUNY+ catalog. Students have electronic access to over 300 databases, 100,000 eJournals, and 263,000 eBooks. Students also have access to Hunter’s Cooperman Library and Zabar Art Library at 68th Street, the Health Professions Library on the Brookdale campus, and all 21 libraries in the CUNY system. Materials from other CUNY libraries are made available to Hunter students through CUNY’s intra-library transport system known as CLICS. Materials not held in any CUNY library may be requested through the national Interlibrary Loan service known as ILL.

The Library Faculty provides reference and instructional services. Students may “drop in” at or call the Reference Desk to work with a librarian on reference and research questions. Students may email librarians directly as well as make an appointment to meet with a librarian for research consultation. Ask-a-Librarian, an online live chat service, is available 24 hours a day through the Hunter College Libraries website.

The SWPHL contains group and individual study areas, including six group study rooms which contain audio-visual equipment and monitors. There is a mini-computer lab with eight desktop computers, six study carrels with secure laptop computers, and 20 laptop computers available for check-out at the AV-ICIT desk. Printing, photocopying, and scanning equipment are available. There is wireless Internet access throughout the entire Silberman Building.


Services for Students with Disabilities

Students must register with the Office of AccessABILITY in order to receive services offered under ADA guidelines. The Office of AccessABILITY makes accommodations in accordance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. Students who are eligible for reasonable accommodations include those with written and certified mobility, visual, or hearing impairments, learning disabilities, and any psychiatric or medical condition that limits one of life’s basic functions. Also eligible are students in recovery from alcohol or substance addiction and those diagnosed with HIV/AIDS. Documentation of disability is required. All
Access and Technology Center for Students with Disabilities

Under the auspices of the Office of AccessABILITY, the Access and Technology Center offers adaptive technology and individualized computer training for students with disabilities. This adaptive technology is especially helpful for students who have learning disabilities or visual and hearing impairments. The Center is at Hunter College, 68th Street, Thomas Hunter Hall, Room 205, (212)772-5478. The webpage for the Center is located at http://www.hunter.cuny.edu/studentservices/access/accesscenter.

Library Service for Students with Disabilities

For students with disabilities, librarians are available to help look for library materials via the CUNY+ Catalog Quick Look-Up Stations and to retrieve material from the stacks. For more extensive assistance, an individualized, mutually convenient time will be scheduled. Students with disabilities may contact the Head Librarian, Margaret Bausman, to make such arrangements at (212) 396-7659 or mbausman@hunter.cuny.edu. While students are not required to disclose information about the nature of their disability, when contacting the library for access assistance, students should identify themselves as registered with the Office of AccessABILITY and indicate the service accommodations they need.

Assistive Technology at the Library

Students with specific Assistive Technology needs may contact the AV-ICIT Service Desk in the Information Commons of the SWPHL at 212-396-7670. The technologies currently available include the following:

- Dragon Naturally Speaking
- Zoom Text
- Kurzweil 1000
- Kurzweil 3000

The AV-ICIT Department will work with the Office of AccessABILITY to provide other technologies as needed.

Computer Laboratory

The Silberman Building houses four computer laboratories on the concourse (basement) level. These laboratories are regularly used for scheduled classroom instruction and research, and class schedules are posted on each door. However, when not in use for class, the laboratories are available for student use. Each lab has a printer.

The lab computers are loaded with many popular word-processing, spreadsheet, and database programs as well as a range of discipline specific software. Computer terminals specifically designated for Internet access are available at stand-up stations throughout the Silberman Building.

Audio Visual Resources

VCR, DVD, and video camera equipment are available for curriculum-related activities. Students who wish to record and/or present a video or DVD within the building in fulfillment of a course assignment can arrange to do so with the permission of their
instructor. Use of the equipment is scheduled with approval. Most classrooms are smart classrooms, equipped with video and internet access. Technical support staff is available to provide assistance and are located in the Library.

The Silberman Writing Program
The Silberman Writing Program (SWP) offers free tutoring services to all students enrolled at the college. The SWP offers one-on-one writing consultations as well as dozens of handouts to help students with their writing and information literacy needs. Students can schedule an appointment for an in-person consultation by visiting the following website: ssswwriting.youcanbook.me. If the times indicated on the site are not convenient, students can contact the director of the Writing Program, Christopher Hartley, to arrange something more suitable for their schedule (ch552@hunter.cuny.edu). Useful handouts and podcasts can be accessed by visiting the Silberman Writing Program section of Blackboard (in the SSSW Information Corner). The Writing Program offers the following services:

- One-on-One Tutoring
- “Tele-tutoring” by Phone
- Group Workshops
- Writing and Information Literacy Handouts
- Writing and Information Literacy Podcasts

Hunter College Reading/Writing Center
The Reading/Writing Center, located at Hunter College in Thomas Hunter Hall, 4th floor, provides free tutorial assistance to registered students. Tutors are students who are trained to facilitate the development of critical reading, writing, and research skills. The services (which include tutorial assistance, e-tutor assistance, and instructional handouts) are also available on the website (http://rwc.hunter.cuny.edu/). Drop-in service operates on a first-come, first-serve basis, during which time students can meet with a tutor for up to 30 minutes. The length of the session depends upon individual needs.

When students cannot attend tutoring in the Reading/Writing Center or when they have a specific question, on-line contact is an efficient way of receiving assistance. Using E-tutor, students can ask questions about the writing process as well as send a section of a paper as a Word attachment for review. Students must include their full name, Hunter e-mail address, the course title, and basic information about the assignment. E-tutor does not read and comment on whole papers. The email address for this assistance is E-tutor@hunter.cuny.edu.
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REGISTRATION AND FINANCIAL AID

Records and Registration
The dates and basic procedures for internet registration are determined by the Office of the Registrar at Hunter College, but most materials are also distributed by the School via the website. Filing of additional forms, validation, and payment of fees are completed at the Office of the Registrar at Hunter College, 695 Park Avenue at 68th Street.

Students should keep all bursar’s receipts, copies of official registration, and grade records sent by the College. It is the students’ responsibility to make sure that their records are up-to-date and correct. Faculty members and staff only advise and cannot register students for classes or process changes.

The Registration Process
Registration occurs prior to the beginning of each term and is organized in two parts:

1. Course registration is conducted via the Internet using CUNYfirst and can be accessed through www.cuny.edu: Log-in>CUNYfirst.

2. Payment of fees is completed online following registration. Students should keep the bursar’s receipt for their records. ID cards are obtained at the OASIS office, Room 217, North Building, Hunter College.

Registration
It is the students’ responsibility to register for all of their classes per semester. If they are registering and find that a class they want is full or is reserved for another group, they must select another class. If they are not registered in the class they want, they should check back periodically in CUNYfirst to see if someone has dropped that class, leaving an open seat for them to swap classes.

Detailed registration instructions, course schedules, and registration dates are available several weeks before registration begins and are posted on the School’s website and on the registration page on Blackboard. Except for incoming students, all other students should consult with their academic advisors prior to registration to plan their programs and assure that they are enrolling in courses needed for completion of their degree requirements. Incoming students receive specific information and instructions in the summer prior to the beginning of classes. Course sections and registration dates are posted on the Registrar’s website: http://registrar.hunter.cuny.edu. Students should check the Registrar’s website for information on registration and required payment dates.

Students should also check the School’s website and their Hunter e-mail accounts for course schedules, changes, and additional information.

MSW Graduate students cannot enroll in more than 17.5 credits per semester without the approval of the Silberman Registrar Office.

Registration Advisement
Four weeks before the semester starts, registration advisement will be available to students on Blackboard (Blackboard>SSSW Information Corner>Registration) who require assistance registering and who have already made every effort to register for their classes. Each request will be reviewed and students will be notified if their requests can be fulfilled.
These requests should not be used to request specific instructors. Instead, requests should be for special needs and special circumstances, and documentation will be required when students submit their requests.

Please note: At the end of the registration process, class lists are reviewed by the Office of the Dean and professional curriculum area chairpersons. Adjustments may be made in order to relieve overcrowding or to equalize class size. If needed, new sections may be opened or classes may be canceled because of insufficient registration.

**Tuition Payment**
The Bursar's Office at Hunter College (Room 238 of the North Building, 212-772-4400) has up-to-date information on tuition charges for the School of Social Work. Tuition currently can be paid online. Students are urged to pay the tuition bill before or on its due date. Failure to do so results in being automatically dropped from the courses for which the student has registered. Students are required to then register again—often when many courses have already filled. Students should file a FAFSA form each year, regardless of financial need. Filing this and an application for a student loan will prevent potential cancellation of classes and facilitate processing of loans, scholarships, and awards.

**Refund Policy**
The CUNY refund policy relates to all students who withdraw from courses prior to the first day of the fourth week of class. The refund policy is as follows:

- 100% tuition and fees prior to 1st day of classes
- 75% tuition only prior to 1st day of 2nd week of classes
- 50% tuition only prior to 1st day of 3rd week of classes
- 25% tuition only prior to 1st day of 4th week of classes

See the Hunter College Registrar's website each semester for the exact dates.

**Transfer, Waiver, and Prior Graduate Credits**
For incoming students entering their first year, a maximum of 12 graduate social work credits may be transferred to the Silberman School of Social Work from another accredited graduate social work program. Transfer credits will be considered for courses only in which grades received are B or better and which were taken within the last 5 years. A maximum of nine non-matriculate credits taken at the SSW may be counted toward the 12 credit transfer limit. Official transcripts are necessary for all courses except those taken at Hunter. Courses can be transferred only in the context of the School’s requirements. No academic credit is given for life experience or previous work experience.

Research courses are subject to partial transfer only.

**Instructions for Application to Transfer Credits:**
1. Obtain a Transfer of Credit form before the end of the first semester from the Office of Student Affairs, 3rd floor.
2. Attach the official transcript (except for courses taken at Hunter College).
3. Indicate whether the courses are for elective or required credit. If being presented in lieu of required courses, write the titles of the Silberman School of Social Work equivalent courses.
4. Submit completed forms to the appropriate professional curriculum area chairs for approval. Course descriptions or syllabi may be requested.
5. Submit approved forms to the Office of Student Affairs. The office will check the form and duplicate and attach all applicable transcripts on file. Should there be discrepancies or insufficient materials on file, the student will be notified. Documents and forms will be submitted to the Associate Dean of Academic Affairs for final approval. If approved, the student will receive duplicate copies and the originals will
be forwarded to the Registrar’s Office at Hunter College (Room 217 North, 695 Park Avenue, 68th Street) to be posted on the student’s transcript.

6. No more than six credits of graduate study in fields other than social work will be accepted. A maximum of six credits of non-social work graduate courses may be transferred to the School if these credits were taken in related fields within the last 5 years. Final approval is made by the Office of the Associate Dean. Regardless of the number of transfer credits, students must complete the distribution of two elective courses as illustrated in Appendix A, Model Programs.

Courses Subject to Waiver or Transfer
Courses that may be considered either for waiver or credit transfer are the first Social Welfare Policy and Services course, (SSW 701), two required courses in Human Behavior and the Social Environment (SSW 711 and 712) and the first Social Work Research course (SSW 751). Students seeking to transfer research credit may be asked to attend SSW 751 in order to develop the research project they will be required to execute in SSW 752 (Research 2). Practice method courses generally cannot be waived. Some professional curriculum areas require a waiver exam. Students who feel they have mastered the material covered by a course through prior study may choose to take a waiver examination. Passing the exam does not mean that the student is awarded credits of the waived course; instead, doing so only exempts the student from that required course.

Waiver of courses does not release a student from the necessity of completing the total number of credits required for the degree. Transfer credits, when approved by the Office of the Dean, can be used toward the degree.

Financial Aid and Scholarships

Scholarship Office
Requests for information on scholarships should be directed to Anamaría Flores, Scholarship Coordinator for the Hunter Scholarship Office: (212) 396-7626 or af668@hunter.cuny.edu. The Scholarship Office administers School of Social Work partial tuition waiver funds and government and foundation scholarships. Applications are processed each semester. As a result of the limited resources, not everyone who applies for partial tuition waiver assistance will receive it. The awards are based on student financial need. http://www.hunter.cuny.edu/studentservices/scholarships.

Awards received through the Tuition Assistance Program (TAP), GSL, Perkins Loan (formerly National Direct Student Loan, NDSL), or College Work-Study should be reported as income on the scholarship application and do not preclude eligibility for partial tuition waivers.

Financial Aid Office
Information about Federal Direct Loans can be obtained at www.fafsa.ed.gov. Applications for Perkins Loans, TAP, and Work Study are distributed and processed by the Financial Aid Office at Hunter College, 695 Park Avenue, Room 241, (212) 772-4820, e-mail faohe@hunter.cuny.edu or visit http://www.hunter.cuny.edu/onestop/finances/financial-aid. Financial aid counselors are available on a walk-in basis at Hunter College. Billing directions and submission of direct loan forms should be directed to OASIS at Hunter College, Room 217, North Building.

The New York Higher Education Services Corporation Loan
The procedures designated by the Financial Aid Office must be followed. Applications for the NYHESC Loan must be picked up from a bank (education division). Funds are borrowed by the student from a bank and payment is guaranteed by the federal
government through Hunter College. Students must complete this application and bring it to the Financial Aid Office after which a questionnaire must be completed. This questionnaire is needed so that the Financial Aid Office can insert their portion of the NYHESC application and is part of the guaranteeing process.

**Eligibility for Student Loans**

Hunter College requires students to be enrolled in courses totaling a minimum of six credits to be eligible for student loans.

**Student Loan Deferments for Past Loans**

Terms of deferment may be determined by the lending agency. The staff in the Registration and Certification Unit of the Registrar’s Office will sign and seal student loan deferments for all Hunter College students. This service cannot be performed for new students until they have registered and paid for the first term.
LIABILITY INSURANCE/HEALTH/COUNSELING

Liability Insurance
All students enrolled in or auditing the field practicum must purchase liability insurance coverage from the School's Professional Liability Insurance Program; a small fee is attached to the tuition bill during the semesters when students are enrolled in either SSW 761, 763, or 767. Students who are not enrolled but who have been asked to repeat a semester in the field practicum should bring payment to the Field Education Office on the 3<sup>rd</sup> floor.

Health Services and Wellness Education
Walk-in services for health concerns, vaccinations, affordable follow-up care, and emergency health care are available at Hunter College, 695 Park Ave, Room 307 of the North Building, (212) 772-4800. Health education resources and programs are also available. Health insurance is available for students through Hunter College.

Health Insurance
Please refer to the Hunter College Health Services for options to purchase health insurance: [http://www.hunter.cuny.edu/studentservices/counseling-and-wellness/wellness/healthservices-insurance](http://www.hunter.cuny.edu/studentservices/counseling-and-wellness/wellness/healthservices-insurance)

Personal Counseling Center
Students experiencing personal difficulties may wish to receive individual or group support. On-site counseling and referrals to external support services are available at the Wellness Center at Hunter College, 695 Park Ave. Walk-ins are taken from 9 a.m. to 5 p.m. in Room 1123, East Building, or students may call (212)-772-4931 for an appointment. Students may also contact the Assistant Dean of Student Affairs for assistance in scheduling an appointment and for information about additional resources.
FACILITIES

The Building
The School of Social Work includes classroom, a well-resourced library, community meeting spaces, four computer labs with extensive software, and an art gallery. The building has an interior courtyard garden and a large terrace. A café is located in the building as well. In addition, the CUNY School of Public Health, the archives of Centro, and the Brookdale Center for Healthy Aging and Longevity are co-located in the building. In addition to resources in the School of Social Work building, there are extensive resources at the main campus at Hunter College (68th Street and Lexington Avenue), the Graduate Center, and other units of the City University of New York (CUNY).

Hours of Access to Administrative Offices and Building
Administrative and faculty offices are open by appointment: 9:00 a.m.-6 p.m.
Library: 8 a.m. to 10 p.m. weekdays and 12:00 p.m. to 6:00 p.m. on weekends
Student Services (Offices of Admissions, Field Education and Advisement, Student Affairs and Records, Scholarship and Enrollment Services): 9 a.m.-6 p.m., 9 a.m.-5 p.m. on Fridays.

Hours vary during the summer session; although the School is closed on many summer Fridays, the library is open.

Bathrooms
The School has an All-Gender Bathroom on the 3rd floor. The All-Gender Bathroom is intended to demonstrate the School of Social Work's support for everyone's right to have access to safe and comfortable facilities. Trans people and people who don’t fit gender stereotypes are often targets of harassment and violence in “women’s” and “men’s” bathrooms. Such harassment and social control has no place in an institution of higher learning. We encourage students to respect diversity in gender identity and expression and support people’s comfortable access to these facilities.

Room Requests
Requests for the use of space by non-School of Social Work groups for meetings or special functions should be made through the Office of the Dean, 4th floor. These spaces are ultimately booked through a central reservation system at Hunter College.

Food Service
Vending machines are available on the 2nd and 3rd floors.

Smoking
Smoking is prohibited throughout the building.

Building Operations
The Office of the Dean supervises the operation of the physical plant, its maintenance, custodial care, and security. Any emergencies in heating or plumbing should be reported to the School engineer at 212-369-7779.

No nails, tacks, or scotch tape are to be used on the walls of the building. Notices may be tacked on the classroom bulletin boards and the student government bulletin boards and outside classrooms. Notices may also be posted in the elevators.
**Fire Drills**

Buildings and Grounds staff members supervise fire drills. Each room contains a notice with instructions on which exit to use during a drill or actual emergency. It is a Fire Department violation to keep a fire tower door open.

**Fire/Emergency Procedures for Student with Disabilities at the School**

1. The fire warden for the School is the engineer on duty.

2. Students with disabilities should familiarize themselves with the emergency procedures posted by the elevators on each floor and follow these procedures in the event of an emergency. In the event of fire, security officers will direct fire officers to specific locations where students may wait for assistance in leaving the building.

3. Emergency conditions are reported directly to the engineer on duty at (212) 396-7779 or to the security guard at (212) 396-7777.
FINISHING UP

Preparation for Graduation
Graduation is held in January and in June. Students graduating in either January or June are encouraged to participate in one of the twice yearly commencement ceremonies held by Hunter College. In addition, the School holds two recognition ceremonies (January and June) organized by the administration and students. Students finishing their last six credits or less in summer may participate in the June graduation. However, their degree will not be conferred until the end of the summer semester.

In preparation for graduation, and prior to their final semester, students should check their transcript on eSIMS (https://cunyportal.cuny.edu/cpr/authenticate/portal_login.jsp) to be sure that all course work has been successfully completed, that grades of Incomplete have been changed, and that transfer credits have been applied.

It is also recommended that students download the Degree Audit Application Form (DAAF) at the end of the first year (or prior to registration for their final year) in order to insure that they are on-track to fulfilling their degree requirements. Using their transcript, students should attempt to complete the form. Students should meet with an academic advisor to review the completed form, bringing a copy of their transcript to the review. The advisor’s signature is required on the completed form.

The DAAF should be completed as early as possible in the semester in which the student intends to graduate. The completed and signed form should be returned to the Office of Student Services, 3rd floor. Early filing leads to early audit of the form in the Registrar’s Office at 68th Street and results in timely official certification of the student’s degree, which is needed for licensure and may be needed for employment.

All course work for the terminal semester must be completed by the date of commencement. The degree cannot be awarded until all work is complete. If the work is not completed by the day of graduation, the degree will not be awarded until the end of the following semester (i.e., June if the expected date of graduation is January or September if the expected date of graduation is June). Students must be enrolled for a course or pay a maintenance of matriculation fee in the semester in which they graduate.

Silberman School of Social Work Alumni Association
Upon graduation, students automatically become members of the SSW Alumni Association. As new members of the Association, students receive an identification card that provides access to the Job Bank and related services. All members of the Association also receive the newsletter, SSW Update. Each issue includes subjects of particular interest to the profession, giving the newsletter continuing reference value. SSW Update presents information about recent events, faculty activities, and alumni accomplishments. The
Alumni Association has an executive board composed of distinguished graduates in diverse areas of social work. Alumni events are held throughout the year and cover a wide range of topics.

**Getting Licensed After Graduation**

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

After graduation, students submit the necessary application and fees to the New York State Education Department. Applications for taking the national examination and for state licensure are both available in the 4th floor Dean’s Suite from the Director of Career Services and Professional Development. Students may also receive applications and information by calling (518) 474-3817 or by visiting the website: www.aswb.org and requesting the “Candidate Handbook” and masters-level exam application forms. The “Licensed Master Social Worker Application Packet” and the New York State licensure application forms can also be found online at http://www.op.nysed.gov/prof/sw/lmswforms.htm.

An informational meeting about licensure, the exam, and future qualification for insurance reimbursement status is held in the fall for OYR TF III students and in the spring for two-year and advanced-standing-program students. Sessions on “test taking strategies” are held for all graduating students. The School library has several software programs to assist students in preparing for the exam. In addition, books with sample exam questions are kept on reserve in the library and the School sponsors test preparation workshops. The Office of Student Affairs also coordinates a series of 4-week content review courses in the winter for OYR graduates and in the summer for two-year and advanced-standing-program graduates as well as informal brown bag lunch practice sessions throughout the year. Questions about licensure, the exam, and the school’s various offerings may be addressed to Lauren Mazer, Director of Career Services and Professional Development (212-396-7595) or to Holly Fancher, licensing specialist (212 396-7589).

After attaining the New York LMSW licensure, some students may also wish to pursue the LCSW credential and should contact the New York State Education Department Office of the Professions for more information: http://www.op.nysed.gov/prof/sw/lcsw.htm.

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

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

REQUIRED COURSES AS OF 9/1/14

Below you will find a list of the School’s course requirements for all students. On the following pages you will find model programs for Two Year, OYR, Advanced Standing, Part-time and Bank Street students. Please consult the model which applies to you.

THE SCHOOL RESERVES THE RIGHT TO INTRODUCE REQUIREMENTS FOR THE DEGREE DIFFERENT FROM THOSE LISTED IN THE HANDBOOK IF, IN THE JUDGEMENT OF ADMINISTRATION AND FACULTY, THEY ARE WARRANTED

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSW 701</td>
<td>Social Welfare Policy &amp; Services I</td>
<td>3</td>
</tr>
<tr>
<td>SSW 702</td>
<td>Social Welfare Policy &amp; Services II</td>
<td>3</td>
</tr>
<tr>
<td>SSW 711, 712 &amp; 713</td>
<td>Human Behavior and the Social Environment I, II, &amp; III</td>
<td>9</td>
</tr>
<tr>
<td>SSW 717 &amp; 718</td>
<td>Social Work Practice Learning Lab 1 &amp; 11</td>
<td>6</td>
</tr>
<tr>
<td>SSW 751*</td>
<td>Social Research I</td>
<td>3</td>
</tr>
<tr>
<td>SSW 752</td>
<td>Social Research II</td>
<td>3</td>
</tr>
<tr>
<td>SSW</td>
<td>Field of Practice Platform Course</td>
<td>3</td>
</tr>
<tr>
<td>SSW 721, 722 &amp; 723</td>
<td>Major Methods I, II, III</td>
<td>9</td>
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<tr>
<td>SSW 731, 732 &amp; 733</td>
<td>Major Methods I, II, III</td>
<td>9</td>
</tr>
<tr>
<td>SSW 741, 742, &amp; 743</td>
<td>Major Methods I, II, III</td>
<td>9</td>
</tr>
<tr>
<td>SSW 781, 782, &amp; 783</td>
<td>Major Methods I, II, III</td>
<td>9</td>
</tr>
<tr>
<td>SSW 790</td>
<td>Professional Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Two Free Electives  (three credits each)</td>
<td>6</td>
</tr>
<tr>
<td>SSW 761, 762, 763, 764 or SSW 767 &amp; 768</td>
<td>Field Practicum I, II, III &amp; IV or Field Practicum I and II for OYR Program Students</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>60</td>
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</tbody>
</table>

Students are also required to participate in (a) Diversity/Power and Privilege Workshop (during Orientation), (b) State Mandated Child Abuse Reporting, (c) Ethics and (d) Entitlement Workshops (associated with SSW 717 & 718 Social Work Practice Learning Laboratory).
# TWO-YEAR PROGRAM (TYP) CURRICULUM PLAN

(Subject to Revision)

Please Note: These grids are in effect as of the FALL 2015 semester. Continuing students should follow their previous grids and consult with an academic advisor if they have any questions.

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>F A L L</strong></td>
<td><strong>S P R I N G</strong></td>
<td></td>
</tr>
<tr>
<td>- SSW 701  Social Welfare Policy &amp; Services I .................................................. (3 Credits)</td>
<td>- SSW 702  Social Welfare Policy II ............................................................... (3 Credits)</td>
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</tr>
<tr>
<td>- SSW 711  Human Behavior in the Social Environment I ......................................... (3 Credits)</td>
<td>- SSW 712  Human Behavior in the Social Environment II ..................................... (3 Credits)</td>
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</tr>
<tr>
<td>- SSW 717  Social Work Practice Learning Lab I .................................................... (3 Credits)</td>
<td>- SSW 718  Social Work Practice Learning Lab II ............................................... (3 Credits)</td>
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<tr>
<td>- SSW  Method Choice ................................................................. (3 Credits)</td>
<td>- SSW  Method Choice II .............................................................. (3 Credits)</td>
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</tr>
<tr>
<td>- 721 - Clinical Practice I</td>
<td>- 722 - Clinical Practice II</td>
<td></td>
</tr>
<tr>
<td>- 741 - Community Organizing I</td>
<td>- 742 - Community Organizing II</td>
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</tr>
<tr>
<td>- SSW 761  Field Practicum I ............................................................................. (3 Credits)</td>
<td>- SSW 762  Field Placement II ................................................................. (3 Credits)</td>
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<tr>
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<td><strong>S P R I N G</strong></td>
<td></td>
</tr>
<tr>
<td>- SSW 713  Human Behavior in the Social Environment III ................................ (3 Credits)</td>
<td>- SSW 762  Social Work Research II ............................................................... (3 Credits)</td>
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</tr>
<tr>
<td>- SSW 751  Social Work Research I ................................................................. (3 Credits)</td>
<td>- Elective ......................................................................................... (3 Credits)</td>
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</tr>
<tr>
<td>- SSW  Method Choice III ............................................................................... (3 Credits)</td>
<td>- Elective ......................................................................................... (3 Credits)</td>
<td></td>
</tr>
<tr>
<td>- 723 - Clinical Practice III</td>
<td>- SSW 764  Field Practicum IV ................................................................. (3 Credits)</td>
<td></td>
</tr>
<tr>
<td>- 743 - Community Organizing III</td>
<td>- SSW 790  Professional Seminar .............................................................. (3 Credits)</td>
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</tr>
<tr>
<td><em>Field of Practice Platform Course</em> .................................................................... (3 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- SSW 763  Field Practicum III ........................................................................... (3 Credits)</td>
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</tr>
</tbody>
</table>
# ONE YEAR RESIDENCY (OYR) PROGRAM CURRICULUM PLAN

(Subject to Revision)

Please Note: These grids are in effect as of the FALL 2015 semester. Continuing students should follow their previous grids and consult with an academic advisor if they have any questions.

## YEAR ONE

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SSW 701 Social Welfare Policy &amp; Services I .......... (3 Credits)</td>
<td>• SSW 712 Human Behavior in the Social Environment II .... (3 Credits)</td>
<td>• SSW 713 Human Behavior in the Social Environment III .......... (3 Credits)</td>
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</tr>
<tr>
<td>• SSW 711 Human Behavior in the Social Environment I .......... (3 Credits)</td>
<td>• SSW 718 Social Work Practice Learning Lab II .......... (3 Credits)</td>
<td>• SSW Method Choice II ................. (3 Credits)</td>
<td>• SSW Method Choice II ................. (3 Credits)</td>
</tr>
<tr>
<td>• SSW 717 Social Work Practice Learning Lab I .......... (3 Credits)</td>
<td>• SSW Method Choice I ................. (3 Credits)</td>
<td>• 721 - Clinical Practice I</td>
<td>• 722 - Clinical Practice II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 741 - Community Organizing I</td>
<td>• 742 - Community Organizing II</td>
</tr>
</tbody>
</table>

## YEAR TWO

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SSW 751 Social Research I .......... (3 Credits)</td>
<td>• Elective (Option)**</td>
<td>• SSW 702 Social Welfare Policy &amp; Service II .......... (3 Credits)</td>
<td>• Elective (Option) ................. (3 Credits)</td>
</tr>
<tr>
<td>• SSW Method Choice III ................. (3 Credits)</td>
<td></td>
<td>• SSW 752 Social Work Research II .......... (3 Credits)</td>
<td>• SSW 790 Professional Seminar* (option) (3 Credits)</td>
</tr>
<tr>
<td>• 723 - Clinical Practice III</td>
<td></td>
<td>• Elective ..................................... (3 Credits)</td>
<td></td>
</tr>
<tr>
<td>• 743 - Community Organizing III</td>
<td></td>
<td>• SSW 768 Field Practicum II .......... (6 Credits)</td>
<td></td>
</tr>
<tr>
<td>• Field of Practice Course .......... (3 Credits)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• SSW 767 Field Practicum I .......... (6 Credits)</td>
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</table>

## YEAR THREE

<table>
<thead>
<tr>
<th>FALL</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>• SSW 790 Professional Seminar (Option)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

* Students can choose to take SSW 790 in the Summer term to graduate in two years, or decide to extend their graduation date to the fall.

** Taking course during the winter might require out of pocket expense.
Advanced Standing Program Curriculum Plan

(Subject to Revision)

Please Note: These grids are in effect as of the FALL 2015 semester. Continuing students should follow their previous grids and consult with an academic advisor if they have any questions.

<table>
<thead>
<tr>
<th>YEAR ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMER</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>• SSW 702 Social Welfare Policy &amp; Services II ...................................... (3 Credits)</td>
</tr>
<tr>
<td>• SSW 713* Human Behavior &amp; the Social Environment III ................................. (3 Credits)</td>
</tr>
<tr>
<td>• Elective** (Option) ...................................................................................... (3 Credits)</td>
</tr>
<tr>
<td>• SSW 747 Community Organizing for Non-majors ............................................. (3 Credits)</td>
</tr>
</tbody>
</table>

*Some students should take HBSE II over summer

<table>
<thead>
<tr>
<th>YEAR TWO</th>
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</thead>
<tbody>
<tr>
<td>SPRING</td>
</tr>
</tbody>
</table>

|          |          |
| • SSW 752 Social Work Research II .............................................................. (3 Credits) | • Elective** (Option) ...................................................................................... (3 Credits) |
| • SSW 764 Field Practicum IV .......................................................................... (3 Credits) |          |
| • SSW Method Choice III ................................................................................ (3 Credits) |          |
|          | 723 - Clinical Practice with Individuals, Families and Groups |
|          | 743 - Community Organizing Planning and Development |

**Should contact the financial aid office regarding loan and taking summer 3 credit course.
# BANK STREET DUAL DEGREE PROGRAM CURRICULUM PLAN

(Subject to Revision)

Please Note: These grids are in effect as of the FALL 2015 semester. Continuing students should follow their previous grids and consult with an academic advisor if they have any questions.

## YEAR ONE

<table>
<thead>
<tr>
<th>SUMMER</th>
<th>SUMMER &amp; FALL</th>
<th>SPRING</th>
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<tbody>
<tr>
<td>SSW 712 Human Behavior II .......................... (3 Credits)</td>
<td>EDUC 500 Child Dev (summer) ........................ (3 Credits)</td>
<td>EDUC 801 World of the Infant ........................ (3 Credits)</td>
</tr>
<tr>
<td>SSW 718 Social Work Practice Lab II .................. (3 Credits)</td>
<td>EDUC 802 World of the Toddler ......................... (3 Credits)</td>
<td>EDUC 808 Observation and Recording .................. (3 Credits)</td>
</tr>
<tr>
<td>EDUC 510 or 520 Educating Infants and Toddlers: Environments or Programs .......... (3 Credits)</td>
<td>EDUC 954 Fieldwork (do E1 placement) ................. (6 Credits)</td>
<td>SSW 717 Social Work Practice Lab I .................... (3 Credits)</td>
</tr>
<tr>
<td>EDUC 954 Fieldwork ..................................... (6 Credits)</td>
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<td></td>
</tr>
</tbody>
</table>

## YEAR TWO

<table>
<thead>
<tr>
<th>SUMMER</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSW 721 Casework I ................................. (3 Credits)</td>
<td>SSW 723 Casework III ................................. (3 Credits)</td>
<td>SSW Elective ............................................ (3 Credits)</td>
</tr>
<tr>
<td>SSW 722 Casework II ................................. (3 Credits)</td>
<td>SSW 701 Social Welfare Policy And Services I .......... (3 Credits)</td>
<td>SSW Human Behavior III ............................... (3 Credits)</td>
</tr>
<tr>
<td>SSW 767 Field Practicum I ............................ (3 Credits)</td>
<td>SSW 768 Field Practicum II ............................ (6 Credits)</td>
<td>EDUC 954 Fieldwork (do E1 placement) ................. (6 Credits)</td>
</tr>
<tr>
<td>EDUC 803 Developmental Variations ................... (3 Credits)</td>
<td>SSW Elective ............................................ (3 Credits)</td>
<td>SSW 717 Social Work Practice Lab I .................... (3 Credits)</td>
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## YEAR THREE

<table>
<thead>
<tr>
<th>FALL</th>
<th>FALL</th>
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<tbody>
<tr>
<td>SSW 751 Research I ................................... (3 Credits)</td>
<td>EDUC 861 Developmental Assessment of Infants and Toddlers ............ (3 Credits)</td>
</tr>
<tr>
<td>EDUC 613 Understanding and Working with Parents ................... (3 Credits)</td>
<td>SSW 702 Social Policy and Services II .................... (3 Credits)</td>
</tr>
<tr>
<td></td>
<td>SSW 790 Professional Seminar .......................... (3 Credits)</td>
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</table>

Hunter: 51 credits + Bank Street: 32 credits = 83 credits Total Credits
Accelerated Full Time Program Curriculum Plan

(Subject to Revision)

Please Note: These grids are in effect as of the FALL 2015 semester. Continuing students should follow their previous grids and consult with an academic advisor if they have any questions.

<table>
<thead>
<tr>
<th>YEAR ONE</th>
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</thead>
<tbody>
<tr>
<td><strong>SPRING</strong></td>
<td><strong>SUMMER</strong></td>
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</tr>
<tr>
<td>SSW 761 Social Welfare Policy &amp; Services I (3 Credits)</td>
<td>SSW 712 Human Behavior &amp; the Social Environment II (3 Credits)</td>
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<tr>
<td>SSW 711 Human Behavior &amp; the Social Environment I (3 Credits)</td>
<td>SSW 716 Social Work Practice Learning Lab II (3 Credits)</td>
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<tr>
<td>SSW 717 Social Work Practice Learning Lab I (3 Credits)</td>
<td>SSW 722 Method: Work with Individuals, Families and Groups II (3 Credits)</td>
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<tr>
<td>SSW 721 Method: Work with Individuals, Families and Groups I (3 Credits)</td>
<td>SSW 762 Field Practicum II (3 Credits)</td>
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<tr>
<td>SSW 761 Field Practicum I (3 Credits)</td>
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<thead>
<tr>
<th>YEAR TWO</th>
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</thead>
<tbody>
<tr>
<td><strong>FALL</strong></td>
<td><strong>WINTER</strong></td>
<td><strong>SPRING</strong></td>
<td><strong>SUMMER</strong></td>
</tr>
<tr>
<td>SSW 713 Human Behavior &amp; the Social Environment III (3 Credits)</td>
<td>Elective Option*</td>
<td>SSW 702 Social Welfare Policy &amp; Services II (3 Credits)</td>
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</tr>
<tr>
<td>SSW 723 Method: Work with Individuals, Families and Groups II (3 Credits)</td>
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<td>SSW 752 Social Work Research II (3 Credits)</td>
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<tr>
<td>SSW 751 Social Work Research I (3 Credits)</td>
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<td>SSW 784 Field Practicum II (3 Credits)</td>
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<tr>
<td>Field of Practice Platform Course (3 Credits)</td>
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<td>Elective (3 Credits)</td>
<td>SSW 790 Professional Seminar (Option)* (3 Cr.)</td>
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<tr>
<td>SSW 763 Field Practicum III (3 Credits)</td>
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</tbody>
</table>

* Taking course during the winter might require out of pocket expense
# Accelerated One Year Residency (OYR) Program Curriculum Plan

(Subject to Revision)

Please Note: These grids are in effect as of the FALL 2015 semester. Continuing students should follow their previous grids and consult with an academic advisor if they have any questions.

## Year One

<table>
<thead>
<tr>
<th>Spring</th>
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<tbody>
<tr>
<td>SSW 701 Social Welfare Policy &amp; Services I ................................. (3 Credits)</td>
<td>SSW 712 Human Behavior &amp; the Social Environment II ........................ (3 Credits)</td>
</tr>
<tr>
<td>SSW 711 Human Behavior &amp; the Social Environment I ........................ (3 Credits)</td>
<td>SSW 718 Social Work Practice Learning Lab II .................................. (3 Credits)</td>
</tr>
<tr>
<td>SSW 717 Social Work Practice Learning Lab I ................................. (3 Credits)</td>
<td>SSW 721 Method: Work with Individuals, Families and Groups I ............... (3 Credits)</td>
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## Year Two

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>SSW 713 Human Behavior &amp; the Social Environment II ........................... (3 Credits)</td>
<td>Elective Option**</td>
<td>SSW 721 Method: Work with Individuals, Families and Groups III .......... (3 Credits)</td>
<td>SSW 702 Social Welfare Policy &amp; Services II .................................. (3 Credits)</td>
</tr>
<tr>
<td>SSW 722 Method: Work with Individuals, Families and Groups II ............. (3 Credits)</td>
<td>SSW 752 Social Work Research II .............................................. (3 Credits)</td>
<td>Elective .................................................. (3 Credits)</td>
<td>Elective .................................................. (3 Credits)</td>
</tr>
<tr>
<td>SSW 751 Social Research I .................................................. (3 Credits)</td>
<td>Elective Option .................................................. (3 Credits)</td>
<td>SSW 768 Field Practicum II .............................................. (6 Credits)</td>
<td>SSW 790 Professional Seminar (Option)* .................................. (3 Cr.)</td>
</tr>
<tr>
<td>SSW 767 Field Practicum I .................................................. (6 Credits)</td>
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</table>

## Year Three

- SSW 790 Professional Seminar .......................... (3 Credits) Elective
- Elective .................................................. (3 Credits) * Students can choose to take SSW 790 in the Summer term to graduate in two years, or decide to extent their graduation date to the fall.

** Taking course during the winter might require out of pocket expense.

Two electives are required to complete the program. They can be taken in the winter, summer, or fall of your last year at the school. Please meet with your advisor to map out the best plan for your academic and financial needs.
Appendix B

I. Students’ Right Concerning Education Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are the following:

1. The right to inspect and review the student’s education records.
   Students should submit to the registrar, the dean of students, or other appropriate college official, written requests that identify the record(s) they wish to inspect. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
   All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, the student will be provided with copies of the requested records or notified of the time and place where the records may be inspected. Students will be charged a fee for copies of requested records. If the request is denied or not responded to within 45 days, the student may appeal to the college’s FERPA appeals officer. Additional information regarding the appeal procedures will be provided by the college’s FERPA appeals officer: Office of Legal Affairs, Hunter College, Room 1705E, 695 Park Avenue, New York, NY 10021.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.
   Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write to the registrar, the dean of students, or other appropriate college official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing before the college’s FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
   One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests. A college official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the university has contracted; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks. A college official has a legitimate educational interest if access is reasonably necessary in order to perform his/her instructional, research, administrative or other duties and responsibilities. Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

4. You may appeal the alleged denial of FERPA rights to the:
   General Counsel and Vice Chancellor for Legal Affairs, The City University of New York, 535 East 80th Street, New York, NY 10021.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.
   The name and address of the office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW, Washington, DC 20202-4605.
6. The college will make the following “directory information” concerning current and former students available to those parties having a legitimate interest in the information:

A student’s name, attendance dates, telephone listing, home address, present address, e-mail address, major and minor fields of study, degrees and awards received, date of birth, place of birth, level of education, and the most recent previous educational institution attended. By filing a form with the Registrar’s Office, a student or former student may request that any or all of the above information not be released without his or her prior written consent. This form may be completed, withdrawn, or modified at any time.

This policy shall be effective as of September 2000 and shall supersede prior policy on this issue.

II. Student Rights and School Policies

Statement on the Rights of Students

The Hunter College Senate voted endorsement of the following statement on September 24, 1974:

Preamble

“Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals….Freedom to teach and freedom to learn are inseparable facets of academic freedom.”

Students “have a distinctive role…which qualifies them to share in the responsible authority on campus; the exercise of the authority is part of their education….Joint efforts among all groups in the institution-students, faculty, administration, and governing board-is a prerequisite of sound academic government….Joint effort, to be effective, must be rooted in the concept of shared authority. The exercise of shared authority in college and university government, like the protection of (student and faculty) academic freedom, requires tolerance, respect, and a sense of community.”

“The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the academic community.”

Students’ rights are not limited by what is enumerated in this statement. The purpose of the statement is to outline some basic principles and guidelines, many of which are now met. Specific implementation will have to be continuously adjusted as conditions at the college change.

I. Academic and Personal Files

1. Improper disclosure, even within the college, of academic, personal, and disciplinary records is a serious invasion of privacy. To minimize the risk of improper disclosure, academic, personal, and disciplinary records should be kept in separate files.
2. All files may be made available only to specially authorized college staff. Express consent of the student involved is otherwise required.
3. Academic records and transcripts should contain only information about scholastic achievement.
4. No records should be kept which reflect the political and off-campus activities or beliefs of students.
5. Non-current medical and disciplinary records should be periodically destroyed.
6. Students have the right to periodically review their academic, medical and disciplinary records and to appeal for removal of items improperly included. If the appeal fails the student has the right to append a written rebuttal to the record.
II. Classroom, Grades, etc.

1. Students have the right, within the limits of available facilities, to pursue any course of study for which they are eligible according to college standards.
2. In order to permit eligible students unhindered access to courses, the costs of required materials should be kept within reasonable limits.
3. Students have the right to know, at the start of each course of study, the basis to be used by the instructor in determining grades.
4. Students’ grades should be based solely on academic criteria, not on opinions or conduct in matters unrelated to academic standards.
5. Students should have the opportunity to take reasoned exception to facts or points of view offered in any course of study, but they are responsible for meeting the academic standards of any course of study for which they are enrolled.
6. Students should have the protection through formally established procedures against prejudiced or capricious academic standards or evaluations.

III. Participation in Academic Affairs

1. Students have the right, individually and collectively, to express their views on matters of general interest to the student body, including institutional policy, curriculum, and personnel decisions.
2. Students have the right to participate in the formulation and application of institutional policy affecting academic and student affairs.
3. Students should share in the formation of policies regarding degree requirements, courses and curriculum, academic grading systems, standards of academic standing, and calendar arrangements.
4. Students should have the opportunity, individually and collectively, to assess the value of a course and to express their views on the form and conduct of a class which they have taken.
5. The results of an institutional mechanism used for students to assess courses and faculty, such as evaluation questionnaires, should be accessible to all members of the college community, and should be weighed in all decisions affecting faculty status and curriculum.

IV. Extracurricular Activities

1. Students should be free to form and join associations to promote their common interests.
2. Students have the right to express their opinions, individually and collectively, and to support causes in a manner that does not disrupt the orderly operation of the college.

V. Standards of Conduct

1. Students should participate in the formulation of standards of behavior which are considered essential to the educational mission and community responsibilities of the college.
2. The code of conduct, as a set of regulations and procedures, should be clearly stated and published in a handbook or other generally available set of institutional regulations.
3. In all cases, disciplinary procedures should protect the student from capricious and prejudicial application of the rules of conduct. Such procedures should also satisfy the requirements of procedural due process, including written notice with details of charges, sufficient time to prepare a defense, right to assistance in the defense, right to cross-examine witnesses and to present evidence, and the right to appeal the decision.

RESOLVED, That these rules and regulations be incorporated in each college bulletin.

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.

2. Any student in an institution of higher education who is unable, because of his religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If classes, examinations, study or work requirements are held on Friday after four o’clock post meridiem or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his availing himself or herself of provisions of this section.

6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his rights under this section.

   a. A copy of this section shall be published by each institution of higher education in the catalog of such institution containing the listing of available courses.

7. As used in this section, the term “institution of higher education” shall mean schools under the control of the Board of Trustees of the State University of New York or of the Board of Trustees of the City University of New York or any community college.

**Equal Opportunity Programs**

Hunter College does not discriminate on the basis of race, color, religion, sex, national or ethnic origin, age, handicap, marital status, or sexual orientation. Any student who is discriminated against on the basis of any of these attributes will be afforded due process in accordance with Section 15.3 of the Student Disciplinary Procedure.
Appendix C

National Association of Social Workers (NASW) Code of Ethics

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

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

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

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

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

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

1. The Code identifies core values on which social work’s mission is based.

2. The Code summarizes broad ethical principles that reflect the profession’s core values and establishes a set of specific ethical standards that should be used to guide social work practice.

3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

4. The Code provides ethical standards to which the general public can hold the social work profession accountable.

5. The Code socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.

6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers’ decisions and actions should be consistent with the spirit as well as the letter of this Code.

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

Instances may arise when social workers’ ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers’ ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession’s values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

**Ethical Principles**

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

**Value:** *Service*

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

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

**Value: Social Justice**

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

**Value: Dignity and Worth of the Person**

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

**Value: Importance of Human Relationships**

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

**Value: Integrity**

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

**Value: Competence**

**Ethical Principle:** Social workers practice within their areas of competence and develop and enhance their professional expertise.
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.
Ethical Standards

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

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

1. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients’ right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual’s right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

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

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

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

Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker’s termination of practice, incapacitation, or death.
Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers’ relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client’s initiative and with the client’s informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

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

1.14 Clients Who Lack Decision-Making Capacity

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

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

1.16 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.
2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.

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

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.
Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

### 2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

### 2.08 Sexual Harassment

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

### 2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague’s impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

### 2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

### 2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling
concerns about colleagues’ unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear,
appropriate, and culturally sensitive boundaries.

**3.03 Performance Evaluation**

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

**3.04 Client Records**

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

**3.05 Billing**

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

**3.06 Client Transfer**

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client’s needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients’ current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.

**3.07 Administration**

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients’ needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

### 3.08 Continuing Education and Staff Development

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

### 3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies’ policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers’ ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization’s policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations’ practices are consistent with the *NASW Code of Ethics*.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization’s work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

### 3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or
labor strikes should be guided by the profession’s values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

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

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession
through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession’s literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants’ well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and
research at any time without penalty.

(j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants’ confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants’ interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.
Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

**6.04 Social and Political Action**

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.
Appendix D

NASW Standards for Cultural Competence in Social Work Practice

Standard 1. Ethics and Values
Social workers shall function in accordance with the values, ethics, and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Standard 2. Self-Awareness
Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.

Standard 3. Cross-Cultural Knowledge
Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups that they serve.

Standard 4. Cross-Cultural Skills
Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers’ understanding of the role of culture in the helping process.

Standard 5. Service Delivery
Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

Standard 6. Empowerment and Advocacy
Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

Standard 7. Diverse Workforce
Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.

Standard 8. Professional Education
Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

Standard 9. Language Diversity
Social workers shall seek to provide or advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include use of interpreters.

Standard 10. Cross-Cultural Leadership
Social workers shall be able to communicate information about diverse client groups to other professionals.

2 For the complete document, please see https://www.naswdc.org/practice/standards/NASWculturalstandards.pdf.
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