Accreditation

Touro College was chartered by the Board of Regents of the State of New York in June 1970. Touro College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, Pennsylvania 19104 (Tel: 267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the United States Secretary of Education and the Council for Higher Education Accreditation. This accreditation status covers Touro College and its branch campuses, locations and instructional sites in the New York area, as well as branch campuses and programs in Berlin, Paris, Jerusalem, Moscow, and Florida.

Touro University California and its Nevada branch campus, as well as Touro College Los Angeles and Touro University Worldwide, are separately accredited institutions within the Touro College and University System, accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, Alameda CA 94501 (Tel: 510-748-9001).

The Graduate School of Social Work is nationally accredited by the Council on Social Work Education.

Policy of Non-Discrimination

Touro College treats all employees, students, and applicants without unlawful consideration or discrimination as to race, creed, color, national origin, sex, age, disability, marital status, genetic predisposition, sexual orientation or citizen status in all decisions, including but not limited to recruitment, the administration of its educational programs and activities, hiring, compensation, training and apprenticeship, promotion, upgrading, demotion, downgrading, transfer, layoff, suspension, expulsion and termination, and all other terms and conditions of admission, matriculation, and employment.
IMPORTANT NOTICE

This Bulletin contains only general guidelines and information. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the policies and procedures of Touro. Some of the subjects described in this Bulletin are covered in detail in official policy and procedure documents. You should refer to these documents for specific information, since this Bulletin only briefly summarizes those policies. For that reason, if you have any questions concerning a particular policy or procedure, you should address your specific questions to the Office of the Dean. Please note that the terms of the full official policies are controlling in the case of any inconsistency.

This Bulletin is neither written nor meant to confer any rights or privileges on students or impose any obligations on Touro. No individual or representative of Touro (except the President) has the authority to enter into any agreement or understanding contrary to the above.

This Bulletin is written for informational purposes only and may contain errors. The policies, procedures and practices described herein may be modified, supplemented or discontinued in whole or in part, at any time with or without notice. However, it is the student’s responsibility to keep current on all College policies, procedures and practices. It is your responsibility to review College policies and procedures and to request any clarification needed from the Dean. Violation of College policies or procedures may result in disciplinary action, including dismissal from the program. Action may be taken against a student notwithstanding their failure to appear or otherwise participate in disciplinary or grievance proceeding.

Students are required to investigate for themselves as to whether the program they enroll in meets their personal, educational and career needs. While students may expend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors. The payment of tuition entitles a student to register and matriculate in the courses and programs available and offered by the Touro school or program in which the student is enrolled. Except as noted in the paragraph below, no contract rights exist or are established in the student/educational institution setting. To this end, Touro disclaims any liability for promises, assurances, representations, warranties, or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, guarantees, warrantee or other statements concerning our courses and programs and a student’s academic success in them. Thus, Touro further disclaims any liability in tort as well as contract in connection with any of the foregoing. In order for a degree to be earned, the required grades and grade point averages must be achieved and maintained, and all other requirements of the school and program must be fulfilled.

Registration and matriculation at Touro after the issuance of this Bulletin is consideration for and constitutes a student’s knowing acceptance of the binding Alternative Dispute Resolution (“ADR”) mechanisms (including binding arbitration) contained herein. Thus, any dispute, claim or controversy arising out of or related to your application, registration, matriculation, graduation or other separation from Touro and/or this Bulletin, which is not resolved through Touro’s internal mechanism shall be exclusively resolved through final and binding expedited arbitration conducted solely before the American Arbitration Association (“AAA”), or any successor in interest, or another qualified arbitrator as mutually agreed upon by the parties, before a single arbitrator who shall be an attorney. The location of the arbitration shall be at a convenient office on a Touro campus where the student is (or was last) affiliated.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Message from the President and Chief Executive Officer</td>
<td>5</td>
</tr>
<tr>
<td>Biography of Dr. Bernard Lander</td>
<td>6</td>
</tr>
<tr>
<td>Greetings from the Vice President of the Division of Graduate Studies</td>
<td>7</td>
</tr>
<tr>
<td>Message from the Dean</td>
<td>8</td>
</tr>
<tr>
<td>2011-2012 Academic Calendar</td>
<td>9</td>
</tr>
<tr>
<td>Faculty and Administration</td>
<td>12</td>
</tr>
<tr>
<td>Faculty Biographies</td>
<td>13</td>
</tr>
<tr>
<td>About Touro College</td>
<td>17</td>
</tr>
<tr>
<td>Overview of the Master of Social Work Program</td>
<td>17</td>
</tr>
<tr>
<td>Course of Study</td>
<td>18</td>
</tr>
<tr>
<td>Foundation Curriculum</td>
<td>18</td>
</tr>
<tr>
<td>Advanced Curriculum</td>
<td>20</td>
</tr>
<tr>
<td>Full-Time Program – Recommended Sequence of Courses</td>
<td>24</td>
</tr>
<tr>
<td>Part-Time Program (Three-Year Option) – Recommended Sequence of Courses</td>
<td>26</td>
</tr>
<tr>
<td>Part-Time Program (Four-Year Option) – Recommended Sequence of Courses</td>
<td>27</td>
</tr>
<tr>
<td>Spring (January) Admissions Option - Recommended Sequence of Courses</td>
<td>28</td>
</tr>
<tr>
<td>Non-Matriculated Students</td>
<td>30</td>
</tr>
<tr>
<td>Field Education and Advisement</td>
<td>31</td>
</tr>
<tr>
<td>Field Placements in Agencies of Employment – Work Study</td>
<td>31</td>
</tr>
<tr>
<td>Field Placement Planning Form</td>
<td>31</td>
</tr>
<tr>
<td>Role of the Academic Advisor/Field Liaison</td>
<td>31</td>
</tr>
<tr>
<td>Field Instruction in the Field Agency</td>
<td>32</td>
</tr>
<tr>
<td>Interaction between Academic Advisor/Field Liaison and Field Instructor</td>
<td>32</td>
</tr>
<tr>
<td>Field Work Evaluation</td>
<td>32</td>
</tr>
<tr>
<td>Criminal Background Checks</td>
<td>33</td>
</tr>
<tr>
<td>Admissions</td>
<td>34</td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>34</td>
</tr>
<tr>
<td>Admission Process</td>
<td>34</td>
</tr>
<tr>
<td>Non-Matriculated Students</td>
<td>35</td>
</tr>
<tr>
<td>International Students</td>
<td>35</td>
</tr>
<tr>
<td>Foreign Transcript Evaluation</td>
<td>35</td>
</tr>
<tr>
<td>Admission Decisions</td>
<td>35</td>
</tr>
<tr>
<td>Transfer of Credits</td>
<td>36</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>36</td>
</tr>
<tr>
<td>Academic Policies and Procedures</td>
<td>37</td>
</tr>
<tr>
<td>The Registration Process</td>
<td>37</td>
</tr>
<tr>
<td>New York State Proof of Immunization Requirement</td>
<td>37</td>
</tr>
<tr>
<td>Adding a Course</td>
<td>38</td>
</tr>
<tr>
<td>Dropping a Course</td>
<td>38</td>
</tr>
<tr>
<td>Attendance</td>
<td>38</td>
</tr>
<tr>
<td>Grading Policy and System</td>
<td>39</td>
</tr>
<tr>
<td>Satisfactory Academic Progress Policy</td>
<td>41</td>
</tr>
</tbody>
</table>
A MESSAGE FROM THE PRESIDENT AND CHIEF EXECUTIVE OFFICER

In the four decades that have passed since Dr. Bernard Lander founded Touro College, our institution has grown significantly and achieved remarkable success. When launched with its first class of 35 students, Touro was envisioned as a great experiment in higher education, blending the best of Jewish and secular scholarship in an atmosphere of personal attention and academic excellence. Our mandate was to respond in innovative ways to the educational needs of the growing Jewish communities of New York and elsewhere, and to provide accessible and quality academic opportunities to underserved populations. Today, Touro College - recognized as Touro University in California and Nevada – remains faithful to its original mission, educating approximately 19,000 students of diverse backgrounds, worldwide. We offer a wide range of undergraduate, graduate, and professional degree programs in a variety of disciplines – from Jewish studies to education to law and to the health sciences – including outstanding programs for students pursuing careers in medicine and the allied health professions.

As the second president in Touro’s history, I am deeply committed to Touro’s mission of serving humanity and building a better world, as well as providing academic excellence and personal attention for students seeking to maximize their personal and professional growth. In carrying out our goals, we continue to work collectively with our students to make the world a better place for all. Our Graduate School of Social Work achieves these objectives by dedicating itself to preparing competent, empathetic and ethical practitioners who will effectively address the challenges our youth and adults face in our society. Led by its highly effective founding dean, Dr. Steven Huberman, the school graduated its inaugural class in 2008 and recently achieved national accreditation from the Council on Social Work Education - the profession’s national accreditation authority. Touro can take great pride in its social work faculty, curriculum, administration, support services, and its programs, which are making important contributions to a more caring and just society.

Thank you for joining us in the pursuit of our mission. I wish you the greatest success in achieving your academic and professional aspirations.

Sincerely,

Dr. Alan Kadish
Dr. Bernard Lander was an inspirational leader and visionary who revolutionized the field of education. As an educator and preeminent scholar, Dr. Lander devoted his life to Jewish and general higher education. Dr. Lander founded Touro College in 1970 and served as its first president until his passing in February 2010. Under his stewardship, Touro underwent significant growth, becoming an institution with multiple campuses and international reach. Today, Touro educates approximately 19,000 students across the United States and around the world.

Dr. Lander’s creative genius and original thinking continues to be reflected in Touro’s innovative approach to the field of higher education. He believed that it was his mission in life to strengthen Jewish continuity through the myriad of Torah and educational institutions that he established, and to provide opportunities for advancement for individuals from all walks of life.

Before founding Touro College, Dr. Lander was recognized as one of the foremost influences on American Jewry. After receiving semicha (rabbinical ordination) from his beloved teacher, Rabbi Moshe Soloveitchik, he assumed the prestigious pulpit position at Beth Jacob Congregation in Baltimore, Maryland. Soon thereafter, in recognition of his work at Columbia University while earning his doctorate in sociology and his communal leadership, he was named associate director of former New York City Mayor Fiorello LaGuardia’s Committee on Unity, a precursor to the city’s Commission on Human Rights.

In 1958, Dr. Lander was appointed dean of the Bernard Revel Graduate School of Yeshiva University, where he played a major role in the establishment of a network of graduate schools. He also served for over thirty years as vice president of the Union of Orthodox Jewish Congregations, where he emerged as a spokesman for the American Jewish community and was deeply involved in the creation of its acclaimed youth movement, the National Conference of Synagogue Youth. Simultaneously, he was a professor of sociology at The City University of New York and was selected to serve on several presidential commissions that dealt with social policy issues. Touro College and Touro University are Dr. Bernard Lander’s legacies, institutions that will continue to provide quality education for many generations to come.
GREETINGS FROM THE VICE PRESIDENT OF THE DIVISION OF GRADUATE STUDIES

The Graduate School of Social Work is committed to the mission of Touro College, which is to foster social justice, serve the underserved, and preserve Jewish heritage. The school’s diverse student population of members of the Jewish community, African-Americans, Latinos, and other minorities, working together on social work projects in the community, is a true realization of Touro’s mission and the Jewish principles on which that mission is based.

The Master of Social Work program is ideal for students who want to make a difference in society by promoting social justice and fighting against inequality and oppression. Our program provides an education that promotes respect for human diversity, addresses the concerns of oppressed, disadvantaged and at-risk populations, and prepares our students to understand social welfare policy in order to influence local, state and federal agencies to formulate policies consistent with social justice values. Graduates of our program take great satisfaction and pride in knowing they are qualified to work in social work positions that afford them the chance to make a difference in others’ lives and in society.

My congratulations to Dean Huberman, his staff and faculty, our current students, and alumni for their dedication to all those they serve in the name of mutual respect and social justice. I especially congratulate the Touro Graduate School of Social Work for receiving national accreditation. We at Touro take great pride in our Graduate School of Social Work. It is a model of academic excellence.

Sincerely,

Anthony J. Polemeni, PhD
The demand for social workers continues to grow. In the Touro College Graduate School of Social Work, we have more than 225 students pursuing the MSW degree in modern facilities in midtown Manhattan and Brooklyn.

What are they experiencing? Most importantly, we have assembled a first-class group of educators – faculty and administrators who offer personal guidance, both through the program and in career development. Although their primary mission is teaching, our faculty are also deeply involved in scholarly activity and community service. Yet you will find that their doors are always open. Students are encouraged to meet personally not only with them, but with the Associate Dean, the Director of Field Work, the Director of Student Advancement, and, of course, with me. To help nurture the bonds of mutual care that lead to success, we sponsor numerous events in the course of the year, including Community Days, that bring students and faculty together.

Many of our students are in the workforce and have returned to graduate school to enhance their careers. We have responded by offering flexible evening, weekend, and summer classes that enable them to pursue their degrees on their schedules. Equally varied are the settings and locations from which students may choose to complete their supervised field work assignments.

Availability of financial aid assistance, an extensive library, outstanding computer facilities, and writing support that augments our academic program add to the picture. Faculty routinely partner to help students solve individual academic and personal problems and guide them to the right college services and community resources. But we don’t stop there: We assist students in preparing for New York State licensure examinations and making the transition into social work practice. We also are blessed with a superb Professional Advisory Committee, consisting of top community leaders.

Our School is always seeking exciting new initiatives. Our most recent include the Hartford Partnership Program for Aging Education (HPPAE), blended MSW courses, and courses for non-matriculated students exploring if social work is right for them. These approaches are the embodiment of a simple philosophy: Our students are our top priority. You are about to embark on a challenging career, to succeed as a social work leader, and to make a difference in people’s lives, I look forward to getting to know you – as a student, as a professional, and, ultimately, as a valued colleague.

Cordially,

Steven Huberman, Ph.D.
Dean and Professor of Social Work Administration

Steven Huberman, Ph.D.
## TOURO COLLEGE GRADUATE SCHOOL OF SOCIAL WORK

### 2011-2012 ACADEMIC CALENDAR

#### Summer 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 5/23/2011</td>
<td>First Monday Summer 2011 class meets</td>
</tr>
<tr>
<td>Tue 5/24/2011</td>
<td>First Tuesday Summer 2011 class meets</td>
</tr>
<tr>
<td>Wed 5/25/2011</td>
<td>First Wednesday Summer 2011 class meets</td>
</tr>
<tr>
<td>Thu 5/26/2011</td>
<td>First Thursday Summer 2011 class meets</td>
</tr>
<tr>
<td>Mon 5/30/2011</td>
<td>School closed - Memorial Day</td>
</tr>
<tr>
<td>Tue 5/31/2011</td>
<td>Classes resume</td>
</tr>
<tr>
<td>Tue 6/7/2011</td>
<td>Shavout Eve - school closes - 2 PM</td>
</tr>
<tr>
<td>Wed 6/8/2011</td>
<td>Shavuot - first day - no classes</td>
</tr>
<tr>
<td>Thu 6/9/2011</td>
<td>Shavuot - second day - no classes</td>
</tr>
<tr>
<td>Mon 6/13/2011</td>
<td>Classes resume</td>
</tr>
<tr>
<td>Mon 6/13/2011</td>
<td>Graduates Awards Ceremony - 6:30 PM</td>
</tr>
<tr>
<td>Tue 6/14/2011</td>
<td>Commencement</td>
</tr>
<tr>
<td>Mon 7/4/2011</td>
<td>School closed - Independence Day</td>
</tr>
<tr>
<td>Tue 7/5/2011</td>
<td>Classes resume</td>
</tr>
<tr>
<td>Mon 7/25/2011</td>
<td>Final Monday Summer 2011 class meets</td>
</tr>
<tr>
<td>Tue 7/26/2011</td>
<td>Final Tuesday Summer 2011 class meets</td>
</tr>
<tr>
<td>Wed 7/27/2011</td>
<td>Final Wednesday Summer 2011 class meets</td>
</tr>
<tr>
<td>Thu 7/28/2011</td>
<td>Final Thursday class meets</td>
</tr>
</tbody>
</table>

#### Fall 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri 8/26/2011</td>
<td>Online registration for Fall 2011 ends</td>
</tr>
<tr>
<td>Wed 8/31/2011</td>
<td>Orientation for September 2011 class - 1 PM</td>
</tr>
<tr>
<td>Thu 9/1/2011</td>
<td>Library Orientation - 4 PM</td>
</tr>
<tr>
<td>Mon 9/5/2011</td>
<td>School closed - Labor Day</td>
</tr>
<tr>
<td>Tue 9/6/2011</td>
<td>First meeting of Fall 2011 Tuesday classes</td>
</tr>
<tr>
<td>Sun 9/11/2011</td>
<td>First meeting of Fall 2011 Sunday classes</td>
</tr>
<tr>
<td>Mon 9/12/2011</td>
<td>First meeting of Fall 2011 Monday classes</td>
</tr>
<tr>
<td>Mon 9/12/2011</td>
<td>First day of Field</td>
</tr>
<tr>
<td>Wed 9/28/2011</td>
<td>School closes - 2 PM</td>
</tr>
<tr>
<td>Thu 9/29/2011</td>
<td>Rosh Hashanah - school closed</td>
</tr>
<tr>
<td>Fri 9/30/2011</td>
<td>Rosh Hashanah - school closed</td>
</tr>
<tr>
<td>Sun 10/2/2011</td>
<td>TCGSSW re-opens - Sunday classes meet as scheduled</td>
</tr>
<tr>
<td>Fri 10/7/2011</td>
<td>School closed - Yom Kippur</td>
</tr>
<tr>
<td>Sun 10/9/2011</td>
<td>TCGSSW re-opens - Sunday classes meet as scheduled</td>
</tr>
<tr>
<td>Tue 10/11/2011</td>
<td>Faculty Field Committee</td>
</tr>
<tr>
<td>Wed 10/12/2011</td>
<td>School closes - 12 noon</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Thu 10/13/2011</td>
<td>School closed - Sukkot</td>
</tr>
<tr>
<td>Sun 10/16/2011</td>
<td>TCGSSW re-opens - Sunday classes meet as scheduled</td>
</tr>
<tr>
<td>Mon 10/17/2011</td>
<td>Classes meet as scheduled</td>
</tr>
<tr>
<td>Tue 10/18/2011</td>
<td>Classes meet as scheduled</td>
</tr>
<tr>
<td>Wed 10/19/2011</td>
<td>School closes - 2 PM</td>
</tr>
<tr>
<td>Thu 10/20/2011</td>
<td>School closed - Sukkot</td>
</tr>
<tr>
<td>Sun 10/23/2011</td>
<td>TCGSSW re-opens - Sunday classes meet as scheduled</td>
</tr>
<tr>
<td>Thu 11/17/2011</td>
<td>Community Day (9 AM) - students excused from field</td>
</tr>
<tr>
<td>Thu 11/24/2011</td>
<td>School closed - Thanksgiving</td>
</tr>
<tr>
<td>Mon 11/28/2011</td>
<td>TCGSSW re-opens - Monday classes meet as scheduled</td>
</tr>
<tr>
<td>Mon 11/28/2011</td>
<td>Advisement for Spring 2012 registration begins</td>
</tr>
<tr>
<td>Thu 12/8/2011</td>
<td>Advisement for Spring 2012 registration ends</td>
</tr>
<tr>
<td>Fri 12/9/2011</td>
<td>Online registration for Spring 2012 begins</td>
</tr>
<tr>
<td>Tue 12/13/2011</td>
<td>Final meeting of Fall 2011 Tuesday classes</td>
</tr>
<tr>
<td>Sun 12/18/2011</td>
<td>Final meeting of Fall 2011 Sunday classes</td>
</tr>
<tr>
<td>Mon 12/19/2011</td>
<td>Final meeting of Fall 2011 Monday classes</td>
</tr>
<tr>
<td>Mon 12/19/2011</td>
<td>Online registration for Spring 2012 ends</td>
</tr>
<tr>
<td>Tue 12/20/2011</td>
<td>Make up day (if needed)</td>
</tr>
<tr>
<td>Wed 12/21/2011</td>
<td>Make up day (if needed)</td>
</tr>
<tr>
<td>Thu 12/22/2011</td>
<td>Make up day (if needed)</td>
</tr>
<tr>
<td>Mon 12/26/2011</td>
<td>Christmas observed</td>
</tr>
<tr>
<td>Thu 12/29/2011</td>
<td>Grades for fall 2011 courses posted</td>
</tr>
</tbody>
</table>

**Spring 2012**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 1/2/2012</td>
<td>School closed - New Year’s Day</td>
</tr>
<tr>
<td>Mon 1/16/2012</td>
<td>School closed - Martin Luther King Day</td>
</tr>
<tr>
<td>Wed 1/18/2012</td>
<td>Orientation for January 2012 class</td>
</tr>
<tr>
<td>Sun 1/22/2012</td>
<td>First meeting of Spring 2012 Sunday classes</td>
</tr>
<tr>
<td>Mon 1/23/2012</td>
<td>First meeting of Spring 2012 Monday classes</td>
</tr>
<tr>
<td>Tue 1/24/2012</td>
<td>First meeting of Spring 2012 Tuesday classes</td>
</tr>
<tr>
<td>Wed 1/25/2012</td>
<td>First meeting of Spring 2012 Wednesday classes</td>
</tr>
<tr>
<td>Thu 1/26/2012</td>
<td>First meeting of Spring 2012 Thursday classes</td>
</tr>
<tr>
<td>Mon 2/20/2012</td>
<td>School closed - President’s Day</td>
</tr>
<tr>
<td>Thu 3/8/2012</td>
<td>School closed - Purim</td>
</tr>
<tr>
<td>Sun 3/11/2012</td>
<td>TCGSSW re-opens - Sunday classes meet as scheduled</td>
</tr>
<tr>
<td>Sun 3/11/2012</td>
<td>Advisement for Summer 2012 registration begins</td>
</tr>
<tr>
<td>Wed 3/21/2012</td>
<td>Advisement for Summer 2012 registration ends</td>
</tr>
<tr>
<td>Thu 3/22/2012</td>
<td>Online registration for Summer 2012 begins</td>
</tr>
<tr>
<td>Thu 3/22/2012</td>
<td>Community Day (9 AM) - students excused from field</td>
</tr>
</tbody>
</table>
Sun 4/1/2012   Online registration for Summer 2012 ends
Fri 4/6/2012   Spring recess
Fri 4/6/2012   School closes - 12 noon
Thu 4/12/2012  School closes - 12 noon
Fri 4/13/2012  School closed
Sun 4/15/2012  TCGSSW re-opens - Sunday classes meet as scheduled
Sun 4/15/2012  Advisement for Fall 2012 registration begins
Thu 4/26/2012  Advisement for Fall 2012 registration ends
Fri 4/27/2012  Online registration for Fall 2012 begins

Sun 5/6/2012   Final meeting of Spring 2012 Sunday classes
Tue 5/8/2012   Final meeting of Spring 2012 Tuesday classes
Wed 5/9/2012   Final meeting of Spring 2012 Wednesday classes
Sun 5/13/2012  Make up day (if needed)
Mon 5/14/2012  Final meeting of Spring 2012 Monday classes
Tue 5/15/2012  Make up day (if needed)
Wed 5/16/2012  Make up day (if needed)
Thu 5/17/2012  Final meeting of Spring 2012 Thursday classes
Mon 5/21/2012  Grades for Spring 2012 courses posted
Sun 5/27/2012  School closed - Shavout - Day 1
Mon 5/28/2012  School closed - Memorial Day

Academic calendars will be posted on the GSSW web site at http://www.touro.edu/msw/schedules.asp

The 2012-2013 academic year calendar will be available on March 1, 2012.

The 2013-2014 academic year calendar will be available on March 1, 2013.

Erik Tischler at the first Touro Graduate School of Social Work Commencement
TOURO COLLEGE
GRADUATE SCHOOL OF SOCIAL WORK
43 West 23rd Street, New York, NY 10010
212-463-0400

Administration
Steven Huberman, PhD, Dean
(212) 463-0400 ext. 5278
steven.huberman@touro.edu
Joann Ivry, MSW, PhD, LMSW
Associate Dean
(212) 463-0400 ext. 5338
joann.ivry@touro.edu
Allison Bobick, MSW, LCSW
Director of Student Advancement
(212) 463-0400 ext. 5373
allison.bobick@touro.edu
Susan Brot, MSW, LMSW
Assistant Director of Field Education and Advisement
(212) 463-0400 ext. 5798
susan.brot@touro.edu
Melissa Earle, MSW, PhD, LCSW-R
Director of Social Work Professional Education and Online Learning
(212) 463-0400 ext. 5137
melissa.earle@touro.edu
Elhanan Marvit, MSW, LCSW-R
Director, Brooklyn Division
Director of Administrative Services
(212) 463-0400 ext. 5542
elhanan.marvit@touro.edu
Roberta Shiffman, MSW, LMSW
Director of Field Education and Advisement
(212) 463-0400 ext. 5543
roberta.shiffman@touro.edu
Annalene Antonio, BA
Executive Assistant to the Dean
(212) 463-0400 ext. 5540
annalene.antonio@touro.edu
Dean Carrano, BA
Information and Data Management Coordinator
(212) 463-0400 ext. 5342
deancarrano@touro.edu
Kerry Haley, BS
Admissions and Alumni Coordinator
(212) 463-0400 ext. 5269
kerry.haley@touro.edu
Andrea Kugielska, BS
Administrative Coordinator, Field Education and Advisement
(212) 463-0400 ext. 5502
andrea.kugielska@touro.edu

Faculty
Allison Bobick, MSW, LCSW
(212) 463-0400 x 5373
allison.bobick@touro.edu
Melissa Earle, MSW, PhD, LCSW-R
(212) 463-0400 x 5137
melissa.earle@touro.edu
Nancy Feldman, MSW, PhD, LMSW
(212) 463-0400 x 5650
nancy.feldman@touro.edu
Nancy Lee Gallina, MSW, PhD, LCSW
(212) 463-0400 x 5340
nancy.gallina@touro.edu
Steven Huberman, PhD
(212) 463-0400 x 5278
steven.huberman@touro.edu
Joann Ivry, MSW, PhD, LMSW
(212) 463-0400 x 5338
joann.ivry@touro.edu
Steven Krantz, MSW, DSW, LCSW
(212) 463-0400 x 5541
steven.krantz@touro.edu
Elhanan Marvit, MSW, LCSW-R
(212) 463-0400 x 5542
elhanan.marvit@touro.edu
Roberta Shiffman, MSW, LMSW
(212) 463-0400 x 5543
roberta.shiffman@touro.edu
Jennifer Zelnick, MSW, ScD
(212) 463-0400 x 5457
jennifer.zelnick@touro.edu
**FACULTY BIOGRAPHIES**

**Allison Bobick**, BA, Touro College; MSW, NYU School of Social Work; LCSW

Prof. Allison Bobick received both her MSW degree and advanced clinical certificate from New York University Graduate School of Social Work. Prof. Bobick has extensive experience in the areas of illness, trauma and bereavement. She was trained and worked for many years at both NYU/Bellevue and Mt. Sinai Medical Center. She maintains a private practice in New York City.

**Susan Brot**, BA, Boston University; MSW, Columbia University; LMSW

Prof. Susan Brot has more than 20 years of experience in direct practice, program development, social administration, and social work education. She spent 10 years in the labor movement developing innovative social service and educational programs and administering a national retiree service department. Ms. Brot has had extensive experience serving as field instructor, adjunct lecturer, and admissions application reviewer in multiple settings.

**Melissa Earle**, BA, Skidmore College; MSW, State University of New York at Albany; PhD, CUNY Graduate Center; LCSW-R

Dr. Melissa Earle is a Licensed Clinical Social Worker with over 20 years of direct practice and administrative experience working with adults, children, and families in the areas of trauma, addiction and mental illness. Dr. Earle also has 10 years of experience as a graduate school professor and has developed several unique course curricula. She has been on the faculty of Touro College Graduate School of Social Work since 2008 and teaches the Human Behavior and Practice sequences. Throughout her career, Dr. Earle has made a professional commitment to the study and treatment of trauma and posttraumatic response. In 2003, Dr. Earle coordinated and developed a series of training modules on the impact of trauma on children, adolescents and frontline child welfare staff for New York City’s Administration for Children’s Services (ACS) funded through Project Liberty and the Annie E. Casey Foundation. Dr. Earle’s most recent research explored the connection between early traumatic experience and anger in men who are on parole.

**Nancy Feldman**, BA, Tulane University; MCAT, Hahnemann University; MSW, Fordham University; PhD, Columbia University; LMSW

Dr. Nancy Feldman’s commitment to positive youth development principles and strengths-based, collaborative practice approaches, her belief in the power of performance and improvisational play, and her Vygotskian orientation toward learning and development have influenced both her approach to teaching and learning and the focus of her scholarship. Dr. Feldman’s research and publications address the quality and nature of interventions designed to improve the lives of inner city children and youth and innovations in teaching diverse learners. Dr. Feldman has taught at Columbia University and
Hunter College. At Hunter College, she was chair of the Human Behavior in the Social Environment Professional Curriculum Sequence. Dr. Feldman has extensive practice experience working with children, youth, and families in a range of mental health and social service settings. In addition to training in social work, Dr. Feldman received a Master’s degree in creative arts therapy and postgraduate training in both family therapy and social therapy.

**Nancy Gallina**, BA, SUNY at Stony Brook; MSW, PhD, Adelphi University; LMSW; LCSW

Dr. Nancy Gallina has been practicing in the field of social work for over 15 years. During her tenure she has worked in the for-profit, non-profit, and public sectors. She has enjoyed a myriad of positions from direct practice to administration, grant writing and program development. Much of her time has been spent working with the homeless and adolescent populations. Dr. Gallina holds a certification from the National Gang Crime Research Center in Chicago and continues to work with that population within her private practice on a part time basis. Dr. Gallina teaches within the Human Behavior, Policy, and Practice sequences. She has taught at Adelphi University and Molloy College before coming to Touro. Her most recent research focused on values and ethics and she continues to be interested in organizations, gangs, and adolescents.

**Steven Huberman**, BA, Temple University; PhD, Brandeis University

Dean Steven Huberman is a social work leader who has enjoyed a distinguished career in social work training, management of complex non-profit organizations, and policy research. For over 30 years, he has coordinated staff development, participated in graduate school education, and conducted groundbreaking research on human service delivery in the United States. He received his Ph.D. from the Heller Graduate School for Advanced Studies in Social Welfare at Brandeis University, and has produced more than fifty major publications. Dr. Huberman’s research has focused on program evaluation, management, growing old in America, creating learning communities of excellence, dealing with the human after-effects of the September 11, 2001 attacks on the United States, and being a social work executive director. Dr. Huberman has taught at Boston University and the American Jewish University, and served as an Executive Director of the Jewish Federation of Greater Los Angeles.

**Joann Ivry**, BA, Boston University; MSW, Simmons College of Social Work; PhD, The Ohio State University; LMSW

Dr. Joann Ivry received her MSW degree from the Simmons College School of Social Work and her doctorate from the Ohio State University. She also received a Certificate in Gerontology from the Harvard Geriatric Education Center. Dr. Ivry has more than 25 years experience as a social work prac-
tioner, field instructor, supervisor, and senior program administrator. Her social work experience spanned several fields of practice: child welfare, mental health, immigration and refugee services, and community services to older adults. Dr. Ivry has also had more than 20 years experience in academic social work. Before joining the Touro College Graduate School of Social Work as Associate Dean, Dr. Ivry was a Visiting Professor at the Boston University School of Social Work and a faculty member and Assistant Dean at the Hunter College School of Social Work. At Hunter she was chair of the Human Behavior and the Social Environment Professional Curriculum Sequence, and also taught courses in Human Behavior and the Social Environment, Foundations of Social Work Practice, and Social Work Practice with Older Adults.

**Steven Krantz**, BA, SUNY at Stony Brook; MSW, DSW, Adelphi University; LCSW

Dr. Steven Krantz received his DSW from Adelphi University. His dissertation was on internal/external locus of control and addiction, and substance abuse continues to be one of his main research interests. Dr. Krantz was previously a full-time visiting professor at Adelphi University and an adjunct professor at Hofstra University and the New York Institute of Technology. He was the clinical director of an outpatient drug treatment center for many years and has a private practice on Long Island. Dr. Krantz conducts many professional seminars and presentations on various clinical topics. He is a trainer in “internal family systems”, a cutting-edge psychotherapeutic model.

**Elhanan Marvit**, BS, University of Massachusetts at Boston; BJEd, Hebrew Teachers College; MSW, Adelphi University; LCSW-R

Prof. Elhanan Marvit is the Director of the Brooklyn Division and of Administrative Services at the Graduate School of Social Work, and teaches Social Welfare Policy and Service Delivery Systems. He received his MSW from the Adelphi University School of Social Work. Prior to assuming his position at Touro, he served as a consultant to, and director of, several homebound elderly serving agencies. Prof. Marvit has led many seminars and professional presentations, both here and abroad, on the topic of working with the homebound elderly.

**Roberta Shiffman**, BA, City College of CUNY; MSW, Fordham University Graduate School of Social Services; LMSW

Prof. Roberta Shiffman is the Director of Field Education and Advisement at the Graduate School of Social Work. She has more than 20 years’ experience working in the area of field education. In addition, she specializes in treating anxiety disorders in children and adults utilizing cognitive-behavioral therapy, and has both taught and presented on these disorders. Prior to working in field education, Prof. Shiffman held a variety of administrative positions including program director, training specialist, and executive director in several not-for-profit organizations.
Jennifer Zelnick, BA, Temple University; MSW, University of Pittsburgh; ScD, University of Massachusetts, Lowell

Dr. Jennifer Zelnick’s academic and practice career has focused on advocacy and organizing to improve social policies in health and social services. Before embarking on an academic career, Dr. Zelnick worked with youth and families in community-based social services that addressed domestic violence, substance abuse, and homelessness in Philadelphia, PA and Tucson, AZ; worked as a community/union organizer; and served as the executive director of a non-profit organization dedicated to health care reform. She has taught social welfare policy, community organizing, and research at the Master’s level at Salem State University and the Hunter College School of Social Work for more than 10 years. Dr. Zelnick’s research focuses on the health and social service workplace, and begins with the premise that that quality health/social services depend on decent, sustainable work environments. Her research is geared towards useful input into policy development. Recent projects have focused on understanding nurses’ views on infection control in KwaZulu-Natal, South Africa and workplace violence against social workers in Massachusetts. Dr. Zelnick is the co-editor of the book review section of the Journal of Sociology and Social Welfare. As the new chair of the Touro College Graduate School of Social Work Social Welfare Policy sequence, Dr. Zelnick will dedicate her strengths and passion to engaging clinical social work students from different backgrounds in learning about the political process, social justice, advocacy, and macro-practice skills needed for leadership in the social work field.

Chaya Friedman (C.), commencement valedictorian at Citi Field
INTRODUCTION

The Touro College Graduate School of Social Work, established in 2006, is authorized by the New York State Department of Education to offer a full graduate program in social work and to grant the Master of Social Work (MSW) degree. In February 2011, as the culmination of a four-year process, the School received national accreditation from the Council on Social Work Education (CSWE), the official accrediting body for academic professional social work education in the United States and Canada. Graduates of the MSW program at the Touro College Graduate School of Social Work are entitled to sit for the New York State licensing examinations and social work licensing examinations across the United States, and thereafter to engage in social work practice in any state in which they are licensed.

SCHOOL OF SOCIAL WORK MISSION

The mission of the Touro College Graduate School of Social Work is to educate graduates for clinical social work practice in an urban, multicultural and diverse environment. This is consistent with the general mission of Touro College, which is to provide professional education for the benefit of the individual and society. This general mission is an expression of the Jewish religious tenet of “Tikkun Olam,” the striving to make the world a better place for all people.

In accordance with the traditional social work values of social and economic justice, the Graduate School of Social Work is committed to providing accessible and affordable quality education to educationally underserved groups. This includes persons of color, immigrants, refugees, and the many components of the Jewish community, in neighborhood-based learning sites.

The MSW program’s educational purpose is to prepare self-reflective and autonomous professionals who can meet the complex needs of New York City’s diverse population. The Graduate School of Social Work seeks to increase the number of culturally competent clinical social workers to serve this rapidly-increasing population in metropolitan New York.

The School’s curriculum is informed
by the person-in-environment, ecological, and strengths-based perspectives. The School will provide students with a social work education that offers a theoretical and evidence-based foundation in generalist social work, as well as advanced knowledge and skills for effective clinical social work. This education prepares graduates for leadership roles in clinical social work practice with at-risk and vulnerable populations in the contemporary service delivery environment.

The Touro College Graduate School of Social Work aspires to be:

- A leader in promoting cultural diversity;
- An advocate for an inclusive model of social work, which respects and nurtures diverse group values, traditions, and cultures;
- A learning/teaching community of excellence and warmth;
- A model academic environment that supports the most stimulating and innovative educational strategies.

**COURSE OF STUDY**

The Master of Social Work program is a 65-credit program that builds on an undergraduate liberal arts foundation. The curriculum encompasses and reflects the mission of the School. It emphasizes generalist practice at the foundation level, providing the basis for the advanced level concentration in clinical social work practice. The sequence of graduate social work courses begins with foundation courses that provide the basis for the practice of social work in a broad spectrum of social service agencies, hospitals and schools in the New York City metropolitan area. After completing the foundation year courses, students in the advanced year of study continue a concentration in clinical social work practice with individuals, families and groups.

In each year of the program, students complete 600 hours of field education in a social work agency, which facilitates the integration of social work theory and practice and the development of clinical skills for social work practice.

The Graduate School of Social Work offers three program options for earning the MSW degree:

- Students may enter the MSW program on a full-time basis, beginning either in the Fall or Spring semester. Full-time students complete the MSW program in two academic years (four semesters) from the time of matriculation. They are expected to enroll in a full complement of courses in each semester, and attend field work placement for a total of 21 hours per week.
- Students may enter the MSW program on a part-time basis. Students enrolled in the part-time program
complete the MSW program work in either three or four years from the time of matriculation. These students take a reduced academic load and may attend field work placement for 15 rather than 21 hours per week.

- The Graduate School of Social Work offers a Spring Semester (January) Admissions option. Students who enter in the Spring semester will need to register for courses in a summer session.

**FOUNDATION CURRICULUM**

At the foundation level, students on the full-time program pathway are introduced to the values, knowledge and skills required for generalist practice. Generalist practice provides students with an eclectic knowledge base, and a range of skills to serve diverse client groups at multiple system levels. Consistent with its goals, the school prepares students for ethical and culturally competent practice in a diverse urban environment. Situated in one of the largest and most complex and vibrant multicultural centers in the United States, the Graduate School of Social Work is committed to preparing autonomous professionals to provide services to diverse populations residing within the five boroughs of New York City — Manhattan, the Bronx, Brooklyn, Queens and Staten Island — and in the metropolitan suburban areas.

The generalist perspective grounds students, theoretically and philosophically, in the person-in-environment, ecological and strengths-based foundational framework for generalist practice with individuals, families, and groups. The generalist philosophical perspective immerses students in social work values, including a commitment to social justice, and an appreciation for the historical and political background of the social work profession.

In the foundation curriculum phase, students are introduced to basic research concepts, designs and methods. They learn research skills, which are utilized in the evaluation of clinical social work outcomes. The research sequence is anchored in evidence-based practice.

The foundation curriculum focuses on the historic and contemporary context of social welfare and social work; the profession’s historic mission; its values and ethical standards; relevant theories and concepts to understand human behavior in the social environment; and practice interventions across multiple systems. The MSW program has designed its foundation curriculum to reflect a comprehensive definition of generalist practice. The generalist practice model consists of three major elements: social work skills with individuals, groups and communities; knowledge derived from a range of theories; and a focus on private issues and public concerns. Based on this comprehensive approach, MSW students at Touro College are prepared to:

- provide a range of interventions and skills
- perform multiple social work roles with various levels of target social systems
- draw upon and utilize an eclectic theoretical orientation and knowledge base
- enhance psychosocial functioning among individuals, families and groups
- maintain a focus on broad issues of social justice and social change
The advanced curriculum prepares students for clinical social work practice. Students are expected to:

- use advanced theoretical perspectives and interventions in clinical social work practice across diverse client groups, particularly with vulnerable and at-risk populations
- critically evaluate practice approaches using evidence-based research
- understand and apply interventions and advocate for clients across practice settings within the framework of the National Association of Social Workers Code of Ethics
- demonstrate the ability to effectively use accepted professional standards of conduct and comportment to develop and maintain clinical relationships with clients from a variety of cultural, racial, religious and socio-economic backgrounds

Based on the knowledge acquired in the foundation year, the advanced year curriculum focuses on the knowledge, values and skills required for clinical social work practice. Advanced clinical social work skills and techniques are emphasized in all social work practice courses. Advanced human behavior and the social environment courses concentrate on the biopsychosocial factors associated with mental health and mental illness. All courses highlight the importance of diversity in the understanding of

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 640</td>
<td>Field Work I (3 credits, Corequisites: SW 642, 650)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 642</td>
<td>Integrative Practice Field Seminar (3 credits, Corequisites: SW 640, 650)</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>SW 650</td>
<td>Foundations of Social Work Practice I (3 credits, Corequisites: SW 640, 642)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 660</td>
<td>Human Behavior and the Social Environment I (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 670</td>
<td>Social Welfare Policy and Service Delivery Systems I (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 680</td>
<td>Social Work Research I (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 641</td>
<td>Field Work II (3 credits, Prerequisite: SW 640, Corequisites: SW 651, 642)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 651</td>
<td>Foundations of Social Work Practice II (3 credits, Prerequisite: SW 650, Corequisites: SW 641, 642)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 661</td>
<td>Human Behavior and the Social Environment II (3 credits, Prerequisite: SW 660)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 671</td>
<td>Social Welfare Policy and Service Delivery Systems II (3 credits, Prerequisite: SW 670)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 681</td>
<td>Social Work Research II (3 credits, Prerequisite: SW 680)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 511</td>
<td>Seminar in Child Abuse Identification and Reporting **</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*NOTE: SW 642 meets over the course of two semesters.

**Can be taken at any time prior to graduation.

All foundation-level courses (600-level courses) must be completed before students may progress to the advanced curriculum year.
human behavior and its relevance in providing culturally-sensitive social work services. The field education learning experience offers students exposure to complex and challenging client emotional and social problems in a variety of agency settings. Classroom discussion is utilized to deal with clinical issues and challenges as they arise in the field.

By the end of the advanced year, students will have acquired a heightened sense of self-awareness and the ability to reflect on their developing role as a professional social worker.

All students in the advanced clinical curriculum are required to enroll in two advanced practice courses and two electives in various aspects of clinical social work. Courses also include intense discussion of issues in psychopathology including diagnosis and assessment, intervention planning, and treatment evaluation with diverse populations. Field work settings are selected to provide students the necessary experience to strengthen their clinical skills in a specialized clinical method or field of practice. Students also study the latest evidence-based research in psychosocial interventions from social work and allied fields and are expected to evaluate the efficacy of various interventions.

MSW graduate Lee White and his beaming family
ADVANCED COURSES

(Print note: Not all courses are offered every semester.)

SW 740 Field Work III (3 credits, Prerequisites: SW 641, 642, 651; Corequisites: SW 742, 750)

SW 741 Field Work IV (3 credits, Prerequisites: SW 740, 750; Corequisites: SW 742, 751)

SW 742 Advanced Practice Field Seminar II (2 credits, Prerequisites: SW 641, 642, 651; Corequisites: SW 740, 750)*

SW 750 Clinical Social Work Practice with Individuals (3 credits, Prerequisites: SW 641, 642, 651; Corequisites: SW 740, 742)

SW 751 Clinical Social Work Practice with Families and Groups (3 credits, Prerequisites: SW 740, 750; Corequisite: SW 741, 742)

SW 752 Ethical Issues in Clinical Social Work (3 credits)

SW 760 Human Behavior and the Social Environment III: Issues and Perspectives in Psychopathology (3 credits, Prerequisites: SW 661)

SW 761 Diversity and Oppression in Clinical Social Work: A Global Perspective (3 credits)

SW 770 Organizational Context for Social Work Practice (3 credits)

Two Clinical Social Work Practice electives (6 credits total), chosen from the list below

Selection of Clinical Social Work Practice electives, offered on a rotating basis during the Fall and Spring semesters:

SW 780 Clinical Social Work Practice and Substance Abuse Disorders

SW 782 Clinical Social Work Practice: Cognitive-Behavioral Therapy

SW 783 Clinical Social Work Practice with Children and Adolescents

SW 784 Clinical Social Work Practice with Groups

SW 785 Clinical Social Work Practice in Schools

SW 786 Clinical Social Work Practice in Health Care

SW 787 Clinical Social Work Practice with Survivors of Trauma

SW 788 Clinical Social Work Practice with the Military, Veterans and their Families

SW 789 Clinical Social Work Practice with Older Adults

SW 790 Arts Interventions in Social Work Practice

SW 511 Seminar in Child Abuse Identification and Reporting **

* NOTE: SW 742 meets over the course of two semesters.

** Can be taken at any time prior to graduation.
BLENDING LEARNING

Certain courses are offered by the Touro College Graduate School of Social Work in both classroom and “blended learning” modes. Blended learning combines the best features of in-person instruction in a traditional classroom with Blackboard’s interactive, web-based Learning Management System. Recent developments in technology now offer innovative ways of presenting course material while still fostering active and collaborative learning. In a blended learning course, students spend less “seat time” in an actual classroom and instead use comparable time to engage in a variety of interactive, on-line activities and assignments that generally can be completed at times of their own choosing. The total number of course hours is not reduced; the amount of time a student spends in a three-credit course is re-distributed between in-class and online activities.

Please note that blended courses sections are indicated in all materials with the suffix “OL.”

Dr. Melissa Earle and NBC investigative reporter Ida Siegal, discussing post-traumatic stress among veterans
### FULL-TIME PROGRAM – RECOMMENDED SEQUENCE OF COURSES

#### FOUNDATION CURRICULUM

<table>
<thead>
<tr>
<th>YEAR I FALL SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW640 Field Work I (Corequisites: SW642, 650)</td>
<td>3</td>
</tr>
<tr>
<td>SW 642 Integrative Practice Field Seminar (2-semester course) (Corequisites: SW 640, 650)</td>
<td>3</td>
</tr>
<tr>
<td>SW 650 Foundations of Social Work Practice I (Corequisites: SW 640, 642)</td>
<td>3</td>
</tr>
<tr>
<td>SW 660 Human Behavior and the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SW 670 Social Welfare Policy and Service Delivery Systems I</td>
<td>3</td>
</tr>
<tr>
<td>SW 680 Social Work Research I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR I SPRING SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW641 Field Work II (Prerequisite: SW 640, Corequisites: SW 642, 651)</td>
<td>3</td>
</tr>
<tr>
<td>SW 642 Integrative Practice Field Seminar (continued) (Corequisites: SW 641, 651)</td>
<td>—</td>
</tr>
<tr>
<td>SW 651 Foundations of Social Work Practice II (Prerequisite: SW 650; Corequisites: SW 641, 642)</td>
<td>3</td>
</tr>
<tr>
<td>SW661 Human Behavior and the Social Environment II (Prerequisite: SW 660)</td>
<td>3</td>
</tr>
<tr>
<td>SW 671 Social Welfare Policy and Service Delivery Systems II (Prerequisite: SW 670)</td>
<td>3</td>
</tr>
<tr>
<td>SW 681 Social Work Research II (Prerequisite: SW 680)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Students have the option of registering for courses in a Summer session if space is available.
### FULL-TIME PROGRAM – RECOMMENDED SEQUENCE OF COURSES

#### ADVANCED CURRICULUM

All foundation-level courses (600 courses) must be completed before students may progress to the advanced curriculum year.

<table>
<thead>
<tr>
<th>YEAR II FALL SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 740 Field Work III</td>
<td>3</td>
</tr>
<tr>
<td>(Prerequisites: SW 641, 642, 651; Corequisites: SW 742, 750)</td>
<td></td>
</tr>
<tr>
<td>SW 742 Advanced Practice Field Seminar II</td>
<td>2</td>
</tr>
<tr>
<td>(2-semester course)</td>
<td></td>
</tr>
<tr>
<td>(Prerequisites: SW 641, 642, 651; Corequisites: SW 740, 750))</td>
<td></td>
</tr>
<tr>
<td>SW 750 Clinical Social Work Practice with Individuals</td>
<td>3</td>
</tr>
<tr>
<td>(Prerequisites: SW 641, 642, 651; Corequisite: SW 740, 742)</td>
<td></td>
</tr>
<tr>
<td>SW 761 Diversity and Oppression in Clinical Social Work: A Global Perspective*</td>
<td>3</td>
</tr>
<tr>
<td>SW 760 Human Behavior and the Social Environment III: Issues in Psychopathology (Prerequisites: SW 660, 661)</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Social Work Practice Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total credits</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR II SPRING SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 741 Field Work IV</td>
<td>3</td>
</tr>
<tr>
<td>(Prerequisite: SW 740, 750; Corequisites: SW 742, 751)</td>
<td></td>
</tr>
<tr>
<td>SW 742 Advanced Practice Field Seminar II (continued)</td>
<td>—</td>
</tr>
<tr>
<td>(Corequisites: SW 741, 751)</td>
<td></td>
</tr>
<tr>
<td>SW 751 Clinical Social Work Practice with Families and Groups</td>
<td>3</td>
</tr>
<tr>
<td>(Prerequisite: SW 740, 750; Corequisites: SW 741, 742)</td>
<td></td>
</tr>
<tr>
<td>SW 752 Ethical Issues in Clinical Social Work*</td>
<td>3</td>
</tr>
<tr>
<td>SW 770 Organizational Context for Social Work Practice*</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Social Work Practice Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total credits</td>
<td>15</td>
</tr>
</tbody>
</table>

See p. 22 for a list of electives.

Students have the option of registering for courses in a Summer session if space is available.

* Upon completion of Year I Foundation courses, students may take these courses in any semester in which they may be offered.
PART-TIME PROGRAM (THREE-YEAR OPTION) – RECOMMENDED SEQUENCE OF COURSES

FOUNDATION CURRICULUM

<table>
<thead>
<tr>
<th>YEAR I</th>
<th>FALL SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW660 Human Behavior and the Social Environment I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW670 Social Welfare Policy and Service Delivery Systems I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW680 Social Work Research I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>9</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR I</th>
<th>SPRING SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 661 Human Behavior and the Social Environment II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW 671 Social Welfare Policy and Service Delivery Systems II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW 681 Social Work Research II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>9</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR II</th>
<th>FALL SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW640 Field Work I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW 642 Integrative Practice Field Seminar (2-semester course)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW650 Foundations of Social Work Practice I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW 761 Diversity and Oppression in Clinical Social Work: A Global Perspective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>12</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR II</th>
<th>SPRING SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW641 Field Work II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW 642 Integrative Practice Field Seminar (continued)</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>SW 651 Foundations of Social Work Practice II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW 770 Organizational Context for Social Work Practice*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>9</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR III</th>
<th>FALL SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW740 Field Work III</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW 742 Advanced Practice Field Seminar II (2-semester course)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>SW750 Clinical Social Work Practice with Individuals</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW760 Human Behavior and the Social Environment III – Issues in Psychopathology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One Clinical Social Work Practice Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>14</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR III</th>
<th>SPRING SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 741 Field Work IV</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW 742 Advanced Practice Field Seminar II (continued)</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>SW 751 Clinical Social Work Practice with Families and Groups</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW 752 Ethical Issues in Clinical Social Work*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One Clinical Social Work Practice Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>12</strong></td>
<td></td>
</tr>
</tbody>
</table>

ADVANCED CURRICULUM

See Full-Time Program Plan for course prerequisites and corequisites. See p. 22 for a list of electives. Students have the option of registering for courses in a Summer session if space is available.

* Upon completion of Year I Foundation courses, students may take these courses in any semester in which they may be offered.
# PART-TIME PROGRAM (FOUR-YEAR OPTION) – RECOMMENDED SEQUENCE OF COURSES

## FOUNDATION CURRICULUM

<table>
<thead>
<tr>
<th>YEAR I</th>
<th>FALL SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 660 Human Behavior and the Social Environment I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW 670 Social Welfare Policy and Service Delivery Systems I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR II</th>
<th>FALL SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 640 Field Work I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW 642 Integrative Practice Field Seminar (2-semester course)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW 650 Foundations of Social Work Practice I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW 680 Social Work Research I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR I</th>
<th>SPRING SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 661 Human Behavior and the Social Environment II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW 671 Social Welfare Policy and Service Delivery Systems II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR II</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 641 Field Work II</td>
<td>3</td>
</tr>
<tr>
<td>SW 642 Integrative Practice Field Seminar (continued)</td>
<td>—</td>
</tr>
<tr>
<td>SW 651 Foundations of Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SW 681 Social Work Research II</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>9</td>
</tr>
</tbody>
</table>

## ADVANCED CURRICULUM

<table>
<thead>
<tr>
<th>YEAR III</th>
<th>FALL SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 740 Field Work III</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW 742 Advanced Practice Field Seminar II (2-semester course)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>SW 750 Clinical Social Work Practice with Individuals</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW 760 Human Behavior and the Social Environment III: Issues in Psychopathology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR III</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 741 Field Work IV</td>
<td>3</td>
</tr>
<tr>
<td>SW 742 Advanced Practice Field Seminar II (continued)</td>
<td>—</td>
</tr>
<tr>
<td>SW 751 Clinical Social Work Practice with Families &amp; Groups</td>
<td>3</td>
</tr>
<tr>
<td>SW 770 Organizational Context for Social Work Practice*</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR IV</th>
<th>FALL SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 761 Ethical Issues in Clinical Social Work</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One Clinical Social Work Practice Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR IV</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 752 Ethical Issues in Clinical Social Work*</td>
<td>3</td>
</tr>
<tr>
<td>One Clinical Social Work Practice Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>6</td>
</tr>
</tbody>
</table>

See Full-Time Program Plan for course prerequisites and corequisites.  
See p. 22 for a list of electives.  
Students have the option of registering for courses in a Summer session if space is available.

* Upon completion of Year I Foundation courses, students may take these courses in any semester in which they may be offered.
### SPRING (JANUARY) ADMISSIONS OPTION - RECOMMENDED SEQUENCE OF COURSES

**FOUNDATION CURRICULUM**

<table>
<thead>
<tr>
<th>YEAR I</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPRING SEMESTER</td>
<td></td>
</tr>
<tr>
<td>SW 640 Field Work I</td>
<td>3</td>
</tr>
<tr>
<td>SW 642 Integrative Practice Field Seminar (2-semester course)</td>
<td>3</td>
</tr>
<tr>
<td>SW 650 Foundations of Social Work Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SW 660 Human Behavior and the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SW 670 Social Welfare Policy and Service Delivery Systems I</td>
<td>3</td>
</tr>
<tr>
<td>SW 680 Social Work Research I</td>
<td>3</td>
</tr>
<tr>
<td>Total credits</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR I</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMER SEMESTER</td>
<td></td>
</tr>
<tr>
<td>SW 641 Field Work I</td>
<td>3</td>
</tr>
<tr>
<td>SW 642 Integrative Practice Field Seminar (continued)</td>
<td>—</td>
</tr>
<tr>
<td>SW 651 Foundations of Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SW 661 Human Behavior and the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SW 671 Social Welfare Policy and Service Delivery Systems II</td>
<td>3</td>
</tr>
<tr>
<td>SW 681 Social Work Research II</td>
<td>3</td>
</tr>
<tr>
<td>Total credits</td>
<td>15</td>
</tr>
</tbody>
</table>

See Full-Time Program Plan for course prerequisites and corequisites.
See p. 22 for a list of electives.

Please note that Summer session is required for students who enter in the Spring semester.

* Upon completion of Year I Foundation courses, students may take these courses in any semester in which they may be offered.
## SPRING (JANUARY) ADMISSIONS OPTION - RECOMMENDED SEQUENCE OF COURSES

### ADVANCED CURRICULUM

<table>
<thead>
<tr>
<th>YEAR II FALL SEMESTER</th>
<th>CREDITS</th>
<th>YEAR II SPRING SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW740 Field Work III</td>
<td>3</td>
<td>SW741 Field Work IV</td>
<td>3</td>
</tr>
<tr>
<td>SW 742 Advanced Practice Field Seminar II (2-semester course)</td>
<td>2</td>
<td>SW 742 Advanced Practice Field Seminar II (continued)</td>
<td></td>
</tr>
<tr>
<td>SW 750 Clinical Social Work Practice with Individuals</td>
<td>3</td>
<td>SW 751 Clinical Social Work Practice with Families and Groups</td>
<td>3</td>
</tr>
<tr>
<td>SW760 Human Behavior and the Social Environment III - Issues in Psychopathology</td>
<td>3</td>
<td>SW 752 Ethical Issues in Clinical Social Work*</td>
<td>3</td>
</tr>
<tr>
<td>SW 761 Diversity and Oppression in Clinical Social Work: A Global Perspective*</td>
<td>3</td>
<td>SW 770 Organizational Context for Social Work Practice*</td>
<td>3</td>
</tr>
<tr>
<td>One Clinical Social Work Practice Elective</td>
<td>3</td>
<td>One Clinical Social Work Practice Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td><strong>17</strong></td>
<td><strong>Total credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

See Full-Time Program Plan for course prerequisites and corequisites. See p. 22 for a list of electives. Please note that Summer session is required for students who enter in the Spring semester.

*Upon completion of Year I Foundation courses, students may take these courses in any semester in which they may be offered.*
NON-MATRICULATED STUDENTS

Along with its Master of Social Work program, the Graduate School of Social Work also offers graduate-level courses that students may take on a non-matriculated basis. These courses are equivalent to those offered during the foundation year of the MSW program, and provide the opportunity for students to:

- Explore the field of social work in an effort to determine whether they would like to apply to a MSW program.
- Enhance their eligibility for admission to an MSW program. Candidates for non-matriculated courses are required to have completed a baccalaureate degree from an accredited institution. To apply as a non-matriculated student, please submit the following:
  - Application for admission to the Division of Graduate Studies
  - A $50.00 application fee
  - A one-page letter of interest, including a brief statement about why you are interested in applying to the program
  - An official copy of your undergraduate transcript (in a sealed envelope, or sent directly to the School by the issuing institution)
  - Prior to registration, Touro College Student Immunization Forms (downloadable at http://www.touro.edu/registrar/immunization.asp)

All documents should be sent directly to:

Touro College Graduate School of Social Work
43 West 23rd Street, 8th Floor
New York, NY 10010
Attn: Non-Matriculated Students

PLEASE NOTE: Admission to Touro College Graduate School of Social Work as a non-matriculated student does not guarantee later acceptance as a matriculated student into a degree or certificate program at Touro College or any other institution of higher education.

MSW graduate Gabriel Oluwasegun from Nigeria, Africa
Field Education (often referred to as field work, field internship or field practicum) is a vital component of the graduate social work curriculum. All students are required to complete four semesters of field education. The School selects agencies which present the best possible opportunities for student learning. All field placement assignments are arranged and coordinated by the Field Education Department.

In first year placements, consideration is given both to the needs of the agency and the educational opportunity for the student. Other considerations are the distance and accessibility of the agency for the student, the student’s interests and special needs, and the student’s prior experience.

In the second year, every effort is made to provide the student with an agency setting whose focus is different from that in the first year. In making this selection, consideration is again given to the distance and accessibility of the agency for the student, to educational needs, and to any recommendations of the first year faculty advisor and field instructor. Emphasis in the second year is on development of clinical skills.

Field Placements in Agencies of Employment – Work Study

A work-study agency must be approved by the Director of Field Education and Advisement. Agency approval is based on the following criteria:

• The agency provides an educational setting fitting the student’s needs.
• There is a qualified MSW field instructor to provide weekly supervision.
• The agency can provide service assignments that serve the educational needs of the student when he/she is able to fulfill the time requirements for field work hours. The field practicum is different from the student’s regular job assignments.

Field Placement Planning Form

Each student is provided with a field placement planning form used to plan the field placement experience. The form includes space for the student to indicate a range of special interests re: age groups, nature of problems, clients, types of agencies etc.

Students are also asked to indicate any special factors relevant to field placement (e.g. geography, time, physical condition, religious observance, family commitments). The form also asks for a listing of all previous experience (paid or volunteer) in social welfare agencies.

PLEASE NOTE: Students are expected to be flexible regarding field placements. Although every effort is made to accommodate student agency preferences, one’s first choice may not be available. Students may also need to adjust their schedules to meet the needs of the agency.

Role of the Academic Advisor/Field Liaison

Each student is assigned an Academic Advisor/Field Liaison whose role is to guide the student through the educational program and the field practicum. Advisors are responsible for orienting students to:

• the educational program and its requirements
• the student’s responsibilities to course instructors, advisor, field instructors and field agencies
• the nature of student/faculty com-
committees
• the process of socialization to the profession
• the use of resources to promote the process of professional development (use of course and field instructors, agency experts, peers, professional literature)

Students are encouraged to contact their advisor/liaisons if issues/difficulties arise in the field or in class. Student grades for field work are determined by the Director of Field Education and Advisement in conjunction with the field liaison.

Field Instruction in the Field Agency

In the placement, the student works under the supervision of a field instructor who is selected by the agency and approved by the school. Students meet with the field instructor for an hour and a half per week. The agency and the school work toward agreement on educational goals. The agency invests its professional resources and staff in the training of social work practitioners. In addition to structured field instruction, it is anticipated that students will be able to take advantage of other learning opportunities at the agency, such as staff meetings, in-service trainings, student group supervision, and seminars.

The field instructor’s role is to guide the student’s development of the practice skills and self-understanding necessary for effective practice. Field instructors receive training from the school to assist them in their dual roles of teaching and supervising students in their field work. Touro offers the Seminar in Field Instruction (“SIFI”) course for instructors needing this certification.

Interaction between Academic Advisor/Field Liaison and Field Instructor

In order to provide students with a stimulating and relevant field work experience, the academic advisors/field liaisons from the School serve as links to the students’ field work agencies and as consultants to students and field instructors. The academic advisor/field liaison and field instructor work collaboratively to guide the student through the program. Academic advisors/field liaisons schedule on-site visits and telephone conferences with the field instructor and the student to discuss the student’s assignments, to assess any educational problems, and to set and maintain clear goals for the student’s growth and development.

Field Work Evaluation

Professional judgments about the student’s abilities and potential are conveyed through written evaluations by the field instructor after an evaluation conference between the field instructor and the student. The conference provides the opportunity for student and field instructor to mutually develop an assessment of the student’s performance. The meeting is used to address significant learning issues and themes for their future work together. An evaluation conference is held at the mid-point and again at the end of each academic year and is followed by a formal evaluation written by the field instructor. The formal evaluation describes:

• the student’s practice
• the student’s involvement in the field instruction process and in the agency
• the student’s process recordings as they indicate strengths and weaknesses in his/her learning style; the
ability to record significant data critically and with self-reflection; the ability to use theory to inform practice
• issues of self-awareness and use of self
• the student’s relationships with other staff members
• the student’s mastery of the ethics and values of the profession of social work

Criminal Background Checks
Field agencies, state social work licensing entities, and future employers may choose to conduct criminal back-
ground checks. The Touro College Graduate School of Social Work does not cover any expenses incurred in such checks.

Field Education Academic Integrity
In their field internships, students are required to follow field agency practices and procedures and to adhere to the NASW Code of Ethics (also see p. 42).

(See the Touro College Graduate School of Social Work Field Manual for more detailed information about field education.)
ADMISSIONS

The Touro College Graduate School of Social Work seeks to admit students committed to working with underserved and diverse populations in an urban environment. Admission is open to all persons having the requisite academic preparation necessary to succeed in the Master of Social Work (MSW) degree program.

Admission Requirements

At a minimum, applicants must have earned a baccalaureate degree from an accredited institution of higher learning in the United States or its foreign equivalent, and normally have achieved a minimum undergraduate grade point average (GPA) of 3.0. In addition, applicants must have completed at least the equivalent of 45 credits of qualifying liberal arts courses. Qualifying courses include those in psychology, sociology, anthropology, political science, history, economics, English language and literature (excluding English as a second language), foreign languages, general science, human biology, music, art, and mathematics.

Applicants are evaluated on their ability to succeed in the MSW program and potential for making a contribution to the academic and student life at the School. Successful applicants are expected to have good written and oral communication skills, as well as the personal characteristics necessary for professional social work practice. Such characteristics include social and emotional maturity, adaptability, respect for diversity, concern for other people, and the capacity for self-reflection. Though not required, applicants are strongly encouraged to have some prior experience in human services or social work (paid, volunteer, research or internship) before pursuing graduate social work education.

Admission Process

Applications for admission are accepted for the Fall and Spring semesters. Completed applications are reviewed on a rolling basis. It is strongly recommended, therefore, that prospective students submit their applications as early as possible, and no later than two months prior to the semester in which they plan to begin study.

In addition to the application for admission, applicants are required to submit the following:

- An application fee of $50.00. Checks or money orders must be made out to the Touro College Graduate School of Social Work.
- Official transcript(s) of the applicant’s undergraduate work and (if applicable) transcripts of any graduate-level work. These transcripts must be sent directly to the School by the issuing institution(s), or provided by the student in an envelope sealed by the issuing institution.
- Three letters of reference from instructors, employers, or supervisors (letters cannot be accepted from family members, friends, or mental health professionals who are treating or have treated the applicant)
- Proof of immunization (Measles, Mumps, and Rubella – acronym: MMR) and submission of the meningitis response form (prior to registration – see p. 37 for details)
- An autobiographical statement discussing the applicant’s motivations, interests, and goals for pursuing graduate social work study.
Non-native English speakers may be required to take the Test of English as a Foreign Language (TOEFL). In such cases, applicants should arrange for a TOEFL score report to be sent to Touro College as soon as scores are available. Touro College’s score report number is 0494. A minimum score of 550 is required for the paper-based test, 213 for the computer-based test, and 73 for the Internet-based test.

Prospective students should take great care in completing the application for admission. Applicants should print legibly and answer all questions completely and accurately. The School may refuse to consider any application until it is complete. Completed applications received less than two months prior to the semester in which the applicant desires to begin study may not be processed in time for the applicant to commence his or her studies as planned.

All documents should be sent directly to:

Touro College Graduate School of Social Work
43 West 23rd Street, 8th Floor
New York, NY 10010
Attn: Admissions Office

Selected applicants whose admission files are complete may be invited to the School for a personal interview.

Non-Matriculated Students

Students can also be admitted to the Graduate School of Social Work on a non-matriculated basis. See p. 30.

International Students

Non-U.S. citizens who wish to enroll in the Graduate School of Social Work and do not hold a green card need a F-1 (student) visa issued by the U.S. Department of State. Applicants accepted to the School will need to furnish documentation required for Touro to issue an I-20 form, one of the items needed for the F-1 visa application. For detailed information, consult the Touro College Division of Graduate Studies International Students Bulletin, which can be viewed or downloaded at www.touro.edu/registrar/istb.pdf. In the Graduate School of Social Work, the contact person for international students is the Director of Student Advancement.

Foreign Transcript Evaluation

Students with foreign transcripts are generally required to have them translated and evaluated by a Touro-approved agency. A list of agencies is available by logging onto www.naces.org/members.htm.

Admission Decisions

Decisions on admission and readmission to the school are made by the Admissions Committee, chaired by the Director of Student Advancement. Applicants are notified in writing of their acceptance as either full- or part-time students. When an offer of admission is made, applicants have twenty (20) days from the date they receive notification of the decision to accept the offer. Applicants who fail to notify the School that they accept the offer of admission within that time-frame may be deemed to have withdrawn their application.

In some instances, applicants with a GPA of less than 3.0 may be admitted to the MSW program on a provisional basis. As a condition of admissions, provisional students must achieve a GPA of 3.0 or higher for at least two consecutive semesters. In addition, some students admitted into the MSW program on a provisional basis may be required to attend a weekly writing workshop or register for
a one-semester writing course, Writing for Graduate Social Work Education (SW 600). See p. 54 for details.

**Transfer of Credits**

Upon acceptance into the MSW program, students may request transfer credit for previous relevant graduate-level work. All students requesting transfer credits must complete a *Transfer Credit Evaluation* form (available from the program admissions office), and then consult with the Associate Dean. Students are responsible for providing the Associate Dean with course descriptions and syllabi. A maximum of nine transfer credits can be awarded for previous graduate study.

Transfer credits may only be awarded for courses:
- with content comparable to the School’s social work courses
- in which grades received were “A”, “B”, or “pass” (The issuing institution must confirm that “pass” is always equivalent to the grade of “B” or better. The instructor’s confirmation is insufficient.)
- that were completed within the last five calendar years.

Award of transfer credits is entirely within the discretion of the School.

No MSW credit can be awarded for undergraduate courses, or for courses in graduate programs from which the student has been granted a degree. Also note that no academic or transfer credit can be awarded for life experience or previous work experience.

**PLEASE NOTE:** Transfer credits are not officially entered into a student’s record until the student has completed at least nine (9) credits at the Touro College Graduate School of Social Work.

---

Prof. Allison Bobick

**Transfer Students**

Some students may be accepted into the Touro College Graduate School of Social Work as “advanced” students. Such students must have, within the last five calendar years, completed the foundation year of a Master of Social Work program accredited by the Council on Social Work Education. The criteria for acceptance as an advanced transfer student include:

- A GPA of 3.0 or higher
- First-year field work evaluation
  Three letters of recommendation, one from each of the following categories:
  - The Field Education department
  - A faculty member with whom the student took a course
  - A person of the student’s choice, but not to include a friend, family member or mental health professional who is treating or has treated the student

**PLEASE NOTE:** Students may not transfer more than 50% of the credits required to complete the Touro College Graduate School of Social Work’s program.
ACADEMIC POLICIES AND PROCEDURES

The Registration Process

Students register for courses for each semester through Touro’s TCWeb computerized registration system. Students are assigned Touro College student ID numbers and passwords that are used to access TCWeb throughout the student’s career at the College. (Students who were previously enrolled in another Touro College division will continue to use the same student ID number and TCWeb password that they have used in the past.)

Before registration, students are expected to complete a Graduate School of Social Work Program Planning Form. This form contains a list of all courses required in the MSW program. Students should consult TCWeb to confirm courses completed and use this information to fill out the Program Planning Form. They should also consult the course sequences in this Academic Bulletin (see p. 24 ff.) to determine what they are required to take in the following semester. The Program Planning Form should be reviewed with and approved by the faculty advisor.

Taking courses out of sequence is not usually allowed. However, in some instances, the Associate Dean may grant permission for doing so. A student should request and complete an “Out of Sequence Course Authorization” form (available from the Associate Dean’s office) and submit it to the Associate Dean for approval.

Registration is not finalized until recorded in the College’s computer system. It is the student’s responsibility to ensure that he or she is properly registered. After completing the online registration process, students should print out a copy of their registration confirmation, ensure that it is accurate, and keep that copy for reference. Students who are not registered may NOT attend classes under any circumstances or for any reason. Faculty members will refer unregistered students attempting to attend a class to the Director of Administrative Services immediately.

Students who were unable to register via TCWeb prior to the start of their first class should consult with the Director of Administrative Services in order to register “manually.” In such cases, the pink copy of the multi-part paper registration form constitutes proof of manual registration. Subsequently, such students will be able to print out their course schedules through TCWeb.

New York State Proof of Immunization Requirement

In accordance with New York State law, students born on or after January 1, 1957 must demonstrate proof of immunization against measles, mumps, and rubella. They must also complete and submit the Meningococcal Meningitis Vaccination Response Form.

Students must submit acceptable medical proof of immunization. Forms are available with registration materials or from the Registrar’s office. Students who fail to provide the required proof of immunization will not be permitted to register or to attend classes until a properly completed form has been submitted to the Office of the Registrar. Immunization forms can be obtained in the Office of the Registrar at various campus locations, or downloaded at www.touro.edu/registrar/immunization.asp.
Adding a Course

A student who wishes to add or drop a course or to change a section of a course must do so before the second class meeting in the Fall, Spring, and Summer semesters. The student must complete an ADD-DROP FORM available in the Graduate School of Social Work (43 West 23rd Street, 8th floor) or from any Touro College registrar’s office. This form must be signed either by the Director of Administrative Services, Associate Dean, Director of Student Advancement, or Director of Field Education and Advisement. Once the form is completed and signed, the student must submit the form to the Office of the Registrar for processing. Changing sections of a course will be allowed based on space availability.

Dropping a Course

A student may drop (a) course(s) within the first eight weeks of the Fall or Spring semester and up to the midpoint of a six-week Summer semester. Courses dropped within the first two official calendar weeks of the Fall or Spring semester, or during the designated period at the start of the Summer semester, will not appear on the student’s academic transcript. Courses dropped after this time will appear on the transcript with the grade of “W.” For all drops, the student must file an ADD-DROP FORM, signed by the Director of Administrative Services or his or her designee. The following policies apply:

- Classes dropped through the second week of classes during the Fall and Spring semesters or first week during Summer sessions will not appear on the student’s official transcript.
- Courses dropped from the third week through the eighth week of classes during the Fall and Spring semesters or the second week of the Summer session appear on the transcript with the grade of “W” (withdrawal, not counted in the GPA).
- After the eighth week, students may withdraw from a course only for the most urgent reasons and only with the written permission of the Dean or Associate Dean.
- Students who stop attending a class before the end of the eighth week of the Fall or Spring semester, or the second week during Summer sessions, without withdrawing officially receive the grade of “WU” (Unauthorized Withdrawal),” which is calculated as an “F.” Students who stop attending after those points receive the grade of “F.”

The effective date of the program change is the day it is signed by the program official, providing it is filed promptly with the Office of the Registrar. Students who withdraw from a class after the start of the semester will have a partial or full tuition obligation for that course. Withdrawal from a course may also affect the student’s standing as a full-time student and eligibility for financial aid. Therefore, students should consult with the Office of Financial Aid prior to withdrawing from a course.

For some government programs, financial aid eligibility is dependent on full-time enrollment status. The student is strongly urged to consult with the Offices of Financial Aid and the Bursar before withdrawing from some or all of his/her courses to find out his/her status and to understand what the financial effect of the change might be.

Attendance

Since the classroom experience is an essential aspect of the MSW program, classroom attendance is mandatory. To
receive credit for a course, a student must be in regular attendance and satisfactorily complete all course requirements. Classes begin promptly as indicated in the schedule. Arriving to class late is disrespectful and disturbs other students. At the discretion of the instructor, lateness may be counted as an absence. Excessive absences may result in poor or failing grades. Faculty may require students to submit extra assignments to make up for missed classes.

Students should be aware that upon the second absence in a Fall or Spring course, or upon the first absence in a Summer course, they may be in jeopardy of a lower grade or failure in the course.

**GRADING POLICY AND SYSTEM**

Grades are given on the basis of written assignments, class participation, examinations and in-class presentations. A student must maintain a 3.0 GPA in order to graduate. The following grades are assigned to graduate courses:

- **A** = 4.000
- **A-** = 3.667
- **B+** = 3.333
- **B** = 3.000
- **B-** = 2.667
- **C+** = 2.333
- **C** = 2.000
- **C-** = 1.667
- **F** = 0

### Other Grade Definitions

- **P** = Passing.
- **INC** = Students may be granted a grade of “Incomplete” if they did not complete all course assignments and received the instructor’s permission to complete course requirements at a later date, to be specified in a written contract between the student and instructor.
- **W** = Student has officially withdrawn from a course (only appears on transcript after the second week of classes); “W” grades are not calculated in the student’s GPA.
- **WU** = Student stopped attending before the eighth week of class during a Fall or Spring semester, or the second week during summer sessions; calculated as a failing grade.
- **WNA** = Student never attended class. Not included in calculating the student’s grade-point average (GPA).

### Grade Point Average (GPA)

The Grade Point Average (GPA), also called the index, is obtained by dividing the total number of quality points earned in graduate Social Work courses at Touro College by the total number of graduate Social Work course credits attempted and not otherwise excluded from the GPA computation.

**Example:** A student receives the following grades during a semester of study:

<table>
<thead>
<tr>
<th>GRADE IN ONE 3-CREDIT COURSE</th>
<th>NUMERIC VALUE OF GRADE</th>
<th>(GRADE MULTIPLIED BY 3 = # OF QUALITY POINTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td>12.000</td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
<td>9.999</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>9.000</td>
</tr>
<tr>
<td></td>
<td><strong>Total 30.999</strong></td>
<td></td>
</tr>
</tbody>
</table>

GPA = 30.999 quality points ÷ 9 credits = 3.444
Incomplete Grades

Students are expected to successfully complete all requirements for a course before the last class session of the semester. A grade of “Incomplete (INC)” may be assigned as an interim grade in certain circumstances:

- All course assignments have not yet been satisfactorily completed.
- Satisfactorily completing these assignments would yield a passing grade.

The grade of “INC” must be requested in writing from, and granted in writing by, the course instructor. A copy of the written request for a grade of “Incomplete” and the date by which the required assignment is due must be filed with the Director of Student Advancement.

The instructor will specify a date by which all required materials must be submitted. “Incompletes” must be completed, and a Change of Grade Form submitted to the Registrar, by:

- the deadline date determined by the instructor OR
- the day before the first day of the student’s next semester of registration, whichever comes first

Students still carrying “Incompletes” in sequential courses on the starting day of the next course in the sequence will not be allowed to attend that class. Such students will have an Administrative Drop executed for them by the School. (January admissions students should note that they are required to take classes in their first summer semester.)

“Incompletes” not completed within a year of the end of the course will convert to grades of “F.”

Grade Appeal

A student who receives a grade that he or she believes does not reflect the quality of work that was performed should contact the course instructor and attempt to resolve the matter informally. If the student is not satisfied with the outcome, a grade appeal may be initiated by submitting a written request for a change of grade to the Director of Student Advancement. This request must be filed within fifteen (15) business days of the posting of the final grade.

In a grade appeal, the burden of proof rests with the student to demonstrate that the instructor’s decision was erroneous, arbitrary or capricious. The student’s appeal must be typed (no e-mails or faxes) and include the following:

- A statement identifying the course, the course number, the semester the course was taken, and the name of the instructor.
- The grade being appealed and the reason for the appeal.
- The date, time and place of the student’s discussion about the grade with the instructor, and the results of this conversation. In the event that the student was unable to contact the instructor, documentation of such attempts should be provided to the committee. All documentation of attempts to contact instructors should be either e-mails or written communication.
- Any documentation (such as written assignments) that the student wishes to submit on his or her behalf.

The office of the Dean will appoint an ad hoc grade appeal committee to review the student’s appeal request. The committee may solicit further information both from the student and from the instructor in the process of making a determination. The committee’s recommendation will be submitted to the Dean’s office for final approval. The Dean’s office will convey the decision to the student in writing within ten (10)
business days of receipt of the appeal. The decision of the Dean is final.

**Satisfactory Academic Progress Policy**

To remain enrolled in the Graduate School of Social Work and eligible for financial aid, students must maintain Satisfactory Academic Progress (SAP). The two fundamental components of the School’s SAP policy are:

- Students must maintain a 3.0 cumulative GPA as calculated according to the School’s grading system, described above.
- The MSW program requires 65 credits for graduation, and typically takes four semesters to complete on a full-time basis. All requirements must be completed within four calendar years from the date of the student’s first term of enrollment matriculation (or five calendar years if an extension is granted), whether full- or part-time.

SAP measurements are made at the end of every term. **NOTE: Grades of Incomplete (“INC”) are not final. If a student receives one or more “INC” grades, in-term administrative dismissal and loss of financial aid eligibility may occur. Students uncertain of their status should consult with their faculty advisor and the Director of Student Advancement.**

**Academic Probation and Dismissal**

A student is placed on academic probation if he or she fails to meet the School’s standard for Satisfactory Academic Progress. The Director of Student Advancement and the student’s faculty advisor monitor students’ academic performance and probationary status. Students placed on academic probation may register for no more than nine credits. The Director of Student Advancement, in consultation with the student’s faculty advisor, will determine the specific number of credits allowed. A student placed on probation must attain a 3.0 cumulative GPA either (1) within two semesters or (2) by the completion of their next 15 credits, whichever comes first. Failure to do so may result in dismissal from the program.

Since not all Social Work courses are offered every semester, students on probation also may find themselves “out of sequence” in their progression through the MSW program, an issue that should be discussed with their faculty advisors.

**Academic Integrity and Professional Performance**

Students are expected to perform at a high level both academically and in their field placements. Evaluations are made of students’ professional behavior in relationship to faculty, staff, peers, clients, and field practice personnel. Each course syllabus states the criteria for evaluation of students’ academic performance. Specific criteria for evaluation of students’ performance in the field practicum are listed in the Field Education Manual.

Honesty is expected regarding information provided in any forms submitted, as well as with regard to any documents prepared, related or unrelated to class work. All written assignments submitted by students are expected to be original work. Any instance of student presentation of the work of others as their own may be grounds for dismissal from the School, on the basis of plagiarism (see p. 68, “Policy on Plagiarism and Academic Integrity”). Any assignment prepared for one course may not be presented as original work for another course. Work that has been prepared for one course may be
included in an assignment for another course only if it is clearly cited as such.

Students in the Graduate School of Social Work are preparing for roles as professionals in the field. Students are expected to conduct themselves in all interactions with classmates, faculty, and administrative staff in an appropriate ethical, professional manner adhering to the NASW Code of Ethics, outlined below. Any student or prospective student may be refused admittance to a course or program, or be dismissed from a course or program, because of inappropriate, unprofessional or unethical behavior.

Any suspected deviation from honest or ethical conduct detected by a faculty member, staff member or classmates should be reported to the student’s faculty advisor for review and discussion, who will review the allegation and discuss it with the student. In most instances, after the initial consultation the advisor will refer the matter to the Director of Student Advancement for further review. If indicated, the Director of Student Advancement may convene a meeting of the Graduate Student Review Committee (GSRC), pursuant to its “Procedures” (see p. 42-43), to consider the matter. Based on its deliberations, the GSRC may take action, which might include a warning, placement on probation, mandating a leave of absence, or dismissal from the program.

**NASW Code of Ethics**

Social work students are expected to act in accordance with professional social work ethics and values as expressed in the National Association of Social Workers (NASW, 1996; revised 2008) Code of Ethics (complete document as Appendix A). Violation of this code may be reason for disciplinary action and possible dismissal from the School. Examples of violations include:

- Conduct that is potentially dangerous to current or future clients.
- Unprofessional behaviors as covered by the NASW Code of Ethics.

Violations also include, but are not limited to:

- 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 or other forms of academic dishonesty

Students are also expected to demonstrate tolerance and respect for human diversity and to strive to meet the NASW Standards for Cultural Competence on Social Work Practice (see Appendix B).

**Graduate Student Review Committee**

The function of the Graduate Student Review Committee (GSRC) is to assess and provide a disposition on problems or issues concerning students enrolled in the MSW program. The Graduate Student Review Committee consists of the Director of Student Advancement, who acts as chairperson; two full-time faculty members; the Director of Field Education and Advisement; and student representatives. Problems or issues considered by the GSRC may include matters related to student academic integrity (see p. 41), academic or field education performance.

**Procedures**

- Referrals of concern that fall within the purview of the GSRC should be made to the student’s faculty advisor who, in turn, notifies and consults with the Director of Student Advancement.
• The result of the consultation will be a determination as to whether to initiate the GSRC process.
• The student’s faculty advisor and the Director of Student Advancement, alone or together, may meet with the student and provide information regarding the GSRC process. This will serve as the notice to the student.
• Hearings conducted by the GSRC are governed by the following protocols:
  o All hearings are confidential and closed to the public.
  o Attorneys are not allowed to be present at any hearings.
  o Students have the right to present any evidence they deem relevant, to make opening and closing statements, and to ask questions during the proceedings.
  o The rules of evidence will not strictly apply to the proceedings. The preponderance-of-evidence burden will govern the decision-making process.
  o Decisions will be made by a majority of the participating decision-making process.
  o The committee deliberations will result in a written decision. Actions may include, but are not limited to, issuance of a warning, placement on probation, or decision-making process.
  o A written summary of the GSRC decision will be placed in the student’s file and a copy given to the student.
• Students wishing to appeal a GSRC decision should do so in a letter addressed to the Dean within ten (10) business days of receiving notification of the GSRC decision. See also “Appeal of Academic Dismissal,” below.
• The Dean then reviews the appeal and renders a decision.

**Appeal of Academic Dismissal**

A student may appeal an academic dismissal by filing a written appeal with the Dean of the School within ten (10) business days of receiving notification of the GSRC decision. See GSRC “Procedures,” above. An academic dismissal may be reversed if the student can demonstrate that the failure to maintain Satisfactory Academic Progress resulted from a significant mitigating hardship such as a major health issue affecting the student or his/her dependent, an unexpected military deployment, or other serious circumstances outside of the student’s control.

In filing an appeal, the student should provide a detailed written explanation of the mitigating hardship, include appropriate documentation (e.g., doctor’s affidavit, military orders), and indicate the prospects for its resolution.

All appeals are reviewed by the Dean, who will render a decision on behalf of the Graduate School of Social Work. A written response will be provided to the student within thirty (30) days of receipt of the appeal and all documentation. If the dismissal is reversed, the response will include any conditions of re-enrollment.

Any Dispute, claim or controversy arising out of or related to an Academic Dismissal, which is not resolved through these internal procedures, shall be resolved exclusively through final and
binding expedited arbitration conducted solely by the American Arbitration Association (“AAA”), or any successor in interest, in accordance with the AAA Rules then in effect. The costs of such arbitration shall be borne equally by the parties, with each party also bearing its own attorneys’ fees and any costs associated with presenting its proof. Judgment upon the award rendered may be entered in any Court of competent jurisdiction. The student and Touro hereby waive trial by jury which waiver is independent of the agreement to arbitrate disputes.

**Leave of Absence**

Students who maintain Satisfactory Academic Progress (good academic standing) may interrupt their graduate studies for personal reasons. A student may request permission to take a leave of absence for a period not to exceed one academic year. Students considering a leave of absence from the School should complete a “Request for a Leave of Absence” form and consult with the Director of Student Advancement. If the Director of Student Advancement approves the leave, he or she will submit it to the Office of the Dean for final approval.

Before taking a Leave of Absence, students should meet with the Financial Aid Office to become familiar with the financial aid implications of taking such a leave. If the student has any outstanding student loans taken out while at Touro College, a loan exit counseling session must be completed.

Students may return from a Leave of Absence by informing the Director of Administrative Services in writing by November 1 if they wish to return in the Spring semester, March 1 if they wish to return in the Summer semester, or April 1 if they wish to return in the Fall semester. Failure to adhere to these deadlines may result in the student being unable to register for desired courses.

**PLEASE NOTE:** For students granted an official leave of absence, the time period of the leave is not included in the five-year maximum time for completing all degree requirements. (see “Maximum Time-frame”, p. 45)

**Withdrawal**

Students who are on probation and have not maintained Satisfactory Academic Progress cannot be granted a leave of absence. If students in this status wish to interrupt their graduate studies, they may “stop out” by not registering for courses, or by filling out an ADD-DROP FORM to withdraw from their current courses (p. 38).

Students who are on probation and who have interrupted their graduate studies may return to the program if their application for readmission is approved. For readmission procedures, please see p. 45.

When considering withdrawing from the School, students should consult with the Director of Student Advancement. Before withdrawing, students should meet with the Financial Aid Office to become familiar with the financial aid implications of withdrawal. If the student has any outstanding student loans taken out while at Touro College, a loan exit counseling session must be completed.

**PLEASE NOTE:** Students who elect to “stop out” in this manner must still complete all requirements for the degree within five years of their first semester of enrollment (see “Maximum Time-frame”, p. 45-46).
Mandated Withdrawals

Although withdrawals and leaves may be voluntary, involuntary withdrawals and leaves are sometimes mandated by the School. Students may be asked to leave the program if they are:

• dangerous to themselves, others or School property.
• in need of medical treatment that prevents their continuation at the School.

Readmission

• Students seeking readmission to the Graduate School of Social Work must supply the following documentation to the Admissions Committee:
  • A formal written request for readmission, which must include:
    o an explanation for the withdrawal/leave of absence
    o the reason for wanting to return to the program
    o a summary of activities (social work and non-social work) engaged in during absence from the program
    o transcripts of any coursework completed during absence from the program
    o if they came before the Graduate Student Review Committee, evidence of successful completion of the specific requirements requested of them
• Students’ requests for readmission must be submitted six weeks prior to the beginning of the semester in which they wish to re-enter the program.
• Applications for readmission will not be accepted if they would result in the student taking more than five calendar years to complete the pro-
gram. (see p. 46)
• All readmission requests are reviewed by the Admissions Committee.

Requirements for Graduation

Completion of all requirements for the degree results in the eligibility of the student for graduation. Students who expect to graduate are expected to discuss their status with their advisor within one semester prior to the anticipated graduation period (January, June, September). Students must complete an Application for Graduation, and pay the graduation fee. Applications should be filed by November for January candidates, and by April for June or September candidates. Students must achieve a minimum cumulative GPA of 3.0 to be eligible for graduation from the School. Students who complete their degree requirements during any of the three graduation periods may participate in that academic year’s June commencement exercises (commencement exercises take place only once a year.) Participation in these ceremonies does not necessarily mean that a student has graduated. Graduation is certified officially by the Office of the Registrar only after auditing the student’s record for completion of all degree requirements.

PLEASE NOTE: In addition to the course requirements set forth in this Academic Bulletin, students also must complete the Seminar in Child Abuse Identification and Reporting (SW 511). This one-session seminar must be taken either at the School or through an approved provider.

Maximum Time-frame

All students are required to complete the MSW program within five calendar
years (not including leaves of absence) from the date of the student’s first term of matriculation, whether full-time or part-time.

**Transcripts**

Students who wish to order official copies of their transcripts can do so at [http://www.touro.edu/registrar/online-transcripts.asp](http://www.touro.edu/registrar/online-transcripts.asp), or can visit the Registrar’s Office.

The fee for transcripts is $10 per copy for the first five official copies in an order and $5 per copy for any additional, payable by money order or credit card (Visa or Mastercard). Students are also entitled to one unofficial copy per official copy ordered. Those who submit their requests in person must first pay the fee to the Bursar and receive a clearance. (Note: If a request is denied by the Bursar because of an outstanding balance, the Registrar will inform the student.) The standard processing time is 7 to 10 business days from receipt in the Registrar’s office, longer during peak periods. Students who would like Federal Express overnight delivery once their order is processed may pay the applicable fee.

**Unofficial Transcripts (Grade Reports)**

Students who want only unofficial or “student” copies of their transcripts should use the quicker and easier alternative to submitting a transcript request: downloading an unofficial grade report from the Touro website, [www.touro.edu](http://www.touro.edu). On the home page, select “student services” on the menu bar. Click on “TCWeb” on the drop-down menu. Log on with your 6 digit Touro ID number and your password. The default password (if you have forgotten yours) is a series of ten characters as follows: month and day of your birth (mmd), last two digits of your Touro ID number (##), first two letters of your first name (ff), first two letters of your last name (ll). Click on “all divisions, all terms” for the unofficial grade report.
STUDENT SERVICES

Facilities

The Graduate School of Social Work is conveniently located in midtown Manhattan’s historic Chelsea neighborhood at 43 West 23rd Street – 8th floor, between Fifth and Sixth Avenues, a short walk from the F, M, N, and R subway lines and numerous bus routes.

The School’s headquarters are part of a modern facility within an overall Touro College Graduate Center that also houses graduate programs in education, psychology, and Jewish studies, as well as the Lander Center for Education Research. Touro’s main library, with its extensive holdings, is located in this building. Computer laboratories and workstations devoted specifically to graduate students are available here and also across the street, on the 6th floor of 50 West 23rd Street. Additional computer facilities can be found next door at Touro’s Main Campus, 27-33 West 23rd Street, and at a number of Touro sites in Brooklyn and Queens.

The School also offers courses in its well-equipped Brooklyn learning center, located at the Lander College of Arts and Sciences campus, in Flatbush, 1602 Avenue J. PLEASE NOTE: Students cannot complete a full program at the Brooklyn center. Additional coursework and seminars must be taken at the Main Campus in Manhattan.

Registrar’s Office

The Registrar’s Office for the Graduate School of Social Work is located on the 4th floor of 43 West 23rd Street, in Manhattan.

The Registrar’s Office maintains students’ academic records. The functions of this office include coordinating the semester course registration process and processing “Change of Name,” “Leave of Absence,” and other official forms. The Registrar’s Office also provides the following services: prepares official transcripts, processes transfer credit requests, handles matters pertaining to veterans, verifies fulfillment of academic graduation requirements, processes certificates of full-time status for insurance or certification purposes, addresses all matters related to student visas, issues diplomas upon graduation, and processes applications for the LMSW license examination.

Touro College Web-Based Student Services (TCWeb)

Touro College’s TCWeb site (https://tcweb.touro.edu) allows students to do the following:

- Register for courses each semester
- View and print grades
- View and print class schedule
- Search current course offerings
- Access QuikPAY® for online e-bills and tuition payments
- View textbook information (titles, authors, ISBNs, prices)

Bursar’s Office

The Graduate School of Social Work Bursar’s Office is located on the 3rd floor of 43 West 23rd Street, in Manhattan. Hours of operation are Mondays through Thursdays 9:00 a.m. to 5:30 p.m. and Fridays 9:00 a.m. to 2:00 p.m.

The mission of the Bursar’s Office is to obtain and process the data necessary to provide accurate bills and information to students. The Bursar’s Office, as part of student services, is responsible for maintaining all students’ tuition accounts and the College’s receivables. This includes posting all tuition charges and
fees, collecting, processing and inputting all payments, generating bills, issuing student refunds, and all collection activity. These functions are accomplished while servicing the needs of students within the framework of Touro’s policies and legal guidelines.

The Office of the Bursar also guides students and keeps them on track regarding their educational financial obligations. Students may choose or be eligible to finance their education through a combination of Federal and state grants, Federal loans, Touro scholarships, outside scholarships, private loans, or personal out-of-pocket payments. You may speak to your Financial Aid counselor about your eligibility.

Once your financial aid application is processed and you have met all Federal and state guidelines, funds awarded are later credited to your tuition account and will be reflected on your monthly statement. As such, any remaining balances due are dealt with by the Office of the Bursar.

The Office of the Bursar takes very seriously the privacy rights of students, including the protection of personal credit card and bank account information. We ask that all tuition payments be made directly by students online through the use of QuikPAY®, accessed via TCWeb, the College’s website for online student services. QuikPAY® is Touro’s means of providing our student body 24-hour access to E-bills and making payments online. Payment methods accepted through QuikPAY® include all major credit cards or by E-Check using your checking or savings account. Students financing a portion of their education through grants, loans, or scholarships must provide proof of such award at registration. Students without such documentation will be expected to pay the full tuition bill and will be refunded any excess once the award is received by the College.

The Office of the Bursar also issues refunds due to overpayment or proceeds of student loans. Refunds are issued within 14 days of the credit balance. If payment was made by credit card, the account will be credited. If payment was made by check, a refund check will be mailed. (It is important, therefore, that students’ addresses in the College’s computer system be current.)
Tuition and Fees for 2011-2012 *

Tuition $575 per credit
Administrative Fee $250 per semester (non-refundable)
Application Fee $50 (non-refundable)
Matriculation Fee (non-refundable) $200 – one-time fee guarantees your place in the program
Transcript Fee $10 per transcript
Returned Check Fee $40 for insufficient funds, $50 for account closed or stop payment
Graduation Fee $375

* The Board of Trustees of Touro College reserves the right to change the tuition and fee schedule without prior written notice.

Tuition Liability for Withdrawal

Students wishing to withdraw from the College must contact the Office of the Registrar. On approved applications, and when withdrawing from ALL classes, the following tuition refund schedule will apply:

Fall and Spring Semesters
- Before the first day of the classes: 100% of tuition
- First week of classes: 90% of tuition
- Second week of classes: 75% of tuition
- Third week of classes: 50% of tuition
- Fourth week of classes: 25% of tuition
(No refunds permitted after fourth week of classes.)

Summer Semesters
- Before the first day of the classes: 100% of tuition
- First week of classes: 60% of tuition
- Second week of classes: 20% of tuition
(No refunds permitted after second week of classes.)

Financial Aid

The Office of Financial Aid for The School of Social Work is located on the 4th floor of 43 West 23rd Street in Manhattan.

Application Procedure

Students who wish to apply for financial aid must complete a Free Application for Federal Student Aid (FAFSA or a Renewal FAFSA) once every academic year. The FAFSA must be completed online at www.FAFSA.ed.gov The Federal code for Touro College is 010142. Applications become available in January for the upcoming school year.

Financial aid policies are designed to help bridge the gap between the cost of attending school and the student’s available resources. Most awards are determined by need, but financial need has no bearing on admission decisions. Touro College participates in federal, state, and local sources, some of which may include:
Federal Family Educational Loans Program (Stafford Loans)

Federal Direct Stafford Loan

Students who borrow a need-based Federal Stafford Loan benefit from the federal government paying the interest while they are in school or in deferment. Need-based loans are called Subsidized Federal Stafford Loans because the government subsidizes these loans until repayment begins. Effective July 1, 2012, all loans will be unsubsidized, eliminating the subsidized loans. This was mandated by the U.S. Department of Education.

Students may qualify for Unsubsidized Federal Stafford loans. The federal government does not pay interest on students’ behalf on these loans. Students must pay all the interest that accrues on the loan during their period of enrollment, during the grace period, and during periods of repayment authorized for deferment. There are two ways to pay interest during these periods:

1. The students may make monthly or quarterly payments to their servicer.
2. The student and servicer may agree to add the interest to the principal of the loan, but no more often than quarterly (this is called capitalization). If the student does not make interest payments on schedule while in school or authorized periods of deferment, the interest will be capitalized.

Loan amounts will be disbursed in multiple payments sent to the school and made co-payable to the student and to Touro College.

Borrowers are given a six-month grace period after they graduate, leave school or drop below half time. Subsidized loan borrowers do not have to pay principle or interest during that period. Unsubsidized loan borrowers will be responsible for the interest during the six months grace period. Borrowers will be notified of the date repayment begins but are responsible for beginning repayment on time regardless of notification.

Aggregate Limits – Federal Stafford Loans have aggregate limits. The limits are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Subsidized</th>
<th>Combined Subsidized &amp; Unsubsidized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>$65,500</td>
<td>$138,500</td>
</tr>
<tr>
<td></td>
<td>No more than $65,500 may be subsidized</td>
<td></td>
</tr>
</tbody>
</table>

Federal Direct Plus Loans

Borrowers under this program must be enrolled in an approved Graduate level of study. Students’ eligibility criteria are comparable to those for Stafford Loans. Borrowers must have good credit histories. The amounts borrowed in any year cannot exceed educational costs taking into account all other financial aid received. The borrower must sign a promissory note at the time the loan is taken agreeing to repay the loan. Repayment must begin sixty days after the loan is disbursed. Students may apply for deferments by contacting their lending institution.

Students should note that the School can refuse to certify a loan application, or can certify a loan for the amount less than the students would be eligible for, if the School documents its reason for the action and informs the students of the reason in writing. The School’s decision in such cases is final and cannot be appealed to the U.S. Department of Education.
For detailed information regarding the rights and responsibilities of a borrower, deferments, or cancellations please consult with a financial aid administrator.

All students are required to complete an Entrance and Exit Interview when receiving Federal Loans.

Federal Work Study Program

The purpose of the Federal Work-Study program is to stimulate and promote part-time employment, particularly for those with great financial need.

Part-time positions available through the Federal Work-Study Program may involve work at the University or in a public or private non-profit organization. Students may work no more than an average of 25 hours per week when classes are in session and up to 25 hours per week when classes are not in session. In accordance with federal regulations, the student’s net earnings, that is gross earnings minus taxes and incidental expenses, must be applied against the student’s cost of education for his/her next period of regular enrollment at the University.

The minimum pay rate for Federal Work-Study positions at the Touro College is $11.00 per hour and students are paid according to established payroll procedures.

Eligibility for the College Work-Study Program is determined by Touro College Financial Aid Office.

Federal Work-Study Guidelines & Timesheet Instructions

1. Eligibility
   • Students must complete a FAFSA to receive Federal Work-Study.
   • Students must maintain a 3.0 GPA to receive Federal Work-Study.
   • Students must immediately discontinue Federal Work-Study once notified of their unsatisfactory academic standing.
   • Students may not exceed their academic year Federal Work-Study.
   • Students must notify their direct supervisor and the financial aid office if he/she cannot report for work as instructed, or no longer wishes employment. Failure to do so will jeopardize the student’s future Federal Work-Study eligibility.

2. Location
   • Students may only work for their assigned department.
   • Students may not work from home.

3. Work Days & Hours
   • Please complete timesheets with blue ink.
   • Students may not work on Saturdays and during times when the college is closed, including intersession and holidays unless written approval is given.
   • Students may not work during their scheduled class time.
   • Students may work up to the last day of their individual finals for each semester.
   • Students may not work more than twenty-five (25) hour per week.
   • All days and hours must be accurately documented. (Falsification may result in the loss of FWS funds.)

4. Pay Period, Due Date & Payroll Date
   • Each pay period, due date and payroll date can be found on the workstudy calendar.
   • Timesheets should be handed in by 5:00pm on the appropriate day.
   • Late timesheets will be put with the following pay period.

5. Time In & Time Out
   • Compute all hours to the lowest
half hour. (Ex. 9:15am should be documented as 9:00am)
• No military time.
• Compute all hours for each day and for the total pay period at the bottom of the timesheet.

6. Breaks
• One half hour (1/2) break after five (5) hours of work.
• One (1) hour break after seven (7) hours or work.
• You must show a break.

7. Signatures
• Students and supervisors must sign for every day worked.
• Supervisors must sign at the bottom of the timesheet at the end of the pay period.
• **Full signatures are required, initials are unacceptable.**

8. Corrections
• Do not use whiteout on timesheets.
• Do not scratch out, or mark over written information on these forms.

**Veterans Administration (VA) Benefits**

Many programs of educational assistance benefits are available to those who have served in the active military, naval or air service and to their dependents. Detailed information on all veterans’ benefits and assistance in applying for benefits can be obtained from offices of the Veterans Administration.

**Eligibility**

In order to be eligible for Federal aid, a student must:
1. have financial need
2. have a high school diploma, a GED, or have the “ability to benefit”
3. be enrolled half-time or more as a matriculated student (must be full time for TAP)
4. be in good academic standing and making satisfactory progress
5. be a U.S. citizen or eligible non-citizen
6. not be in default on a Federal Perkins Loan (or National Direct Student Loan), Federal Stafford Loan (subsidized and/or unsubsidized) Guaranteed Student Loan.
7. not owe a refund on a Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), or State Student Incentive Grant (SSIG)
8. not be convicted for the possession or sale of illegal drugs for an offense that occurred while you were receiving federal student aid. You will be ineligible for a period of time based on the type or number of convictions.
9. agree to use any federal student aid received solely for educational purposes
10. sign a statement of educational purpose/certification statement on refunds and defaults

**Other Educational Loan Programs**

**Private Loans**

In addition to the above loans, a student may apply for a private loan. These loans are not need-based and require a credit check. Information regarding these loans is available at the Financial Aid Office.

**Alternate Sources of Aid**

All internal scholarships for Social Work students require a signature and letter of approval from the Dean of the Graduate School of Social Work. Awards are not automatically renewable. Each
and every semester students require a new letter of approval from the Dean of the Graduate School of Social Work. This procedure is required for all Dean’s Scholarships, Presidential Scholarships, and any other Touro awards. Students should contact the Financial Aid Office each semester to be certain they have the appropriate documentation. These awards are contingent on the availability of funds.

**Employee Benefits / Tuition Remission**

Touro College full-time employees who wish to attend classes at Touro College and take advantage of the Employee Benefits Tuition Remission policy must:

- Complete an Employee Benefits Tuition Remission form prior to the start of each academic year they are planning to attend school;
- File a FAFSA and submit federal and state tax returns along with documentation of all other sources of income.

Once the financial aid office verifies eligibility, has the TAP awards on hand and can verify registration, the tuition remission amount will be entered. Tuition Remission is extended to full-time faculty and staff, their spouses and dependent children. Anyone in default of a student loan is excluded from receiving this benefit.

Students taking undergraduate classes will receive up to 100% tuition remission. Students taking classes at the graduate level will receive up to 25% tuition remission.

**Financial Aid Terms**

**Default**: failure to repay a student loan according to the terms agreed to at the time the promissory note was signed. The school, lender, State, and the Federal government may all take action against a defaulted student in order to recover the money.

**Entrance Interview**: A counseling session all first-time borrowers are required to attend at the time they apply for a Stafford loan, advising them of their obligations, rights, and responsibilities as borrowers.

**Exit Interview**: A counseling session borrowers must attend before leaving school. At this session, the school will give the borrower information on the amount owed, the amount of monthly repayment, and information regarding deferment, refinancing, and loan consolidation options.

**Financial Need**: The difference between the cost of education (tuition, fees, room, board, books and other related expenses) and the amount the student and his/her family can afford to pay, as determined by prescribed formulas used to calculate need from information reported on the aid application.

**New Borrower**: A term that applies to the Stafford Loan(s), and Parents Loan for Undergraduate Students (PLUS). A student is a “new borrower” under these programs if, upon the date the promissory note is signed, he/she had no outstanding Stafford Loans, PLUS, SLS, or consolidation loans, and if the loan was either disbursed on or after July 1, 1987, or was for a period of enrollment that began on or after July 1, 1987. Once a student qualifies as a new borrower, the loan conditions that apply to “new borrowers” automatically apply to any future Stafford or PLUS loan that a student receives.

**Promissory Note**: A legal document signed by a borrower at the time he/she gets a student loan. It lists the conditions under which the borrowing takes place and the terms under which the borrower agrees to pay back the loan.
Photo I.D. Card

All Touro College students are required to obtain a photo ID card. Students in the Graduate School of Social Work should bring their TCWeb registration printout and at least one piece of positive identification (e.g. driver’s license, passport, etc.) to the office of the Main Campus site coordinator, located on the 2nd floor of 27-33 W. 23rd St. For current hours, please contact this office at (212) 463-0400 ext. 5429. PLEASE NOTE: Students who are unable to present a valid photo ID card may be refused entry at Touro College facilities.

Library

Graduate students, School of Social Work faculty, and administrative staff have access to all the collections and services provided by Touro College libraries. The gateway to these resources is the libraries’ web site, www.touro.edu/library. There is a substantial and growing social work collection.

Important library links include: an Information Literacy page, which leads to a general “Library Guide” on finding information at Touro College, to tutorials on education and psychology, and to a “Research & Writing” guide with a sample outline and examples of how to avoid plagiarism; an Online Catalog, which identifies print and non-print items located throughout the libraries’ collections, with links to over 2,300 eBooks; a Periodicals page, which leads to full-text periodicals databases with 500 e-journals; EReserves, with links to required electronic course reserves; Web & Search Sites, a directory of links to over 1,800 hand-picked resources; and Ask a Librarian, a feature providing reference assistance and research advice via e-mail.

To access the libraries’ proprietary (subscription) resources, contact any library where staff will provide you with the login and password. If you wish to request that the Library purchase a particular resource for the School of Social Work, please contact the Associate Dean.

Student Support

A student who may need personal or professional counseling may consult his/her faculty advisor or the Director of Student Advancement for assistance and referrals.

Writing for Social Workers

In recognition of the need to promote quality writing at the graduate level, the School of Social Work offers:

- A writing workshop, available to students on a weekly basis. Students may elect to participate in this non-credit workshop or be referred by a faculty member. The workshop will help students recognize common mistakes, improve their writing style, and learn the correct usage of the American Psychological Association (APA) reference style.
- A 15-week writing course, SW 600, Writing for Graduate Social Work Education, beginning in Fall 2012 for students admitted to the MSW program on a provisional basis, for some students enrolled in the non-matriculated program, and others who may need additional support. This course will benefit students who need systematic assistance with grammar, syntax, critical thinking, and the proper use of APA reference style. This is a 0-credit course, and grading will be on a pass/fail basis. Students who fail this course may be dismissed from the MSW program.
Services for Students with Disabilities

Touro College complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, which protects persons from discrimination on the basis of physical or mental impairments for all educational and employment purposes. Assistance is available for students who have physical or learning-related disabilities. Disabled students should contact the Director of Student Advancement at the start of every semester to discuss their needs and problems.

The College is committed to providing reasonable accommodations to students with documented disabilities. Policies and procedures must ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to academic and co-curricular programs or activities or otherwise be subjected to discrimination under programs offered by the College.

A student requesting accommodation for a documented disability under the ADA must meet with the Director of Student Advancement and submit a Request for Accommodation of Disability Application (RADA). Verbal disclosure prior to or following admission is not sufficient inasmuch as supporting documentation is required and verbal disclosure cannot substitute for required documentation. Students may apply for reasonable accommodations any time during their academic curriculum, however, if granted, the accommodation is given prospectively (accommodations cannot be supplied retroactively) and only for the academic year in which it is requested. Students must reapply for accommodations each academic year. If the nature of the accommodations being requested are unchanged, the student will not be asked to provide updated supporting documentation; such documentation is required only if there is a change in the nature of the accommodations being requested.

Students seeking accommodation must have the following paperwork and documentation on file:

- A Request for Accommodation of Disability application, filled out in its entirety.
- Documentation from a physician, clinical psychologist, or other certified individual of the specific disability, to include:
  - A cover letter from the physician, clinical psychologist, or other certified individual.
  - Appropriate and thorough diagnostic test results, conducted no more than five years prior to the request. Summarization of results, while helpful, by itself is not considered satisfactory. The detailed report should also clearly diagnose the disability, report the severity of the disability, offer implications of the disability for the student’s program of study, and include a summary of what accommodations are needed to assist in overcoming the disability. A cursory report suggesting that a disability exists and detailing a list of accommodations requested, without more, is unacceptable.

Decisions on RADAs are made by the Touro College Office of Student Disabilities (OSD). If the RADA is granted, the Director of Student Advancement will notify the student and his or her instructors.
Preparing for the New York State Licensing Examination

The Graduate School of Social Work offers students eligible for graduation a non-credit multi-session seminar to prepare them for the New York State Licensing Examination. Attendance at all sessions is strongly recommended.

Professional Liability (Malpractice) Insurance

The Touro College Graduate School of Social Work provides professional liability (malpractice) insurance for all students in field placement without cost to the student. Contact the Director of Field Education and Advisement for information about the coverage.

Academic Computing

Computer lab time is available to all graduate students, Graduate Division faculty and administrative staff at the Main Campus and at the Graduate Division’s other locations throughout the city. For more information regarding specific lab schedules, contact the Main Campus computer lab (27-33 West 23rd Street, Manhattan) at (212) 463-0400, ext. 5240, or log onto Touro College’s website www.touro.edu and link to “Computer Labs” under “Student Services.”

Class Cancellations

For information regarding class cancellations or school/location closings due to snow or other adverse natural or situational conditions, check the Touro website at www.touro.edu, and click the “Weather Alert” link. As an alternative, please call Touro College at (212) 463-0400 and follow the prompts, or listen to AM radio stations WINS 1010 or WCBS 880.

Alumni Relations

The School of Social Work actively seeks to maintain a relationship with its alumni for the purposes of career counseling, professional growth and development, and for providing assistance, counseling, and advice to recent graduates. For more information, please contact the Director of Student Advancement.

Director of Field
Roberta Shiffman
congratulates
Zeva Citronenbaum
on receiving her Field Instruction Certificate
COURSE DESCRIPTIONS

SW 511 Seminar in Child Abuse Identification and Reporting Identification and reporting of child abuse and neglect. Signs and symptoms to look for; ways to approach children; understanding the variety of ways children may convey that they are being abused or neglected; social worker concerns regarding reporting abuse or neglect; rationalizations for not reporting; working with systems; and the aftermath of reporting abuse or neglect. One session, must be taken either at the School or through an approved provider. Required by Touro’s MSW program and for New York State licensing. 0 credits.

SW 600 Writing for Graduate Social Work Education This course is designed for students admitted to the MSW program on a provisional basis and for some students enrolled on a non-matriculated basis. This course offers systematic assistance with grammar, syntax, critical thinking, and the proper use of APA reference style. 0 credits.

SW 640 Field Work I The first semester required field practicum in an approved field education site. The practicum offers students the opportunity, while under the guidance of an approved MSW field instructor, to integrate theory and practice and to apply foundation year knowledge and skills in an internship. Foundations of Social Practice I and Integrative Practice Field Seminar are required concurrently. Corequisites: SW 640, 642. 3 credits.

SW 641 Field Work II The second semester foundation year field practicum. Students continue to intern at their first semester (Field I) site. In the second semester students are given the opportunity to further apply theory to practice and to develop more advanced skills in their work with a variety of client systems. Required concurrent courses are Foundations of Social Work Practice II and the continued Integrative Practice Field Seminar. Prerequisite: SW 640. Corequisites: SW 642, 651. 3 credits.

SW 642 Integrative Practice Field Seminar A year-long course offered concurrently with Field Work and the Foundations of Social Work Practice course. This course assists students with the challenges of transitioning into the field practicum, and focuses on the integration of theory and practice while promoting sound professional development. Corequisites: SW 640, 641, 650, 651. 3 credits.

SW 650 Foundations of Social Work Practice I The first of a two-semester sequential course in generalist social work practice with multiple systems. This course is introductory and gives students the opportunity to acquire beginning practice knowledge and skills. Emphasis is placed on core social work roles, assessment, building relationships, self-reflection, diversity, and cultural competency. Corequisites: SW 640, 642. 3 credits.

SW 651 Foundations of Social Work Practice II The second semester foundation year practice course with multiple system levels and builds on the concepts and principles introduced in SW 650. Within the overarching philosophy of generalist practice based on ecological and eclectic theoretical principles, students focus on the dynamics and skills of transitions and endings. Students learn specific techniques that can be used to facilitate the problem-solving process.
The course also explores agency culture, professional values and ethics, and legislative and legal issues that affect contemporary practice. The importance of diversity continues to be emphasized. Prerequisite: SW 650. Corequisites: SW 641, 642. 3 credits.

**SW 660 Human Behavior and the Social Environment I** *(offered in both classroom and blended modes)* The first course of a two-semester year-long course that examines the person-in-situation matrix with a focus on diversity. This course enhances students’ understanding of human behavior and gives students knowledge of the life cycle against a backdrop of environmental factors and social systems. The current focus on the inter-sectionality of race, gender and class encourages critical examination of traditional theoretical frameworks in the context of newer perspectives. Attention is also given to current views on the influence of biology on human behavior. 3 credits.

**SW 661 Human Behavior and the Social Environment II** *(offered in both classroom and blended modes)* Focuses on the life cycle from adolescence through older adulthood. The development life course perspective provides the overarching framework and posits that individuals develop within a set of relationships situated at a historical time and cultural location that simultaneously shapes the individual, and that the individual shapes, as well. Various theories are used to explore the intersection of life cycle and environmental/social factors on development. Applicable theories range from psychodynamic approaches (Freud/Erikson) to modern social systems theories and feminist theories (Gilligan). Diversity, defined as culture, class, ethnicity, race, religion, age, gender, sexual orientation and ability, is intertwined throughout the HBSE I and II courses. Prerequisite: SW 660. 3 credits.

**SW 670 Social Welfare Policy and Service Delivery Systems I** *(offered in both classroom and blended modes)* The first course of a year-long course that examines critical issues in social welfare policy. This course provides an overview of the history of social welfare policy as well as an introduction to current social welfare policies and programs. This course also examines the evolution of the social work professional and the role he/she can perform in promoting and advocating for social justice. 3 credits.

**SW 671 Social Welfare Policy and Service Delivery Systems II** *(offered in both classroom and blended modes)* Focuses on a critical analysis of the history, scope, nature, administration and funding of major social welfare policies, programs and services at the federal, state and city level. Attention is directed to the value base and ideological conflicts with respect to current social welfare policies. Particular emphasis is given to debates on entitlement programs such as Social Security, Medicare, Medicaid, and future proposals regarding universal health insurance. Prerequisite: SW 670. 3 credits.

**SW 680 Social Work Research I** The first semester course in the research curriculum. This course provides a theoretical grounding for understanding the underlying concepts inherent in research application. The course is designed to assist students as consumers of research, and as potential conductors of research. Basics of research methodology are explored, including types of research (e.g. quantitative, qualitative) problem formulation, design and measurement, sampling and analysis. In this course,
students learn to conduct a literature review, prepare a grant proposal, and use library resources effectively. 3 credits.

**SW 681 Social Work Research II** The second semester course in the research curriculum. This course focuses on application of research theory for program evaluation, practice outcomes, single case study and qualitative evaluation. Statistical concepts are explored, including how best to use statistical tests such as chi square, t test of means and analysis of variance. This course requires that students utilize knowledge from prior course (SW 680) and demonstrate ability to use research competently as a means of advancing their own knowledge and that of the profession. Prerequisite: SW 680. 3 credits.

**SW 740 Field Work III** The first half of the Advanced Concentration Year field practicum. During this semester, the focus is on developing clinical skills within a social work milieu. Interning within various fields of practice, students will have the opportunity to apply current best practices and to integrate the theoretical material that is taught in year two required and elective practice courses. Clinical Social Work Practice with Individuals and Advanced Practice Field Seminar are required concurrently. Prerequisites: SW 641, 642, 651. Corequisites: SW 742, 750. 3 credits.

**SW 741 Field Work IV** The second half of the Advanced Concentration Year field practicum and the final field practicum requirement. This semester focuses on further honing clinical skills within a social work environment with the opportunity to integrate advanced theoretical material within various fields of practice. Advanced Clinical Social Work Practice IV is required concurrently. Prerequisites: SW 740, 750. Corequisites: SW 742, 751. 3 credits.

**SW 742 Advanced Integrated Practice Field Seminar II** A year-long course offered concurrently with Advanced Field Education (Field Work III & IV) and the Advanced Concentration Practice courses. This course augments students’ field practicum experience and their transition to a clinical concentration with a continued focus on the integration of theory and practice while promoting

NYC Public Advocate Bill De Blasio (center) at Community Day
sound professional development. Corequisites: SW 740, 741, 750, 751. 2 credits.

**SW 750 Clinical Social Work Practice with Individuals** The first clinical practice course in the advanced curriculum year. This course provides a survey of various intervention methods primarily with individuals in clinical settings. The course builds upon the generalist knowledge taught in the foundation practice courses. It emphasizes the differential use of clinical models as they inform practice assessment, intervention and treatment planning. The course begins by reviewing and deepening students' understandings of the assessment process from multiple perspectives. It continues by focusing on a number of different theories relevant to clinical social work practice including but not limited to: psychodynamic, cognitive/behavioral, narrative and solution focused interventions. Prerequisites: SW 641, 642, 651. Corequisites: SW 740, 742. 3 credits.

**SW 751 Clinical Social Work Practice with Families and Groups** The second clinical practice course in the advanced curriculum year. This course will focus on teaching specific concepts and techniques relevant to practice in working with groups and families. The course includes theories and methods of work with groups, and the use of groups in staff and team relationships, prevention, mutual aid, and in treatment. The course will provide the student with a broad understanding of social work practice with families and couples and will identify key contributors to this body of knowledge. The class will explore how different family therapy approaches address issues of assessment, intervention, diversity, the needs of populations at risk, and recognition of economic and social justice factors. Prerequisites: SW 740, 750. Corequisites: SW 741, 742. 3 credits.

**SW 752 Ethical Issues in Clinical Social Work** A one-semester course that provides students the opportunity to examine personal and professional values and ethical behavior as they relate to and affect social work practice. The focus is on cultural difference in values and ethics. Emphasis is placed on the NASW Code of Ethics, ethical dilemmas and value conflicts in social work practice. Specific topics covered include confidentiality, informed consent, and professional boundaries, with special attention devoted to professional resolution of ethical dilemmas. 3 credits.

**SW 760 Human Behavior and the Social Environment III: Issues and Perspectives in Psychopathology** (offered in both classroom and blended modes) A required advanced year course. The course provides students with a critical social work perspective on the diagnosis and assessment of major psychiatric disorders. The interactions of biological and psychosocial components of mental health and mental illness are reviewed, and treatment options presented. Psychiatric categories covered include: schizophrenia, the dementias, mood disorders, personality disorders, anxiety disorders, substance abuse, and an introduction to childhood disorders. Prerequisites: SW 660, 661. 3 credits.

**SW 761 Diversity and Oppression in Clinical Social Work: A Global Perspective** Covers theoretical and practice knowledge and skills related to oppression and diversity within an urban context. The course seeks to encourage reflective discourse on all manifestations of diversity. Focus is also on political, economic and psychological dimensions.
of disempowerment. The course provides content on special populations such as women, the aged, the disabled and other disadvantaged groups who have been affected by social, economic and legal prejudice and discrimination. The course also focuses on the social work commitment to social justice, empowerment and the development of cultural competency. 3 credits.

**SW 770 Organizational Context for Social Work Practice** Students learn that social welfare organizations are vehicles for implementing policy to correct or eliminate social problems. Students learn that social welfare organizations operate in environments that contain laws, policies, ethics, scarce resources and diverse vulnerable and at-risk groups who have been unfairly treated, and they learn the constant reciprocal exchanges each organization has with every aspect of its environment. Relying on theories about human behavior and within an empirical framework, students learn that leadership, administrative supervision and personnel administration coordinate, direct and evaluate the energy of staff to solve and correct social problems and promote fairness. 3 credits.

**SW 780 Clinical Social Work Practice and Substance Abuse Disorders** This course will introduce students to the different models available to understand and treat substance abuse and addiction. These models will be integrated into a biopsychosocial approach for practice. Skills for the beginning phase of treatment will be emphasized. These include: diagnosis and assessment, working with denial, motivational interviewing, developing a treatment plan and utilizing the different modalities of treatment. 3 credits.

**SW 782 Clinical Social Work Practice: Cognitive-Behavioral Therapy** This course will provide an overview of the genesis and ongoing development of cognitive-behavioral treatments for a large number of DSM-IV mental health disorders. Further specific applications in treatment will be taught for each diagnostic category. Scientifically validated CBT treatments, ethical issues including informed consent and the basic concepts and application of CBT will be taught. The diagnosis and treatment of seven AXIS I mental disorders for which CBT efficacy has been clearly demonstrated will be discussed. These disorders include depression, panic disorder with agoraphobia, obsessive-compulsive disorder, post-traumatic stress disorder, and generalized anxiety disorder, social phobia and hypochondriasis. These disorders will be discussed in the context of childhood and adolescence as well as adulthood. In addition, treatment of several disorders specific to childhood, including separation anxiety and selective mutism, will be taught. 3 credits.

**SW 783 Clinical Social Work Practice with Children and Adolescents** This course is designed to heighten students’ awareness of the struggles unique to children, adolescents and their families in today’s environment. Emphasis is on assessment using the bio-psycho-social-spiritual framework that incorporates an exploration of risk and protective factors to promote resiliency. The social and organizational context which frames the service delivery systems for children and adolescents are explored. Students explore the etiology and treatment for prevalent child and adolescent struggles such as eating disorders, mental health concerns, suicide, grief, gangs, child abuse, and addiction. 3 credits.
SW 784 Clinical Social Work Practice with Groups This course focuses on the development of knowledge and skills in the use of group methods in clinical social work practice. The course emphasizes: forming the group, assessing member problems, setting goals, structuring group tasks, activities and experiences, understanding and enhancing group functioning, enabling problem-solving processes, facilitating transfer of change, evaluating individual and group change, and terminating the group. Particular attention is given to utilizing group methods in clinical social work with clients/client systems from high risk and vulnerable populations and from varying racial, cultural, socio-economic backgrounds. 3 credits.

SW 785 Clinical Social Work Practice in Schools Focuses on the knowledge, skills and values appropriate for social work practice within the school setting. Understanding of the school context and its politics are highlighted with special attention given to working with pupils, teachers, parents, and administrators within the community context. An emphasis is placed on social assessment for educational planning and providing services to children considered “at risk” while developing appropriate clinical strategies. 3 credits.

SW 786 Clinical Social Work Practice in Health Care This course examines current and critical issues in social work practice in health care. Building on core knowledge common to all fields of practice, the course explores advanced practice skills and strategies for work with individuals, families, groups, interdisciplinary teams, and service providers in a variety of health care settings. Social work practice is examined in the context of psychosocial consequences of illness, current health care delivery systems, technological advances, and changing regulatory approaches and organizational structures. 3 credits.

SW 787 Clinical Social Work Practice with Survivors of Trauma Drawing from an ecological perspective, this course covers the nature and impact of trauma across an individual’s lifespan as well as trauma’s influence within a family system. The course will review types of traumatic events, the spectrum of posttraumatic distress and examine comprehensive evaluation and assessment of posttraumatic response. Student will explore methods and models for clinical intervention with traumatized youth, adults and families including evidence-based practice models and other resources for treating trauma. Throughout the course, the impact of co-occurring “disorders” and the influence of gender, culture and class on posttraumatic response and trauma treatment will be discussed. Methods and techniques for managing a practitioner’s “Compassion Fatigue” will conclude the course. 3 credits.

SW 788 Clinical Social Work Practice with the Military, Veterans and their Families This course explores the role of social work within the military in meeting the needs of active duty service members, veterans and their families. The course begins with an exploration of social work practice within the military from an historical perspective. The changing demographic makeup of the military and the implications for social work practice are also a part of this exploration. Issues related to the development of cultural competence and culture. The challenges being faced by social workers in meeting the needs of military women, single parents, gay and lesbian soldiers and immigrant soldiers and their
family members are also explored. Students analyze and critique current methods of intervention at all levels of practice and consider ways that the social work profession could further contribute to meeting the needs of active duty service members, veterans, and their families. 3 credits.

SW 789 Clinical Social Work Practice with Older Adults This course is designed to prepare students to work competently with older adults and their families. The course begins with an overview of the aging process, attitudes towards aging and aging theory. Mental health is also covered in detail, beginning with assessment, then moving towards various mental health issues that commonly affect older adults, such as depression, delirium and anxiety. Substance abuse and suicide are also highlighted. A range of different treatments is also taught, including traditional psychotherapy models to alternative and complementary models, such as pet therapy. Students will explore other clinical issues such as caregiving, ethics, elder abuse and end-of-life care. The course ends with attention to community resources, policy and the long-term-care continuum. 3 credits.

SW 790 Arts Interventions in Social Work Practice This course explores the ways in which music, drama, visual art, poetry and other creative writing, movement, and dance may be used in clinical social work practice with individuals, families and groups. The course will address a range of issues and client populations (i.e. movement groups for adults diagnosed with schizophrenia, the use of music to help grieving adolescents, creating illustrated storybooks with traumatized children and families). Additionally, participants will explore the use of the creative arts in inspiring social awareness, public dialogue, and social change. Students do not need to have any particular artistic talent to benefit from and fully participate in this course. 3 credits.
Students are expected to behave in a manner that is harmonious with and supportive of the activities and functions of an educational institution. The following types of actions are considered violations of the Touro College Code of Conduct and will result in disciplinary sanction:

1. Theft of, or damage to, college records and property, caused by intentional, negligent or irresponsible conduct;
2. Unauthorized use of any college property, including, but not limited to, its name, property, offices, premises, equipment (computer equipment, telephones, fax machines, copying equipment, laboratories and misuse of student ID cards);
3. Conduct which interferes with or obstructs any college functions or which physically obstructs or threatens to obstruct or restrain members of the college community;
4. The physical or sexual abuse or harassment of any member of the college community (such incidents must also be reported to the Title IX coordinator);
5. Threatening or actual infliction of bodily injury, assault, emotional trauma against students, faculty or staff of the college (such incidents must also be reported to the Chief Security Officer);
6. Disorderly, disruptive or abusive conduct in the classroom or on college premises;
7. Refusal to follow the directives of college officials acting in performance of their duties;
8. Impersonating college faculty, college officials, or college staff;
9. Forging signatures or other information on registration forms, financial aid forms or any other college documents;
10. Computer abuse, including possession of unauthorized passwords, plagiarism of programs, unauthorized destruction of files, misuse of computer accounts and disruptive or annoying behavior on the college’s computer system;
11. Unauthorized sale, distribution or consumption of alcoholic beverages on college premises;
12. Distribution, purchase or possession of barbiturates, amphetamines, marijuana, hallucinogens, opiates, or any other addictive or illegal drugs or paraphernalia on college premises;
13. Gambling in any form on college premises;
14. Possession, distribution or sale of weapons, incendiary devices, or explosives on college premises;
15. Tampering with or misusing firefighting equipment and/or safety equipment (such as alarm-boxes and extinguishers);
16. Participation in or furtherance of any illegal activity on Touro’s premises;
17. Offensive or derogatory written or verbal statements intended to inflict harm on members of the College community, including, without limitation, racist, ethnic, or sexist remarks or references regarding any member or group of the College community;

18. Any abusive conduct or harassment directed at an individual or group of individuals in the College community on the basis of the actual or perceived race, gender, color, national origin, ethnicity, religion, age, disability, sexual orientation, marital or parental status, or citizenship status of such person(s);

19. Refusal to identify oneself to an official or security officer of the College or to present proper identification upon entering the college premises;

20. Actions that are not harmonious with and supportive of the activities and functions of an educational institution; actions that harm the reputation of the college;

21. Aiding or abetting any conduct prohibited by this College Code;

22. Conviction of a felony crime while enrolled at the college;

23. Intentionally filing a false complaint under this College Code of Conduct;

24. Academic dishonesty and lack of academic integrity.

Individuals who violate any of the provisions of the Code of Conduct are subject to disciplinary action at the discretion of Touro College. Student organizations violating the above regulations may be penalized by having their charter revoked. Furthermore, disciplinary sanctions may also be imposed against the officers and members of student organizations at the discretion of Touro College.

**Adjudication of Code of Conduct Violation**

Any member of the college community may notify the Associate Dean of the Graduate School of Social Work of a code of conduct infraction by submitting a written statement describing the alleged violation within ten (10) school days of the alleged violation or within ten (10) school days of the time the charging individual learned of the alleged code of conduct violation, but no later than within three (3) months of the alleged violation.

The Associate Dean shall inform the individual charged with the infraction of the nature of the charges against him/her, officially notify the Graduate Student Review Committee (GSRC), and designate a time and place for a hearing.

**Protocols for Disciplinary Hearings**

Hearings conducted by the GSRC will be governed by the following protocols:

- All hearings are confidential and closed to the public.
- Attorneys are not allowed to be present at any hearings.
- Students have the right to present any supporting information they deem relevant, to make opening and closing statements, and to ask questions during the proceedings.
- The rules of evidence will not strictly apply to the proceedings. The preponderance-of-evidence burden will govern the decision-making process.
- Decisions will be made by a majority of the participating committee members.
• The committee deliberations will result in a short written decision. Actions may include, but are not limited to, issuance of a warning, placement on probation, or dismissal from the program.

• A written summary of the GSRC disciplinary decision will be placed in the student’s file and a copy given to the student.

**Appeal of Disciplinary Sanctions**

Students wishing to appeal a GSRC disciplinary decision should make a written request addressed to the Dean within ten (10) business days of the GSRC disciplinary decision. All appeals are reviewed thoroughly by the Dean, who will render a decision on behalf of the Graduate School of Social Work.

Any Dispute, claim or controversy arising out of or related to a disciplinary decision, which is not resolved through these internal procedures, shall be resolved exclusively through final and binding expedited arbitration conducted solely by the American Arbitration Association (“AAA”), or any successor in interest, in accordance with the AAA Rules then in effect. The costs of such arbitration shall be borne equally by the parties, with each party also bearing its own attorneys’ fees and any costs associated with presenting its proof. Judgment upon the award rendered may be entered in any Court of competent jurisdiction. Student and Touro hereby waive trial by jury which waiver is independent of the agreement to arbitrate disputes.

**ACADEMIC INTEGRITY POLICY**

Students in the Graduate Division are preparing for roles as professionals in human relations fields. The Graduate School of Social Work is committed to maintaining the highest standards of personal and academic integrity. Because intellectual integrity is the hallmark of scholarly and scientific inquiry, students are expected to share a mutual respect for teaching, learning, and the development of new knowledge. They are, therefore, compelled to adhere to the highest standards of academic and personal honesty in regard to examinations, term papers, research projects and all other academic and clinical assignments.

Academic dishonesty is one of the most serious offenses that a student can commit and includes acts of cheating on examinations, fabrication, tampering, lying, and plagiarism, as well as knowingly facilitating the dishonesty of others. Academic dishonesty lowers scholastic quality, and defrauds those who will eventually depend on the knowledge and integrity of program graduates.

As such, all members of the Touro College community share an equal responsibility for understanding and upholding the school’s policies regarding academic integrity as detailed in this document. For students, failure to have a full understanding of this policy will not be accepted as an excuse for behaviors deemed as academically dishonest. Professors and program faculty are equally responsible for maintaining a climate of integrity in the classroom and are, therefore, expected to take preventive measures to avoid or minimize dishonesty. Any member of the Touro College community who witnesses an instance of academic dishonesty has an ethical and professional obligation to report such behavior to the proper authorities (i.e., a faculty member or Program Director).

A professional social work degree should represent genuine learning and readiness to undertake responsibilities that include adhering to the NASW Code
of Ethics. The degree’s integrity must be carefully safeguarded. All the usual academic norms addressing honesty in academic performance, such as following all of the rules involving examinations of any kind, must be scrupulously followed. Failure to do so may result in dismissal from the program.

**Types of Academically Dishonest Behaviors**

Cheating on exams and other class or fieldwork assignments – Cheating is generally defined as an act of dishonesty that is carried out in connection with course examinations, homework assignments, or with any other type of work that is intended for academic evaluation. It would be impossible to identify every single instance of academically dishonest activity. However, the following list includes some of the most common activities:

- Using or attempting to use information or materials not approved by the instructor for use during examinations or in preparing academic exercises (e.g. class presentations). Unapproved materials may include course textbooks, class notes, or unethically obtained answers to exam questions.
- Copying answers from another student’s exam paper or homework assignment, or allowing another student to copy answers from your own exam paper or assignment.
- Transmitting or receiving any form of assistance during examinations, e.g. the use of electronic gadgets such as cell phones.
- Collaborating on assignments when there are explicit instructions or clear expectations that such collaboration is not allowed.

**Fabrication/Falsification** – Altering or making up data, information, etc., in academic exercises or other relevant documents. Some examples of fabrication/falsification include, but are not limited to:

- Making up or altering data in a laboratory assignment.
- Forging a signature of another student to cover that student’s absence from class.

**Tampering** – Unauthorized removal or alteration of College documents (e.g., library books, reference materials, official institutional forms, correspondence), software, equipment, or other academic-related materials including other students’ work, for the purpose of gaining an unfair academic advantage. It should be noted that tampering as a form of cheating may also be classified as criminal activity and subject to criminal prosecution. Examples include, but are not limited to:

- Ripping the pages of an article from a library journal to prevent other students from having access to the required reading material.
- Intentionally sabotaging another student’s work.
- Altering a student’s academic transcript, letter of recommendation, or some other official College document.

**Lying** – Omitting pertinent information or outright lying to gain an unfair advantage in an academic assignment, or any other course-related activity (e.g., internship). Examples include, but are not limited to:

- Making up a false excuse or feigning illness to gain additional time to study for an exam or submit a due paper.
- Making false accusations against
another student (e.g., from a group project) or instructor (e.g., lab instructor) as a means of gaining favor or leniency in grading.

• Fabricating, falsifying or exaggerating work experiences relevant to applying for an internship or assistantship or in the performance of duties related to those positions.

Plagiarism and Other Dishonest Writing Practices

Plagiarism – A common type of academic dishonesty that is generally defined as the act of passing off as one’s own the work of someone else. It is usually associated with the misappropriation of ideas or text in term papers and other written assignments, but it also includes many different aspects of others’ work, such as formulas, design elements, illustrations, etc. We list plagiarism and related dishonest writing practices separately because these are some of the most common forms of academic dishonesty and because many students are unaware of the many ways in which they can manifest themselves in academic work.

The most common form of academic plagiarism occurs when students lead others to believe that an assignment (e.g., a paper, an oral presentation, a homework assignment) or portions of it are the product of their own individual work when, in fact, the work has been actually produced in whole or in part by someone else. Many cases of plagiarism are intentionally flagrant, as when a student submits an assignment that has been purchased from an on-line paper mill or an assignment that has been stitched together in large part by copy-pasting portions of text from various on-line or print sources without citing those sources. In some cases, plagiarism may be more subtle because the student includes minor modifications to the misappropriated material and may even include citations to the sources used, but these are intentionally vague, incomplete, or misleading as to the extent of what was copied. In other rare instances, plagiarism may be somewhat inadvertent because the student may be unaware, or feels it is unimportant, that all sources must be acknowledged using standard scholarly conventions, such as citations and footnotes. Perhaps one of the most frequent instances of plagiarism occurs when the student has followed all of the rules of proper citation and documentation, but has not adequately paraphrased or summarized material from his/her sources. To prevent these forms of plagiarism, we provide the following guidelines so that the student has a clear understanding of these infractions and will learn to avoid them.

Proper Attribution – Most academic products are expected to follow standard scholarly conventions of citation and proper attribution. For example, the textbooks used in classes are based on the author’s summary and synthesis of the work of many scholars and researchers. Their contributions are typically acknowledged in the body of the textbook in the form of footnotes or parenthetical notations. These works are also listed at the end of the textbook in the reference section where all sources are carefully listed in a way that allows the reader to further investigate the ideas and claims made in the textbook. Just like textbook authors, students who write a term paper for a course have a moral and professional obligation to acknowledge the source of their ideas, text, etc. This is normally done using standard documentation procedures typical of a particular discipline (e.g., Modern Language Asso-
ciation Style Manual for disciplines in the humanities). The Master of Social Work program relies on the Manual of Style of the American Psychological Association (APA), 6th Edition. Thus, all claims, data theories, etc., made in a term paper must be backed by a citation in APA format. One exception to this rule is for information that is considered common knowledge. The notion of common knowledge is somewhat ambiguous and context-specific. Therefore, when in doubt about whether an idea or fact is common knowledge, you should consult your course instructor. Here is an example that will be helpful. Suppose that in your paper you needed to identify George Washington as the first president of the United States and point out that the Declaration of Independence was signed in the year 1776. You would not need to provide a citation for this material as this is thought to be generally known by most college students. However, if you had to identify all ten amendments of the Constitution appearing in the Bill of Rights, you did not know this information, and you had to look it up somewhere, then you must provide a citation as to where you obtained it.

Paraphrasing and Summarizing – The object of most term papers is to provide the student with an opportunity to consult the primary literature on a given subject and to summarize and synthesize the material for the reader. The ability to summarize and synthesize large amounts of text demands good reading comprehension and vocabulary. When students write academic papers, they are expected to summarize the sources consulted. When summarizing, one condenses, in one’s own words, a substantial amount of material into a short paragraph or perhaps even into a sentence. However, sometimes a student may wish to give a more complete description of an idea or process. In this case, one wants to paraphrase the text in question, and one does so by reproducing the meaning of the other author’s ideas using one’s own words and sentence structure. Each time a student summarizes or paraphrases text from other sources, s/he must provide a citation or footnote to clearly indicate the source of the material. Please note that paraphrasing does not mean just taking a sentence and changing a word here or there and/or changing the subject and predicate around. Such an approach would constitute plagiarism. Original material must be thoroughly modified when paraphrasing.

Use of Quotations – Sometimes an idea or process is described so elegantly or precisely that a paraphraser runs the risk of altering its meaning or of failing to convey the full effect of the original description. In those cases, use the idea and preserve the original words, by enclosing all verbatim text in quotations marks. Thus, textual material that is taken word-for-word from another source and is re-used in academic products, such as a term paper or PowerPoint presentation, must be enclosed in quotation marks and must also be accompanied by a citation indicating its original source. Failure to enclose verbatim material in quotations marks constitutes plagiarism, even when it is accompanied by a citation, because while the reader correctly assumes that the ideas expressed come from another source, s/he incorrectly assumes that the words used are the student’s. For oral presentations analogous procedures must be used. That is, one must always inform the audience about the source of the claims and ideas used and also of any verbatim text from other sources that are included in presentations.
Self-plagiarism – A related form of plagiarism that many students are unaware of is self-plagiarism, or as is also commonly known, double-dipping. This infraction occurs when students take a paper, a presentation, or some other type of assignment that had been previously prepared and submitted for credit to another course and resubmit it again in whole or in part in a new course. Under some circumstances re-using this work may be acceptable, but only if the instructors from both courses involved (the instructor that accepted the first submission and the instructor that will receive the second submission) are made aware of the full extent of this type of borrowing and provide the student with written permission.

Other Dishonest Writing Practices – Plagiarism is not the only form of dishonesty when writing papers. There are other writing malpractices that can be committed that mislead the reader (your instructor) as to the true nature of the students’ efforts. Here are some examples:

1. Making up sources that do not exist.
2. In a reference section, listing sources that were not actually consulted for the paper.
3. In a reference section (as opposed to a bibliography), listing works that were cited by one of the references that was consulted for the paper, but which the student did not actually read.
4. Exaggerating a claim to bolster one’s own point of view.

Being Honest About Your Writing

Good reading comprehension and effective written expression are fundamental skills for academic success. Students who have difficulties writing a paper or meeting other requirements of an assignment will often seek assistance from others (e.g., their peers, family, the institution’s tutoring or writing services) and such efforts are generally encouraged. For example, it is generally acceptable to have another student examine your work, point out grammatical deficiencies in your writing and make suggestions for improving your paper. However, to maintain the academic integrity of your paper, the extent and type of such help must be acknowledged in a footnote in your paper and failure to do so may be construed as a type of academic dishonesty. Always remember that, ultimately, the words used in your paper must be your own.

Procedure For Handling Cases of Academic Dishonesty

When an incident of academic dishonesty involving a course assignment comes to light, the faculty member shall meet with the student/s to discuss the matter. The faculty member will evaluate the situation and make a determination about the individual student’s guilt or innocence based on the available evidence. If the faculty member concludes that the student is guilty of academic dishonesty, s/he may penalize the student in a number of ways in a manner commensurate with the offense. These penalties can vary in severity and may include a failing grade for the assignment or a failing grade for the course. For example, if the student was cheating on an examination, the faculty member may elect to deduct a certain number of points or a certain percentage of the exam’s grade. Furthermore, and at the discretion of the faculty member, the student may be allowed to re-take the exam and/or be assigned additional academic work. However, depending on the circum-
stances surrounding the offense, the type of examination involved (daily quiz vs. a final exam), and the nature of the transgression, the faculty member may decide to give the offending student a “zero” for that exam, fail the student for the course, recommend placement on probation, or even recommend dismissal from the program.

In cases of student plagiarism, the faculty member may apply similar types of penalties and additional academic work, depending on the circumstances and nature of the infraction. For example, if portions of a term paper were marginally plagiarized, the assignment may be penalized by a reduction of its grade, say from “A” to “B” or “A” to “C,” depending on the faculty member’s judgment and on the extent and nature of the plagiarism.

In addition, the student may be asked to rewrite the paper or be given some other academically appropriate assignment. If a significant part of the paper was flagrantly plagiarized, the faculty member may fail the student for the course, and/or even recommend dismissal from the program. In addition to any faculty-imposed penalties, a brief report of the incident shall be submitted by the faculty member to the Director of Student Advancement. However, such students or those students who have been found guilty of academic dishonesty on more than one occasion will be referred to the Graduate Student Review Committee (GSRC), which then meets pursuant to its “Procedures” (see p. 42-43) to consider the matter. A decision is rendered by the Committee which may be appealed to the Dean.

**Appeals Procedure**

In instances where the student believes that facts do not support the GSRC’s finding of academic dishonesty, the student may appeal in writing to the Dean no later than ten (10) business days of receiving notification of the GSRC decision. The written appeal must contain all pertinent documentation and details related to the incident. The Dean will, in turn, contact the GSRC and the instructor to solicit any relevant information concerning the case. The Dean shall determine whether there is a reasonable cause for the appeal. If the Dean determines that the appeal is not warranted, s/he shall so inform the student in writing. If the Dean determines that the appeal request is reasonable, s/he will either settle the matter or refer the matter to final and binding expedited arbitration conducted solely by the American Arbitration Association (“AAA”), or any successor in interest, in accordance with the AAA rules then in effect (also see p. 72). The outcome of this appeal process is communicated in writing to the faculty member, the GSRC, and also to the student via certified mail.

**Procedure for Dismissal from the School for Academic Dishonesty**

A degree from Touro’s Graduate School of Social Work implies a certain high level of competency in a given discipline. Because obtaining a degree by fraudulent means has the potential of putting the public at risk, there may be instances in which the academically dishonest act is sufficiently serious to warrant a recommendation that the student be either temporarily suspended or permanently dismissed from the MSW program. In such cases the faculty member forwards a written report of the incident, along with his/her recommendation to the Director of Student Advancement who, in turn, will process the request.
using the same procedure employed to handle student appeals. The outcome of this decision is then communicated in writing to the faculty member, the office of the Associate Dean, and also to the student via certified mail.

The faculty member and the student each have the right to appeal such a decision. They may do so no later than fifteen (15) business days after the issuance of the decision. The appeal may be made by submitting a request in writing to the Dean of the School of Social Work explaining clearly the circumstances and supplying any necessary documentation. The Dean of the School of Social Work will follow the procedure outlined in “Appeals Procedure”, above.

Even when a faculty member does not recommend that a student be dismissed for an egregious act of academic dishonesty, such a recommendation may be independently made by any of those members of the academic community (e.g., the Director of Student Advancement) who have been assigned the task of examining the evidence of a case. The Dean of the Graduate School of Social Work and the Graduate Student Review Committee will consider the recommendation.

**Arbitration of Disputes**

Touro College students, faculty and staff are expected to abide by all Touro College policies and regulations, including those set forth on the Touro College website, and including the policies and procedures set forth in this Bulletin.

Touro College’s arbitration policy was created with the intention of providing a program for the quick, fair, accessible, and inexpensive resolution of Disputes (see definition below) between Touro College and Touro College’s current and former students (as well as applicants) related to or arising out of a current, former, or potential academic relationship with Touro College. The policy is intended to provide an exclusive mechanism for the final and binding resolution of all Disputes that cannot otherwise be resolved internally through the academic and disciplinary methods described elsewhere in this Bulletin. It is not intended either to curtail or extend substantive rights available under applicable law, except to limit Touro College’s damages awardable to students in any and all events, and to limit the amount of time an aggrieved student has to file for arbitration. The policy should be interpreted in accordance with these purposes.

A student’s acceptance, registration, enrollment, matriculation and/or continued enrollment and matriculation at Touro College acts as his or her consideration and consent to these terms. Each student agrees that he or she will pay for their own fees and expenses related to or arising out of the arbitration. Each student acknowledges and understands that by registering and matriculating at Touro College they are clearly, freely and unambiguously agreeing to exclusively arbitrate any disputed claims that may arise, that are not otherwise resolved via Touro College’s internal complaint or dispute mechanisms. You agree to waive any right to a trial by jury or to bring an action in court.

All arbitrations of Disputes shall be exclusively conducted and heard by the American Arbitration Association (“AAA”), or its successor, before a single arbitrator who shall be an attorney. “Dispute” means all legal and equitable claims, demands, and controversies, of whatever nature or kind, whether in contract, tort, under statute or regulation, or some other law or theory; the application, potential enrollment, enrollment,
matriculation, continued enrollment and matriculation, and graduation, suspension, dismissal, expulsion, separation or any other academic, disciplinary or other action or termination of such student with Touro College; any other matter related to or concerning the relationship between the student and Touro College including, by way of example and without limitation, allegations of: discrimination based on race, religion, national origin, age, veteran status or disability, sex (including sexual harassment), gender, sexual orientation, retaliation, defamation, infliction of emotional distress, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments Act, The Americans With Disabilities Act of 1990, Campus Sex Crimes Prevention Act, as amended, Sections 1981 through 1988 of Title 42 of the United States Code, if applicable, Family Educational Rights and Privacy Act of 1974 (FERPA), if applicable, The Immigration Reform and Control Act of 1986, New York State Human Rights Law, New York City Human Rights Law, or any other federal, state or local civil law, as well as any other law related to students, not-for-profits and higher educational institutions. Disputes do not include collections actions of tuition or other fees payable by the student and owed to Touro College.

Touro College’s liability (as well as its faculty, staff, and third parties action by, through or on its behalf) is limited in all respects, no matter the cause of action or theory of liability, to the amount of tuition actually paid by the student in the one year prior to which the claim is made. No award of incidental, consequential, punitive or lost profits damages may be awarded by the arbitrator. Requests to arbitrate must be filed with the other party and with AAA within one hundred and twenty (120) calendar days after the claim or dispute arises or the act or acts as to which arbitration is brought occur. If a student fails to file a request for arbitration with Touro College and AAA within one hundred and twenty (120) calendar days after the claim or Dispute arises, that claim or dispute will be conclusively resolved against the student even if there is an applicable statute of limitations that may have given the student more time. Any judgment upon the award rendered by the arbitrator may be entered in any court of competent jurisdiction.

If any provision of the policy is determined to be invalid or unenforceable in any jurisdiction, the remaining provisions shall remain in full force and effect and shall be liberally construed so as to effectuate the purpose and intent of the policy. This policy precludes litigation in any court of any claim that could be arbitrated. If for any reason this arbitration clause is declared unenforceable, the student nevertheless waives the right to a jury trial with respect to complaint or action filed in a court of competent jurisdiction and within the one hundred and twenty (120) calendar day limitations period described above.

Failure to Educate Disclaimer

The payment of tuition entitles a student to register and matriculate in the courses and programs available and offered by Touro College. In order for a degree to be earned, passing grades must be achieved and any other prerequisites required by the school and program must be fulfilled. While students expend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors. Touro College makes
Policy On Bias, Harassment and Discrimination

Touro College is committed to maintaining a learning and working environment that is free of bias, prejudice, and harassment — an environment that supports, nurtures, and rewards career and educational advancement on the basis of ability and performance. Discrimination or harassment based upon race, gender, color, national origin, religion or religious practice, age, ethnicity, disability, sexual orientation, marital or parental status, citizenship status, or any other legally protected basis is prohibited by law and undermines the character and purpose of Touro College. Such discrimination and harassment are illegal and against Touro College policy, and will not be tolerated.

Any member of the Touro College community who engages in an act of intolerance directed at an individual, or a group of individuals, on the basis of the actual or perceived race, gender, color, national origin, ethnicity, religion or religious practice, age, disability, sexual orientation, or marital or parental status, or citizenship status of the person(s) will be held accountable for violating the social integrity of the Touro College community and the specific policies which underscore those values. Bias-related conduct is prohibited not only by Touro College policies but also by laws that include, but are not limited to, Title VI of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Title VII of the Civil Rights Act of 1964; the Americans With Disabilities Act of 1990; Section 504 of the Rehabilitation Act of 1973; the Civil Rights Restoration Act of 1987; and the New York State and New York City Human Rights Laws. In addition, certain activities motivated by bias or hatred based on such criteria may constitute hate crimes pursuant to the New York Penal Law §§ 485, et seq. and subject to criminal prosecution with the full force of the legal system.

As part of Touro College’s compliance with Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of sex in any educational program or activity receiving federal financial assistance, and Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color or national origin in programs that receive federal financial assistance, Touro College has designated the following individual as its Title VI / Title IX Coordinator, available to address all related matters:

Ms. Roberta Jackson, Director of Human Resources
Email: roberta.jackson@touro.edu

Touro College is committed to safeguarding the rights of its students and to provide an environment free of bias and prejudice. Criminal activity motivated by bias and hatred toward another person or group based upon a belief or perception concerning race, color, national origin, ancestry, gender, religion, religious practice, age, disability, or sexual orientation is illegal and punishable not only for the underlying crime, but, additionally, as a hate crime pursuant to the New York Penal Law §485, et. Seq. Specifically, Penal Law §485.05 provides that:

“A person commits a hate crime when he or she commits a specified offense and either:
(a) intentionally selects the person against whom the offense is committed or intended to be committed in whole or in substantial part because
of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct, or (b) intentionally commits the act or acts constituting the offense in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct.”

The specified offenses that are the predicates for a hate crime are:

- Assault (First, Second and Third Degree);
- Aggravated Assault on a person less than eleven years old;
- Menacing (First, Second and Third Degree);
- Reckless Endangerment (First, Second and Third Degree);
- Manslaughter (Second Degree);
- Stalking (First, Second and Third Degree);
- Criminal Sexual Acts (First Degree);
- Sexual Abuse (First Degree);
- Aggravated Sexual Abuse (First and Second Degree);
- Unlawful Imprisonment (First and Second Degree);
- Kidnapping (First and Second Degree);
- Coercion (First and Second Degree);
- Burglary (First, Second and Third Degree);
- Criminal Mischief (First, Second, Third, and Fourth Degree);
- Arson (First, Second, Third, and Fourth Degree);
- Petit Larceny;
- Grand Larceny (First, Second, Third, and Fourth Degree);
- Robbery (First, Second and Third Degree);
- Harassment (First Degree);
- Aggravated Harassment.

In addition, any attempt or conspiracy to commit any of these crimes is also punishable as a hate crime. A person convicted of a hate crime will be subject to certain sentencing guidelines for felonies that impose a more severe penalty than similar but non-hate crime offences. Penal Law §485.10. A hate crime conviction may also subject the offender to monetary penalties pursuant to the New York Civil Rights Law §40-d.

Any incident or attempt to commit a hate crime should be reported in writing to: Alan Schoor, Senior Vice President and Chief Administrative Officer of the College. The office address is 27-33 West 23rd Street, New York, NY 10010. The office may be reached by phone at 212-463-0400 ext. 5700.

Reported incidents of hate crime and attempts to commit hate crime will be referred to the New York City Police Department for further investigation and legal action.

Touro College treats all hate crimes as serious offenses which need to be prosecuted with the full force of the legal system.
TITLE IX POLICIES AND PROCEDURES

Title IX Coordinator

The Touro College Title IX Coordinator is responsible for coordinating the efforts of the College to comply with Title IX. The current Title IX Coordinator for the College is:

Roberta Jackson
Title IX Coordinator
Touro College
27 West 23rd Street, Fifth Floor
(212) 463-0400 x 5163

Students, faculty, and staff may contact the Title IX Coordinator’s Office to inquire about their rights under the College’s policies, request mediation or counseling, or seek information about filing a complaint.

Policy

Title IX protects against discrimination and harassment on the basis of sex. Touro College will not tolerate sex discrimination or harassment of applicants, students or employees, by students, faculty, staff, administrators contractors or others working for or with the College.

Likewise, the College will not tolerate any form of retaliation against any applicant, student, or employee for reporting discrimination or harassment or for assisting in the investigation of a discrimination or harassment complaint.

This policy will be posted online as well as referenced in all handbooks and bulletins.

Definitions

For purposes of these policies and procedures, discrimination and harassment are defined as follows:

Discrimination

Discrimination is defined as:
• treating members of one gender less favorably because of their gender; or
• having a policy or practice that has a disproportionately adverse impact on one gender, unless justified by business necessity or as necessary to retain academic integrity.

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
• submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s education or employment; or
• submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or
• such conduct has the purpose or effect of unreasonably interfering with an individual’s academic performance or employment or creating an intimidating, hostile, demeaning, or offensive employment, academic or living environment.

Consensual, romantic relationships between faculty or other employees and students are generally not considered sexual harassment and are not prohibited by College policy. Individuals should be aware, however, that these relationships may give the appearance of impropriety and are susceptible to being characterized as non-consensual, and even coercive, if there is an inherent power differential between the parties. Allegations of harassment or discrimination, regardless of origin, will be investigated in a prompt and thorough fashion.

Discrimination and Harassment Grievance Procedures

All members of the College community are expected to adhere to the appli-
cable policies and to cooperate with the procedures for responding to complaints of discrimination and harassment. All are encouraged to report any conduct believed to be in violation of these policies.

Any person who believes that he or she has been the subject of sexual harassment or discrimination may initially choose to deal with the alleged offender directly through a face-to-face discussion, a personal telephone conversation, e-mail correspondence, or letters. In some cases this may effectively resolve the situation. However, individuals are not required to address the individual directly before bringing the matter to the attention of the College.

**Grievances**

Applicants, students and employees who believe they have been sexually harassed or discriminated against on the basis of sex (whether by students, faculty, staff, administrators, contractors or others) and do not wish to deal with the matter initially through the direct-contact process outlined above should contact the office of the Title IX Coordinator. The office of the Title IX coordinator will, by itself or in conjunction with another appropriate office (e.g., a Dean of Students office, the Human Resources department), conduct a prompt and thorough investigation of any sexual harassment or discrimination complaint, interviewing the complaining student or applicant and other witnesses as needed. The investigation will be kept as confidential as is feasible in light of the duty of the College to review and address sexual harassment and other forms of sex discrimination. Ordinarily, the office of the Title IX Coordinator will endeavor to interview the complaining party, to obtain detailed information, within one week of receiving an initial complaint from that individual. Other witnesses will be interviewed and any other information will be gathered promptly, usually within three weeks after the initial interview with the complaining party. When the investigation is completed, the College will take any corrective action needed to prevent a recurrence and to correct any discriminatory effects. The office of the Title IX Coordinator will decide what corrective action, if any, should be taken. Ordinarily, investigations will be completed within about one month after the initial interview of the complaining party and a determination as to what corrective action will be taken will ordinarily be made within about one week thereafter. The Office of the Title IX Coordinator will then notify the complaining party (within about 10 business days after the determination is made) that the investigation has been completed and explain what corrective action, if any, will be taken.

The College will not tolerate any form of retaliation against any applicant, student or employee who reports sexual harassment or discrimination or who participates in any investigation of sexual harassment or discrimination. Any applicant, student or employee who believes he or she has been the victim of retaliation, should contact the office of the Title IX Coordinator.

**False Statements**

Complaints of harassment cannot always be substantiated. Lack of corroborating evidence should not discourage individuals from complaining. However, charges found to have been intentionally dishonest will subject complainants to disciplinary action in accordance with the Touro College Code of Conduct.
Touro College Campus Security Policies

Safety and security are concerns commonly shared by the students, faculty and staff employees of Touro College. The college is committed to keeping its campus locations, centers and sites secure.

Access to the Campus

Students must show a valid identification card to enter Touro College facilities. Visitors must receive a temporary pass from guards on duty to enter Touro facilities.

Security Services

Touro College has contracted with professional security guard services to maintain and monitor security at its campuses and sites. Selected locations have armed Security Officers. Security Personnel are carefully screened before being assigned to Touro College, and supervised to ensure quality assurance. Security staff are supervised by means of their agency supervisor, and as well as the Campus Security Director.

Security personnel respond to emergency calls for service, enforce regulations, and assist in security building inspections and fire prevention. Electronic means, such as closed circuit television, are also used to monitor activities at many College centers.

The Security Officers may detain individuals who engage in illegal and criminal actions until New York City Police Officers arrive and/or your local Law Enforcement agency arrives. They are empowered to enforce Touro’s regulations, to investigate incidents, and to apprehend those who violate Touro regulations or commit crimes on campus. Criminal violators that are apprehended are turned over to the police. Our Security Officers are not Peace Officers or Police Officers and have no power of arrest.

Our Security Director meets regularly with Police Commanders to help ensure the safest environment for our campus community.

Reporting Criminal Incidents & Other Emergencies

All students, employees, and guests should promptly report criminal incidents, accidents, and other emergencies to the Department of Campus Security by dialing 1-88-Touro911 (1-888-687-6911). This service allows you to speak to a live operator, twenty four hours a day, seven days a week, to report any incidents or occurrences. The service refers all calls to the appropriate agencies (i.e. fire, police, etc.) for assistance, as well as to the appropriate College authorities. Additionally, you may report any incidents to any Security Officer at your site, the Campus Security Director, and/or Operations. If you are located in a Student Residence Hall, you can also report any incident to your Resident Director, Assistant Resident Director, or R/A at your facility. The Campus Security Administrative office is located at 43 W. 23rd Street, 4th Floor and can be reached at (212) 463-0400 ext. 5134 or via email at security@touro.edu.

If assistance is required in completing or reporting an incident/occurrence to local Law Enforcement agencies we at Touro Campus Security will be glad to render any assistance needed.

Annual statistics on the incidence of crime at Touro College campuses and sites is published in the Touro College Campus Security Handbook.
Drug and Alcohol Abuse Policy

The United States Department of Education has issued regulations implementing the provisions of THE DRUG-FREE SCHOOLS AND COMMUNITIES ACT AMENDMENTS OF 1989 (PUBLIC LAW 101-226). In accordance with these regulations, Touro College is publicizing the following policy statements, rules and regulations pertaining to substance abuse and alcohol consumption.

Touro College seeks to safeguard the health and wellbeing of all members of the college community — students, faculty, and staff employees. All members of the college community are accountable to the law and to the regulations of the college. Students, faculty, and employees who distribute or use illegal drugs or illicitly use legal drugs, including alcohol, on the campus locations and facilities of Touro College are violating Federal Laws, New York State Law, and the regulations of Touro College.

Touro College is committed to educating and informing students and staff about the dangers and effects of drug use. Touro College recognizes that drug addiction and alcoholism are illnesses that are not easily resolved and may require professional assistance and treatment. The college will provide confidential counseling and referral services to faculty, staff and students with drug and/or alcohol problems. These services are available through the Office of the Dean of Students. All inquiries and requests for assistance will be handled with strict confidentiality.

Touro College Disciplinary Standards For Students Possessing, Using, Distributing And/Or Selling Drugs and Controlled Substances

It is the policy of Touro College that unlawful use, possession, distribution, or manufacture of drugs and controlled substances on College property is strictly prohibited. Individuals who possess, use, distribute or manufacture drugs or controlled substances are subject to college disciplinary action, as well as possible criminal prosecution.

Students found in violation of these policies will be subject to disciplinary proceedings in accordance with the procedures outlined in this Bulletin.

Student violators may be subject to the following sanctions and remedial measures:

- Expulsion
- Suspension
- Probation
- Censure
- Counseling and Treatment
- Legal Action
- Other Sanctions

Public Education Statement On Illicit Drug and Alcohol Use

The mind-altering substances to be discussed here are: marijuana, cocaine, heroin and their derivatives, amphetamines (uppers), barbiturates (downers), hallucinogens, and alcohol.

Many individuals take such drugs to escape from their problems; but doing so only creates more problems.

The following is a brief listing of health problems resulting from substance abuse:

- The most obvious ones are death or severe organ damage (such as heart attack, respiratory arrest, damage to the liver and lungs, and stroke).
The less obvious, though much more prevalent problems, of the mind and body are as follows:

a. Marijuana: Crowded thought processes, impaired short term memory, slowed reflexes, chronic bronchitis, changes in menstrual cycle, possible birth defects.
b. Crack and Cocaine: Palpitations (racing heart), sleep disturbances, loss of appetite, paranoia, elevated blood pressure, decreased sexual performance, addiction.
c. Heroin: High risk of contracting AIDS and hepatitis from dirty needles, phlebitis (infection in the veins), embolism (blood clots or air in the veins that can cause sudden death), paranoia, depression, sleep disturbance, muscle and joint aches, clouded thought process, decreased sexual performance, addiction.
d. Amphetamines (Ice, speed, crack, crystal): Delusions, hallucinations (i.e. seeing bugs crawl under the skin), paranoia, palpitations (racing heart), sleep disturbances, psychosis, depression, decreased sexual performance, violent behavior and addiction.
e. Barbiturates: Sedation (sleepiness), dulled thought processes, slurred speech, slowed reflexes, decreased motor abilities, impaired coordination, decreased sexual performance and addiction.
f. Hallucinogens: Memory loss, speech difficulty, episodes of violence, convulsions, tremors, elevated body temperature, ruptured blood vessels, addiction.
g. Alcohol: Sedation (sleepiness), dulled thought processes, slurred speech, double vision, mood changes, slowed reflexes, impairment of coordination, loss of interest in sex, addiction.

NOTE: Mothers who drink alcohol during pregnancy may give birth to infants with irreversible physical abnormalities and mental retardation. Research shows that children of alcoholic parents are at greater risk than other young people of becoming alcoholics.

AIDS: Users of needles who take any drugs run a high risk of contracting AIDS and hepatitis.

Addiction: This is the common denominator for all mind-altering substances. With its insidious onset, addiction often goes undetected until the user’s life is in chaos. Addiction pervades one’s life, overpowering one’s ability to reason and to relate to others. Addiction ruins the user’s life and the lives of those around him/her.

Touro College Regulations Relating To Alcohol Use

- The consumption of alcoholic beverages by individuals under the age of 21 is illegal in New York State.
- Persons under the age of 21 are prohibited from consuming alcoholic beverages on the premises of Touro College.
- Any student who falsely represents himself as being of age to consume alcohol is subject to disciplinary action as outlined in the Code of Conduct.
- Any employee of the college who provides alcohol to a minor on college premises shall be subject to full penalty under the laws of New York State.
- Alcohol abuse does not excuse employees of the college from neglect of their responsibilities to the college. Individuals whose work performance is impaired as a result of the use/abuse of alcohol may be required to participate in an appropriate evaluation and treatment program.
• Touro College observes the culpability laws for serving drinks to the mentally impaired and to individuals who are already inebriated.

For Further Information

Students should consult the Touro College Campus Security and Drug Alcohol Abuse Policies information brochure for a detailed description of the health risks and dangers resulting from consuming controlled substances. This brochure has a listing of treatment centers in the New York area. The brochure also outlines legal sanctions imposed under Federal Law and New York State Law.

STUDENT RESPONSIBILITIES

Campus Citizenship

Students of Touro College are expected to be considerate of all individuals at the College – fellow students, faculty, staff and administrators – and to help maintain a harmonious and supportive environment conducive to learning and the furtherance of academic pursuits. While specific regulations are listed on the following pages, it is expected that all members of the college community demonstrate respect for their colleagues, sensitivity to their needs, and tolerance for their ideas and views. Please cooperate with college officials by observing the rules and regulations of the college, and by exercising respect for college values and property.

Standards of Classroom Behavior

The faculty has primary responsibility for managing the classroom. Students who create a disruption in the classroom may be directed by the instructor to leave the class for the remainder of the class period. Behaviors defined as disruptive include persistently speaking without being recognized, using a cell phone in the class, eating in the classroom, interfering with the class by entering and leaving the room without authorization, carrying on private conversations, and refusing to follow the directions of the course instructor.

Other Prohibited Actions in Classrooms

To ensure a clean and healthy environment for all students at the college, eating, drinking, and smoking are not permitted in any classroom, laboratory, or auditorium.

Students are strictly forbidden to bring pets or other animals into any facilities of the college, unless they have obtained specific authorization in advance from the dean of their division/school.

Computer Use Policy

Touro College provides students with a computer user account that allows access to the university’s computer system. It is expected that students will use this opportunity responsibly and for legitimate purposes, such as: obtaining one’s class schedule or grade report, logging onto a personal e-mail account, reviewing course syllabi, and accessing the online computerized catalog of the Irwin Library.

Students are not permitted to use another person’s User ID or password, circumvent or subvert security measures, use university systems for partisan political purposes, make illegal copies of copyrighted material, or use the e-mail to harass, intimidate and threaten any member of the college community.

The administration reserves the right to limit, restrict or remove computing privileges from any student who violates
the college’s computer policy, local State, or Federal laws, as well as the applicable articles of the College’s Code of Conduct contained in this Bulletin.

**Internet and E-Mail Policy**

The College’s Internet and e-mail connections are intended solely for use in conducting the College’s business and promoting its educational goals. Users’ conduct on the Internet and e-mail must conform to the College’s Code of Conduct and must be in furtherance of legitimate College business. Users must not send, retrieve or download messages or information that may be considered offensive, including messages, images or information that are sexually oriented or that disparage others based on their race, gender, sexual orientation, national origin, age, disability or religious belief. Users must not originate or distribute chain letters via e-mail. Users must not use the College’s Internet and e-mail connections for personal gain or profit. All communications through the College’s email and Internet systems are College property, and users have no expectation or privacy or privilege rights to such communications. Users’ accessing of sites and “chatrooms” that feature pornography, off color jokes, hate speech and the like is strictly prohibited. Violation of this policy may result in termination of Internet and e-mail access, and disciplinary action under the College’s disciplinary policy.

**Test and Library Materials**

All test and library materials must be signed out and in with the program chair or his/her designee. Tests should not be retained for more than 14 days without permission. Transcripts may be withheld if charges remain unpaid for missing or damaged materials.

**Dress Code**

While individual variations regarding dress code and personal grooming are accepted, appropriate professional appearance is expected.

**Grievance Policy**

If any Graduate School of Social Work student believes that his or her rights have been violated or infringed upon, or that its duly established policies and procedures have not been followed, that individual may file a formal grievance with the Director of Student Advancement. The complaint should state with particularity the person(s) involved, the nature of the offense, and the circumstances under which the offense may have been committed. Upon receipt of a complaint, the Director of Student Advancement shall determine whether there is reasonable cause for the complaint. The Director of Student Advancement may interview any individual, including any and all involved parties. If the Director of Student Advancement determines that no reasonable grievance exists, he/she shall so inform the complainant in writing.

If the Director of Student Advancement determines that there is a reasonable grievance, he/she shall notify all involved parties of the allegations.

On the basis of the complaint and the interview, the Director of Student Advancement may:

1. attempt an informal settlement of the matter;
2. formally refer the matter to the Associate Dean of the School of Social Work for a hearing, notifying all concerned parties of this action.

If the grievance is not settled to the satisfaction of the individual, the aggrieved individual may also file a written grievance with the Dean of the
School of Social Work. The Dean of the School of Social Work shall investigate the matter and, if he/she sees fit, shall invoke the hearing procedure detailed below.

**Other Grievances**

When a grievance concerns an administrative function of the college, including but not limited to tuition refund, student financial assistance and issues of discrimination, a student may request that the college-wide director of supervisor of the administrative unit in question or his designee mediate the grievance and attempt to resolve the matter informally.

If a student wishes to file a formal grievance, he or she may request a formal hearing to review and adjudicate the complaint. The request for a hearing must be in writing to the Office of the Vice-President of the Division of Graduate Studies of Touro College. A date for a hearing will be set no later than thirty (30) days following the receipt of the request.

Hearings will be heard by a five-person grievance panel composed of:

- The Vice-President of the Division of Graduate Studies or his designated representative, who will serve as chair;
- The Dean of Faculties or his designated representative;
- Two college faculty or staff members designated by the President of Touro College; and
- A student representative appointed by the Vice-President of the Division of Graduate Studies or his designated representative.

The office of the Vice-President of the Division of Graduate Studies will serve as staff to the Grievance Panel. Protocols for conducting hearings are as follows:

- Each party may make an opening and closing statement.
- Each party has the right to bring witnesses and present evidence.
- Each party has the right to bring one person as an advisor to assist in presentation; the advisor may be a professor, classmate, friend or colleague. Since the hearings are not conducted as formal judicial proceedings, a lawyer may not be present as an advocate or advisor for either side.
- The complainant will make the first presentation.
- Each party may question all witnesses.
- The burden of proof shall rest on the individual filing the complaint.
- The Grievance Panel shall base its finding(s) on the preponderance of the evidence presented.
- The Grievance Panel will conduct its deliberations in camera following the conclusion of the hearing.
- The Office of the Vice-President of the Division of Graduate Studies will send to both parties a written notification, within ten (10) working days of the hearing, setting for the panel’s findings and recommendations.
- The Grievance Panel’s findings are final within the college.

**Anti-Hazing Regulations**

No student or group of students shall encourage or participate in any form of hazing. Hazing is defined as action taken or situations created to produce excessive mental or physical discomfort, embarrassment, harassment or ridicule. This covers coercive activities and mentally degrading games.
No-Smoking Policy

The College observes local ordinances regarding cigarette smoking. New York State law bans smoking in schools and other public places except in designated areas.

CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

The Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, grants all eligible students the right of access to their own educational records as defined in the law. The law prohibits access to or release of personally identifiable information without the prior written consent of the student except under certain limited circumstances. Touro College policy does not permit access to or release of student records to any party except as authorized by this law. It should be noted, however, that this legislation concerning privacy is affected by Section 510 of the Veterans Education and Employment Act of 1976, which provides that, P.L. 93-568 notwithstanding, records and accounts pertaining to veterans, as well as those of other students, shall be available for examination by government representatives. It is also affected by Sections 507 and 508 of the Patriot Act of 2001, which provides that officials designated by the U.S. Attorney General may petition the court to examine records deemed relevant to certain authorized investigations or prosecutions. If a student wishes to inspect or review his or her records, he or she may contact the office concerned. Complete information concerning this policy is available in the Office of the Registrar.

The Family Educational Rights and Privacy Act of 1974 as amended (FERPA), was designed to protect the privacy of education records. Education records include records, files, documents, or other materials in hard copy or in electronic format, maintained by Touro College or a party acting on behalf of Touro College, which contain information directly related to a student. FERPA specifies some limited exceptions including certain personal memory aids and certain employment records.

FERPA affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s education records within a reasonable period of time, but not more than 45 days after the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the students of the correct official to whom the request should be addressed.

2. The right to request an amendment to the student’s education records that the student believes contains information that is inaccurate, misleading, or in violation of the student’s rights of privacy. Students may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccu-
rate. 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 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 provide signed and dated written consent before the College discloses personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

a. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); 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 school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

b. A second exception that permits disclosure without consent is disclosure of Directory Information. Directory information is information that is generally not considered harmful or an invasion of privacy if released.

The following is considered “Directory Information” at Touro College and may be made available to the general public unless the student notifies the Office of the Registrar in writing before the last day to add classes in a semester:

- Name
- Address
- E-mail address
- Telephone listing
- Date and place of birth
- Student identification numbers
- College
- Major
- Honors and awards
- Photo
- Classification
- Dates of enrollment
- Status
- Degrees conferred
- Dates of conferral
- Graduation distinctions

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Touro College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.
Preamble

The primary mission of the social work profession is to enhance human wellbeing 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 wellbeing 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.

APPENDIX B

CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

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 spe-
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 selfinterest. 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 selfdetermination. 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 wellbeing 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.

Graduates at Touro’s first MSW commencement exercises
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 can occur simultaneously or consecutively.)

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in inappropriate 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 wellbeing 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 wellbeing 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 wellbeing.

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.

(c) 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 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 rea-
sonable 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 em-
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.
4.01 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 par-
ticipants, 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’ wellbeing, 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.

(i) 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.

6.03 Public Emergencies

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

6.04 Social and Political Action

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

NASW Standards for Cultural Competence in Social Work Practice

Prepared by the NASW National Committee on Racial and Ethnic Diversity

Approved by the NASW Board of Directors June 23, 2001

Contents

• Overview of Standards
• Introduction
• Definitions
• Goals and Objectives of the Standards
• Standards
• Standard 1. Ethics and Values
• Standard 2. Self-Awareness
• Standard 3. Cross-Cultural Knowledge
• Standard 4. Cross-Cultural Skills
• Standard 5. Service Delivery
• Standard 6. Empowerment and Advocacy
• Standard 7. Diverse Workforce
• Standard 8. Professional Education
• Standard 9. Language Diversity
• Standard 10. Cross-Cultural Leadership

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—

1 Copyrighted material reprinted with permission from the National Association of Social Workers, Inc.
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.

**Introduction**


NASW “supports and encourages the development of standards for culturally competent social work practice, a definition of expertise, and the advancement of practice models that have relevance for the range of needs and services represented by diverse client populations” (NASW, 2000b, p. 61). The material that follows is the first attempt by the profession to delineate standards for culturally competent social work practice.

The United States is constantly undergoing major demographic changes. The 1990 to 2000 population growth was the largest in American history with a dramatic increase in people of color from 20 percent to 25 percent (Perry & Mackum, 2001). Those changes alter and increase the diversity confronting social workers daily in their agencies. The complexities associated with cultural diversity in the United States affect all aspects of professional social work practice requiring social workers to strive to deliver culturally competent services to an ever-increasing broad range of clients. The social work profession traditionally has emphasized the importance of the person-in-environment and the dual perspective, the concept that all people are part of two systems: the larger societal system and their immediate environments (Norton, 1978). Social workers using a person-in-environment framework for assessment need to include to varying degrees important cultural factors that have meaning for clients and reflect the culture of the world around them.

In the United States, cultural diversity in social work has primarily been associated with race and ethnicity, but diversity is taking on a broader meaning to include the sociocultural experiences of people of different genders, social classes, religious and spiritual beliefs, sexual orientations, ages, and physical and mental abilities. A brief review of the social work literature in the past few years points to the range of potential content areas that require culturally sensitive and culturally competent interventions. These include addressing racial identity formation for people of color as well as for white people; the interrelationship among class, race, ethnicity, and gender; working with low-income families; working with older adults; the importance of religion and spirituality in the lives of clients; the development of gender identity and sexual orientation; immigration, acculturation, and assimilation stresses; biculturalism; working with people with disabilities; empowerment skills; community building; reach-
ing out to new populations of color; and how to train for culturally competent models of practice.

Therefore, cultural competence in social work practice implies a heightened consciousness of how clients experience their uniqueness and deal with their differences and similarities within a larger social context.

Definitions

The NASW Board of Directors, at its June, 2001 meeting, accepted the following definitions of culture, competence, and cultural competence in the practice of social work. These definitions are drawn from the NASW Code of Ethics and Social Work Speaks.

CULTURE

The word culture is used because it implies the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group. Culture often is referred to as the totality of ways being passed on from generation to generation. The term culture includes ways in which people with disabilities or people from various religious backgrounds or people who are gay, lesbian, or transgender experience the world around them.

The Preamble to the NASW Code of Ethics begins by stating:

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.

And goes on to say, “Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice” (NASW, 2000a, p. 1).

Second, culture is mentioned in two ethical standards:


This means that social workers’ social change efforts seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity.

Value: Dignity and Worth of the Person and the Ethical Principle: Social workers respect the inherent dignity and worth of the person.

This value states that social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity.

COMPETENCE

The word competence is used because it implies having the capacity to function effectively within the context of culturally integrated patterns of human behavior defined by the group.

In the Code of Ethics competence is discussed in several ways. First as a value of the profession:

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

This value encourages social workers to 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.

Second, competence is discussed as an ethical standard:

1.04 Competence

(1) 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.

(2) 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.

(3) 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.

Cultural competence is never fully realized, achieved, or completed, but rather cultural competence is a lifelong process for social workers who will always encounter diverse clients and new situations in their practice. Supervisors and workers should have the expectation that cultural competence is an ongoing learning process integral and central to daily supervision.

CULTURAL COMPETENCE

Cultural competence refers to the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each.

Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system or agency or among professionals and enable the system, agency, or professionals to work effectively in cross-cultural situations.

Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes (Davis & Donald, 1997). Competence in cross-cultural functioning means learning new patterns of behavior and effectively applying them in appropriate settings.

Gallegos (1982) provided one of the first conceptualizations of ethnic competence as “a set of procedures and activities to be used in acquiring culturally relevant insights into the problems of minority clients and the means of applying such insights to the development of intervention strategies that are culturally appropriate for these clients.” (p. 4). This kind of sophisticated cultural competence does not come naturally to any social worker and requires a high level of professionalism and knowledge.

There are five essential elements that contribute to a system’s ability to become more culturally competent. The system should (1) value diversity, (2) have the capacity for cultural self-assessment, (3) be conscious of the dynamics inherent when cultures interact, (4) institutionalize cultural knowledge, and (5) develop programs and services that reflect an understanding of diversity between and within cultures. These five elements must be manifested in every level of the service delivery system. They should be reflected in attitudes, structures, policies, and services.

The specific Ethical Standard for culturally competent social work practice is contained under Section 1. Social workers’ ethical responsibilities to clients.
1.05 Cultural Competence and Social Diversity

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

(2) 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.

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

Finally, the Code re-emphasizes the importance of cultural competence in the last section of the Code, Section 6. Social Workers Ethical Responsibilities to the Broader Society.

6.04 Social And Political Action

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

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.

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, age, marital status, political belief, religion, or mental or physical disability.

GOALS AND OBJECTIVES OF THE STANDARDS

These standards address the need for definition, support, and encouragement for the development of a high level of social work practice that encourages cultural competence among all social workers so that they can respond effectively, knowledgeably, sensitively, and skillfully to the diversity inherent in the agencies in which they work and with the clients and communities they serve.

These standards intend to move the discussion of cultural competence within social work practice toward the development of clearer guidelines, goals, and objectives for the future of social work practice.

The specific goals of the standards are:

• to maintain and improve the quality of culturally competent services provided by social workers, and programs delivered by social service agencies
• to establish professional expectations so social workers can monitor and evaluate their culturally competent practice
• to provide a framework for social workers to assess culturally competent practice

• to inform consumers, governmental regulatory bodies, and others, such as insurance carriers, about the profession’s standards for culturally competent practice
• to establish specific ethical guidelines for culturally competent social work practice in agency or private prac-
• to provide documentation of professional expectations for agencies, peer review committees, state regulatory bodies, insurance carriers, and others.

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.

Interpretation:

A major characteristic of a profession is its ability to establish ethical standards to help professionals identify ethical issues in practice and to guide them in determining what is ethically acceptable and unacceptable behavior (Reamer, 1998). Social work has developed a comprehensive set of ethical standards embodied in the NASW Code of Ethics that “address a wide range of issues, including, for example, social workers’ handling of confidential information, sexual contact between social workers and their clients, conflicts of interest, supervision, education and training, and social and political action” (Reamer, 1998, p. 2). The Code includes a mission statement, which sets forth several key elements in social work practice, mainly the social workers’ commitment to enhancing human well-being and helping meet basic human needs of all people; client empowerment; service to people who are vulnerable and oppressed; focus on individual well-being in a social context; promotion of social justice and social change; and sensitivity to cultural and ethnic diversity. Social workers clearly have an ethical responsibility to be culturally competent practitioners.

The Code recognizes that culture and ethnicity may influence how individuals cope with problems and interact with each other. What is behaviorally appropriate in one culture may seem abnormal in another. Accepted practice in one culture may be prohibited in another. To fully understand and appreciate these differences, social workers must be familiar with varying cultural traditions and norms. Clients’ cultural background may affect their help-seeking behaviors as well. The ways in which social services are planned and implemented need to be culturally sensitive to be culturally effective. Cultural competence builds on the profession’s valued stance on self-determination and individual dignity and worth, adding inclusion, tolerance, and respect for diversity in all its forms.

Cultural competence requires social workers to recognize the strengths that exist in all cultures. Cultural competence also requires social workers to struggle with ethical dilemmas arising from value conflicts or special needs of diverse clients. For example, helping clients enroll in mandated training or mental health services that are culturally insensitive, or lack of informed consent when a client group’s immigration status or language barriers are ignored in service planning.

It requires social workers to struggle with ethical dilemmas arising from value conflicts or special needs of diverse clients such as helping clients enroll in mandated training or mental health services that are culturally insensitive. Cultural competence requires social workers to recognize the strengths that exist in all cultures. This does not imply a universal nor automatic acceptance of all practices of all cultures. For example, some cul-
tures subjugate women, oppress persons based on sexual orientation, and value the use of corporal punishment and the death penalty. Cultural competence in social work practice must be informed by and applied within the context of NASW’s Code of Ethics and the United Nations Declaration of Human Rights.

Standard 2. Self-Awareness—Social workers shall develop an understanding of their own personal and cultural values and beliefs as a first step in appreciating the importance of multicultural identities in the lives of people.

Interpretation:
Cultural competence requires social workers to examine their own cultural backgrounds and identities to increase awareness of personal assumptions, values, and biases. The workers’ self-awareness of their own cultural identities is as fundamental to practice as the informed assumptions about clients’ cultural backgrounds and experiences in the United States. This awareness of personal values, beliefs, and biases inform their practice and influence relationships with clients. Cultural competence includes knowing and acknowledging how fears, ignorance, and the “isms” (racism, sexism, ethnocentrism, heterosexism, ageism, classism) have influenced their attitudes, beliefs, and feelings.

Social workers need to be able to move from being culturally aware of their own heritage to becoming culturally aware of the heritage of others. They can value and celebrate differences in others rather than maintain an ethnocentric stance and can demonstrate comfort with differences between themselves and others. They have an awareness of personal and professional limitations that may warrant the referral of a client to another social worker or agency that can best meet the clients’ needs. Self-awareness also helps in understanding the process of cultural identity formation and helps guard against stereotyping. As one develops the diversity within one’s own group, one can be more open to the diversity within other groups.

Cultural competence also requires social workers to appreciate how workers need to move from cultural awareness to cultural sensitivity before achieving cultural competence, and to evaluate growth and development throughout these different levels of cultural competence in practice.

Self-awareness becomes the basis for professional development and should be supported by supervision and agency administration. Agency administrators and public policy advocates also need to develop strategies to reduce their own biases and expand their self-awareness.

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 served.

Interpretation:
Cultural competence is not static and requires frequent relearning and unlearning about diversity. Social workers need to take every opportunity to expand their cultural knowledge and expertise by expanding their understanding of the following areas: “the impact of culture on behavior, attitudes, and values; the help-seeking behaviors of diverse client groups; the role of language, speech patterns, and communication styles of various client groups in the communities served; the impact of social service policies on various client groups; the resources (agencies, people, informal
helping networks, and research) that can be used on behalf of diverse client groups; the ways that professional values may conflict with or accommodate the needs of diverse client groups; and the power relationships in the community, agencies, or institutions and their impact on diverse client groups” (Gallegos, pp. 7–8).

Social workers need to possess specific knowledge about the particular providers and client groups they work with, including the range of historical experiences, resettlement patterns, individual and group oppression, adjustment styles, socioeconomic backgrounds, life processes, learning styles, cognitive skills, worldviews and specific cultural customs and practices, their definition of and beliefs about the causation of wellness and illness, or normality and abnormality, and how care and services should be delivered. They also must seek specialized knowledge about U.S. social, cultural, and political systems, how they operate, and how they serve or fail to serve specific client groups. This includes knowledge of institutional, class, culture, and language barriers that prevent diverse client group members from using services.

Cultural competence requires explicit knowledge of traditional theories and principles concerning such areas as human behavior, life cycle development, problem-solving skills, prevention, and rehabilitation. Social workers need the critical skill of asking the right questions, being comfortable with discussing cultural differences, and asking clients about what works for them and what is comfortable for them in these discussions. Furthermore, culturally competent social workers need to know the limitations and strengths of current theories, processes and practice models, and which have specific applicability and relevance to the service needs of culturally diverse client groups.

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.

Interpretation:

The personal attributes of a culturally competent social worker include qualities that reflect genuineness, empathy, and warmth; the capacity to respond flexibly to a range of possible solutions; an acceptance of and openness to differences among people; a willingness to learn to work with clients of different backgrounds; an articulation and clarification of stereotypes and biases and how these may accommodate or conflict with the needs of diverse client groups; and personal commitment to alleviate racism, sexism, homophobia, ageism, and poverty. These attributes are important to the direct practitioner and to the agency administrator.

More specifically, social workers should have the skills to

• work with a wide range of people who are culturally different or similar to themselves, and establish avenues for learning about the cultures of these clients

• assess the meaning of culture for individual clients and client groups, encourage open discussion of differences, and respond to culturally biased cues

• master interviewing techniques that reflect an understanding of the role of language in the client’s culture

• conduct a comprehensive assessment of client systems in which cultural norms and behaviors are evaluated as strengths and differentiated from prob-
lematic or symptomatic behaviors
• integrate the information gained
from a culturally competent assessment
into culturally appropriate intervention
plans and involve clients and respect
their choices in developing goals for
service
• select and develop appropriate meth-
ods, skills, and techniques that are att-
tuned to their clients’ cultural, bicultural,
or marginal experiences in their environ-
ments
• generate a wide variety of verbal and
nonverbal communication skills in re-
spose to direct and indirect communi-
cation styles of diverse clients
• understand the interaction of the cul-
tural systems of the social worker, the
client, the particular agency setting, and
the broader immediate community
• effectively use the clients’ natural
support system in resolving problems—
for example, folk healers, storefronts, re-
ligious and spiritual leaders, families of
creation, and other community resources
• demonstrate advocacy and empower-
erment skills in work with clients, rec-
ognizing and combating the “isms”,
stereotypes, and myths held by individu-
als and institutions
• identify service delivery systems or
models that are appropriate to the tar-
geted client population and make appro-
priate referrals when indicated
• consult with supervisors and col-
leagues for feedback and monitoring of
performance and identify features of
their own professional style that impede
or enhance their culturally competent
practice
• evaluate the validity and applicabil-
ity of new techniques, research, and
knowledge for work with diverse client
groups.

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

Interpretation:

Agencies and professional social
work organizations need to promote cul-
tural competence by supporting the eval-
uation of culturally competent service
delivery models and setting standards for
cultural competence within these set-
tings. Culturally competent social work-
ers need to be aware of and vigilant
about the dynamics that result from cul-
tural differences and similarities between
workers and clients. This includes mon-
itoring cultural competence among so-
cial workers (agency evaluations,
supervision, in-service training, and
feedback from clients).

Social workers need to detect and pre-
vent exclusion of diverse clients from
service opportunities and seek to create
opportunities for clients, matching their
needs with culturally competent service
delivery systems or adapting services to
better meet the culturally unique needs
of clients. Furthermore, they need to fos-
ter policies and procedures that help en-
sure access to care that accommodates
varying cultural beliefs.

For direct practitioners, policymakers,
or administrators, this specifically in-
volves
• actively recruiting multiethnic staff
and including cultural competence re-
quirements in job descriptions and per-
formance and promotion measures
• reviewing the current and emergent
demographic trends for the geographic
area served by the agency to determine
service needs for the provision of inter-
pretation and translation services
• creating service delivery systems or
models that are more appropriate to the
targeted client populations or advocating for the creation of such services

- including participation by clients as major stakeholders in the development of service delivery systems
- ensuring that program decor and design is reflective of the cultural heritage of clients and families using the service
- attending to social issues (for example, housing, education, police, and social justice) that concern clients of diverse backgrounds
- not accepting staff remarks that insult or demean clients and their culture
- supporting the inclusion of cultural competence standards in accreditation bodies and organizational policies as well as in licensing and certification examinations

• developing staffing plans that reflect the organization and the targeted client population (for example, hiring, position descriptions, performance evaluations, training)

• developing performance measures to assess culturally competent practice including participation of client groups in the development of research and treatment protocols.

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.

Interpretation:

Culturally competent social workers are keenly aware of the deleterious effects of racism, sexism, ageism, heterosexism or homophobia, anti-Semitism, ethnocentrism, classism, and xenophobia on clients’ lives and the need for social advocacy and social action to better empower diverse clients and communities.

As first defined by Solomon (1976), empowerment involves facilitating the clients’ connection with their own power and, in turn, being empowered by the very act of reaching across cultural barriers. Empowerment refers to the person’s ability to do for themselves while advocacy implies doing for the client. Even in the act of advocacy, social workers must be careful not to impose their values on clients and must seek to understand what clients mean by advocacy. Respectful collaboration needs to take place to promote mutually agreed-on goals for change.

Social workers need a range of skills and abilities to advocate for and with clients against the underlying devaluation of cultural experiences related to difference and oppression, and power and
privilege in the United States. The empowerment tradition in social work practice suggests a promotion of the combined goals of consciousness raising, developing a sense of personal power, and skills while working toward social change. Best practice views this as a process and outcome of the empowerment perspective (Gutiérrez, 1990; Simon, 1994). Social workers using this standard will apply an ecosystems perspective and a strengths orientation in practice. This means that workers consider client situations as they describe needs in terms of transitory challenges rather than fixed problems. According to Gutiérrez and Lewis (1999), empowerment is a model for practice, a perspective and a set of skills and techniques. The expectation is that culturally competent social workers reflect these values in their practice.

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.

Interpretation:

Increasing cultural competence within the profession requires demonstrated efforts to recruit and retain a diverse cadre of social workers, many of whom would bring some “indigenous” cultural competence to the profession as well as demonstrated efforts to increase avenues for the acquisition of culturally competent skills by all social workers. Diversity should be represented at all levels of the organization, and not just among direct practitioners.

The social work profession has espoused a commitment to diversity, inclusion, and affirmative action. However, available statistics indicate that in the United States social workers are predominantly white (88.5 percent) and female (78.0 percent). The proportion of people of color has remained relatively stable in the social work membership of the National Association of Social Workers over a period of several years: 5.3 percent identify themselves as African American; Hispanics, including Mexican Americans, Puerto Ricans, and other Hispanic groups constitute about 2.8 percent of the membership; Asians and Pacific Islanders 1.7 percent; and American Indians/First Nations People 0.5 percent (Gibelman & Schervish, 1997).

Social work client populations are more diverse than the social work profession itself. In many instances, service to clients is targeted to marginalized communities and special populations, groups that typically include disproportionately high numbers of people of color, elderly people, people with disabilities, and clients of lower socioeconomic status.

Matching workforce to client populations can be an effective strategy for bridging cultural differences between social worker and client, although it cannot be the only strategy. The assumption is that individuals of similar backgrounds can understand each other better and communicate more effectively (Jackson & López, 1999). Yet an equally compelling fact is that “the majority of clinicians from the mainstream dominant culture will routinely provide care for large numbers of patients of diverse ethnic and/or cultural backgrounds increasing the numbers of culturally diverse social workers is not sufficient. Even these professionals will need to be able to provide care for patients who are not like themselves” (Jackson & Lopez, 1999, p. 8). In addition, culturally competent social workers who bring a special
skill or knowledge to the profession, like bicultural and bilingual skills, or American Sign Language (ASL) skills, are entitled to professional equity and should not be exploited for their expertise, but should be appropriately compensated for skills that enhance the delivery of services to clients.

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

**Interpretation:**

Cultural competence is a vital link between the theoretical and practice knowledge base that defines social work expertise. Social work is a practice-oriented profession, and social work education and training need to keep up with and stay ahead of changes in professional practice, which includes the changing needs of diverse client populations. Diversity needs to be addressed in social work curricula and needs to be viewed as central to faculty and staff appointments and research agendas.

The social work profession should be encouraged to take steps to ensure cultural competence as an integral part of social work education, training and practice, and to increase research and scholarship on culturally competent practice among social work professionals. This includes undergraduate, master’s and doctoral programs in social work as well as post-master’s training, continuing education, and meetings of the profession. Social agencies should be encouraged to provide culturally competent in-service training and opportunities for continuing education for agency-based workers. NASW should contribute to the ongoing education and training needs for all social workers, with particular emphasis on promoting culturally competent practice in continuing education offerings in terms of content, faculty, and auspice.

In addition, the NASW Code of Ethics clearly states, “Social workers who provide supervision and consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.” This highlights the importance of providing culturally sensitive supervision and field instruction, as well as the pivotal role of supervisors and field instructors in promoting culturally competent practice among workers and students.

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

**Interpretation:**

Social workers should accept the individual person in his or her totality and ensure access to needed services. Language is a source and an extension of personal identity and culture and therefore, is one way individuals interact with others in their families and communities and across different cultural groups. Individuals and groups have a right to use their language in their individual and communal life.

Language diversity is a resource for society, and linguistic diversity should be preserved and promoted. The essence of the social work profession is to promote social justice and eliminate discrimination and oppression based on linguistic or other diversities. Title VI of the Civil Rights Act clarifies the obligation of agencies and service providers to not discriminate or have methods of administering services that may subject individuals to discrimination.
Agencies and providers of services are expected to take reasonable steps to provide services and information in appropriate language other than English to ensure that people with limited English proficiency are effectively informed and can effectively participate in and benefit from its programs.

It is the responsibility of social services agencies and social workers to provide clients services in the language of their choice or to seek the assistance of qualified language interpreters. Social workers need to communicate respectfully and effectively with clients from different ethnic, cultural, and linguistic backgrounds; this might include knowing the client’s language. The use of language translation should be done by trained professional interpreters (for example, certified or registered sign language interpreters). Interpreters generally need proficiency in both English and the other language, as well as orientation and training.

Social agencies and social workers have a responsibility to use language interpreters when necessary, and to make certain that interpreters do not breach confidentiality, create barriers to clients when revealing personal information that is critical to their situation, are properly trained and oriented to the ethics of interpreting in a helping situation, and have fundamental knowledge of specialized terms and concepts specific to the agency’s programs or activities.

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

**Interpretation:**

Social work is the appropriate profession to take a leadership role not only in disseminating knowledge about diverse client groups, but also in actively advocating for fair and equitable treatment of all clients served. This role should extend within and outside the profession.

Guided by the NASW Code of Ethics, social work leadership is the communication of vision to create proactive processes that empower individuals, families, groups, organizations, and communities. Diversity skills, defined as sensitivity to diversity, multicultural leadership, acceptance and tolerance, cultural competence, and tolerance of ambiguity, constitute one of the core leadership skills for successful leadership (Rank & Hutchison, 2000). Social workers should come forth to assume leadership in empowering diverse client populations, to share information about diverse populations to the general public, and to advocate for their clients’ concerns at interpersonal and institutional levels, locally, nationally, and internationally.

With the establishment of standards for cultural competence in social work practice, there is an equally important need for the profession to provide ongoing training in cultural competence and to establish mechanisms for the evaluation of competence-based practice. As the social work profession develops cultural competencies, then the profession must have the ability to measure those competencies. The development of outcome measures needs to go hand in hand with the development of these standards.
References


National Committee on Racial and Ethnic Diversity 1999–2001

Saundra H. Starks, EdD, ACSW, LCSW
Lina Fong, PhD, ACSW, LCSW
Emma Montero, MSW
Ada E. Deer, ACSW
Inderjit K. Jaipaul, DSW, ACSW
Carmen Ortiz Hendricks, DSW, ACSW
Robert D. Showers, BSW
Clara Simmons, ACSW, DCSW
Nelrene Yellow Bird, MSW
Halaevalu F. Vakalahi, DSW
Irene Moreda, DSW

NASW Staff

Elizabeth J. Clark, PhD, ACSW, MPH, NASW Executive Director
Leticia Diaz, MS
Luisa López, MSW
Tracy Whitaker, ACSW

Touro College Board of Trustees
Mark Hasten, L.H.D., Chairman
Rabbi Doniel Lander
Alan Kadish, M.D.
Abraham Biderman
Ben Chouake, M.D.
Menachem Genack, L.L.D.
Solomon Goldfinger
David Lichtenstein
Martin Oliner, Esq.
Lawrence Platt, M.D.
Stephen Rosenberg
Zvi Ryzman
Jack Weinreb

Office of the President
Rabbi Doniel Lander, Chancellor
Alan Kadish, M.D., President, Chief Executive Officer
David Raab, M.S., Chief of Staff to the President
Moshe Krupka, M.S., Senior Vice President for College Affairs
Melvin Ness, B.S., C.P.A., Senior Vice President, Chief Financial Officer
Alan P. Schoor, M.B.A., Senior Vice President, Chief Administrative Officer
Michael Newman, J.D., General Counsel and Interim Chief Compliance Officer
Stanley L. Boylan, Ph.D., Vice President of Undergraduate Education and Dean of Faculties
Alan G. Ciner, M.A., Vice President, CEO, Touro College South
Robert Goldschmidt, M.A., Vice President for Planning and Assessment, Dean of Students
Eric Levine, D.S.W., Vice President for Institutional Advancement
Anthony Polemeni, Ph.D., Vice President, Division of Graduate Studies
Jay Sexter, Ph.D., Vice President for Academic Affairs and CEO, Touro College of Osteopathic Medicine
Israel Singer, Ph.D., Vice President for International Affairs
Sheldon Sirota, D.O., Vice President of Osteopathic Medicine Affairs
Eva Spinelli-Sexter, M.S., Executive Administrative Dean of NYSCAS and Vice President of Community Education
Marian Stoltz-Loike, Ph.D., Vice President for Online Education
Michael Harter, Ph.D., Senior Provost and CEO, Touro University Western
Bernard Luskin, Ed.D., Provost and CEO, Touro University Worldwide
LaMar P. Miller, Ph.D., Research Administrator
Simcha Fishbane, Ph.D., Executive Assistant to the President
Elihu Marcus, Ph.D., Executive Assistant to the President
Ronald Rosenberg, J.D., Liaison to Senior Leadership
Touro College Office of Academic Affairs

Stanley Boylan, Ph.D., Vice President of Undergraduate Education and Dean of Faculties
Robert Goldschmidt, M.A., Vice President of Planning and Assessment, Dean of Students
Anthony Polemeni, Ph.D., Vice President, Division of Graduate Studies
Henry Abramson, Ph.D., Dean, Academic Affairs & Student Services, Touro College South
Barry Bressler, Ph.D., Dean, Undergraduate Business
Michael Clearfield, D.O., Dean, Touro University College of Osteopathic Medicine, California
Stuart Feldman, Ph.D., Dean, Touro College of Pharmacy
Mitchell Forman, D.O., Dean, Touro University College of Osteopathic Medicine, Nevada
Robert Goldberg, D.O., Dean, Touro College of Osteopathic Medicine
Issac Herskowitz, Ed.D., Dean, Graduate School of Technology, Director of Academic Computing
Steven Huberman, Ph.D., Dean, Graduate School of Social Work
Katherine Knapp, Ph.D., Dean, College of Pharmacy, Touro University (California)
Esther Lowy, Ph.D., Dean, Touro College Los Angeles
LaMar P. Miller, Ph.D., Dean, Graduate School of Education
Rebecca Mills, Ed.D, Interim Dean, College of Health and Human Services, Touro University (Nevada)
Louis H. Primavera, Ph.D., Dean, School of Health Sciences
Lawrence Rafal, Dean, Jacob D. Fuchsberg Law Center
Michael Shmidman, Ph.D., Dean, Graduate School of Jewish Studies
Moshe Z. Sokol, Ph.D., Dean, Lander College for Men
Marian Stoltz-Loike, Ph.D., Dean, Lander College for Women/The Anna Ruth and Mark Hasten School
Ira Tyszler, M.A., Dean, Enrollment Management and Institutional Research and Review
Richard Waxman, Ph.D., Interim Dean, Graduate School of Psychology
Michael Williams, Ph.D., Dean, Graduate School of Business