Wurzweiler

Wurzweiler School of Social Work

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WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY
2495 Amsterdam Avenue, New York, NY 10033

General Information 646-592-6800
Admissions 833-241-4723
Fax 212-960-0821

Letter from the Dean

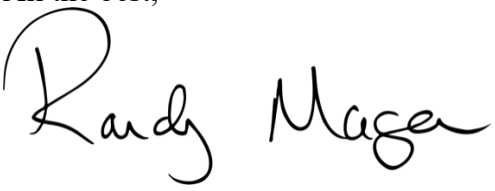
Welcome to the Wurzweiler School of Social Work. We expect that your time at Wurzweiler will provide a unique professional education that embodies social work knowledge, values, and skills. Included will be transformational challenges of self-reflection that are vital to social work.

The policies and procedures presented in this Policy Manual are intended as sources of information for students. It is important for students to be aware of and to understand the school's policies and procedures. This Policy Manual is a "living document." Changes to it are anticipated as new policies and procedures are developed. The school reserves the right to change policy and procedures without prior notice. Students will be governed by the curriculum requirements in the Manual for the year in which they entered the program.

The school's website provides additional program information. We encourage you to review the website, NASW Code of Ethics, and the NASW Standards and Indicators for Cultural Competence in Social Work Practice. Students are expected to conduct themselves in accordance with the NASW standards and ethics in the classroom and in practicum placements.

If you have questions or concerns, please see your advisor and/or one of the school's administrative staff. We wish you the very best and hope that the time you spend at Wurzweiler is engaging, challenging, and successful.

All the best,



Randy Magen, Ph.D, M.S.S.W.
Dorothy and David Schachne Dean
Wurzweiler School of Social Work, Yeshiva University

Wurzweiler School of Social Work and Yeshiva University Contact Information

Wurzweiler Contact Information

General Information

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CEU info	wsswces@yu.edu
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Administration

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MSW Program Administration

Student Support Services Leslie Glass, MSW, LCSW	(646) 592-6814 Leslie.glass@yu.edu
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Israel Block Program Administration

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Associate Director of Practicum for Israel Atara Weinstein, MSW	Atara.weinstein@yu.edu

MSW Online Administration

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Lead Student Success Coordinator Natasha Vale	(646) 846-7105, ext. 987 Natasha.vale@yu.edu
Student Success Coordinator Chanel Cox	Chanel.cox@yu.edu

Sara Schenirer Administration

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Practicum Department

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PhD Program Director Mary Beth Morrissey, PhD, JD, MPH	(646) 592-6674 Mary.morrissey@yu.edu
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PhD Program Methodology Center Director Rain Lee, PhD, MSW	(646) 592-6848 Rain.lee@yu.edu

Certificate Program Contacts

CASAC Program Director Timothy Conley, Ph.D., LMSW, CAS	(646) 592-6846 Timothy.conley@yu.edu
Interprofessional Aging and Palliative Care Certificate Gary Stein, JD, MSW	(646) 592-6808 Glstein@yu.edu
Program Coordinator, Interprofessional Aging and Palliative Care Certificate Rabbi Liz Rolle	(646) 592-6833 Liz.rolle@yu.edu

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Director of Care Café Kimberly Moore, PhD, LCSW, MA, MAC, CASAC, ADS	(646) 592-6827 Kimberly.moore@yu.edu

Yeshiva University Contact Information Offices and Services

Office of the Registrar
📞 Phone: (646) 592-6272
📧 Email: wilfregistrar@yu.edu

Office of Student Finance
💰 Student Accounts: (646) 592-6260
🎓 Student Aid: (646) 592-6250
📧 Email: accounts@yu.edu, studentaid@yu.edu

Safety and Security
🚨 24-Hour Security Dispatcher: (212) 960-5200
☎️ 24-Hour Hotline: +1 (888) 987-2389
📧 Email: security@yu.edu

Disability Services
🌟 Phone: (646) 592-4280
📧 Email: akelsen@yu.edu

Library
📚 Phone: (646) 592-4045
🌐 Website: Gottesman and Pollack Library

Student Counseling Center
🌈 Phone: (646) 592-4280
📧 Email: counseling@yu.edu

International Students
🌎 Phone: (646) 592-4203
📧 Email: oiss@yu.edu

Title IX Office
🔍 Phone: (646) 592-6200
📧 Email: titleix@yu.edu

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Wurzweiler School of Social Work Policy Manuals Fall 2024

Master of Social Work (MSW)
Clinical Doctorate of Social Work (DSW)
PhD in Social Welfare
Interprofessional Aging and Palliative Care Certificate
Post-Masters CASAC Program

Section I: All-School Policies

1. Non-Discrimination and Harassment

Yeshiva University complies with all federal, state, and local regulations governing non-discrimination and harassment including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments Act of 1972. In keeping with its long-standing traditions and policies, Yeshiva University provides equal opportunity for faculty, staff, and students within admissions and employment, as well as those seeking access to programs based on individual merit.

University-wide policies and procedures pertaining to discrimination and harassment have been established, both as a legal obligation under applicable law and as a visible and formal expression of institutional policy. The University's Non- Discrimination and Anti-Harassment Policy and Complaint Policy, and additional resources can be found here. This policy includes information about filing a report, seeking a response, and options for confidential disclosure. The University will respond to all complaints promptly, thoroughly, and impartially.

Retaliation is prohibited against anyone who filed and/or participated in the investigation of a complaint, even if the complaint is unsubstantiated. When warranted, the University will take appropriate, corrective action to remedy all violations of this policy, up to and including termination and/or expulsion. Administrative and investigative responsibility relating to enforcement of the policy has been assigned to the University's Title IX Coordinator, Dr. Chaim Nissel. Students can contact the Title IX office at titleix@yu.edu, (646) 592-6200, or by reporting an incident here.

2. Commitment to Anti-Racism, Diversity, Equity, and Inclusion

At Wurzweiler School of Social Work, we strive to honor and value the unique, lived experiences of the different members of our School community. In alignment with the Council of Social Work Education, we assert that dimensions of diversity, equity, and inclusion are embodied within the intersectionality of individuals, which includes multiple aspects of identity including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Driven by professional knowledge about historical and present-day oppressions that occur based on social positioning and individual and group identities, as well as by our ethical commitment to dismantle these oppressions, we commit to advancing anti-racism, diversity, equity, and inclusion. This commitment is rooted in the Social Work Code of Ethics and informed by ethical principles of social justice and valuing the dignity and worth of every person.

3. Notice of Access to Campus Crime Statistics, the Campus Security Report, and Information on Registered Sex Offenders

The University's Advisory Committee on Campus Safety will provide, upon request, all campus crime statistics as reported to the U.S. Department of Education. The U.S. Department of Education maintains campus crime statistic information on its website. In addition, the University's annual security reports, which includes all campus crime statistics, and the University's annual fire safety reports, are available on the University's website or may be obtained from the University's Chief of Security, Paul Martha (212-960-5221, security@yu.edu).

The annual security report for each campus includes:

- Campus crime statistics for the most recent calendar year and the two preceding calendar years,
- Campus policies regarding procedures and facilities to report criminal actions or other emergencies on campus,
- Policies concerning the safety of and access to campus facilities,
- Policies on campus law enforcement,
- A description of campus programs to inform students and employees about campus security procedures and practices, and to encourage students and employees to be responsible for their own security and the security of others,
- Campus crime prevention programs,
- Policies on illegal drugs and alcohol,
- Where information provided by the State on registered sex offenders may be obtained, and
- Policies on campus sexual assault programs aimed at the prevention of sex offenses and procedures to be followed when a sex offense occurs.

4. Immunizations

In accordance with New York State law, all students, regardless of country of origin, are required to show proof of immunity against measles, mumps, and rubella (MMR), and a completed meningitis acknowledgement form, which can be found here. YU Student Health staff reviews all immunization history and documentation to ensure compliance.

MMR documentation must show that the student has received two doses of measles vaccine (if given singly), two doses of mumps vaccine (if given singly), and at least one dose of rubella vaccine; or to have received two doses of the combined MMR vaccine. In lieu of documentation, a student may submit the results of a blood test indicating immunity to all three illnesses. Some religious and medical exemptions may apply. In these cases, students may submit documentation of the eligibility for a waiver of the immunization requirement to the YU Student Health Center.

Students in the following programs are required to be in compliance with these standards, irrespective of whether or not they attend courses in person: MSW Traditional Face-to-Face and Live Virtual, MSW Asynchronous Online, MSW Israel Block, MSW/PhD, DSW, and PhD. Students in the Sara Schenirer program option are not required to show proof of immunizations to enroll in courses. Students who request exemption may be ineligible for practicum placements if they are not in compliance with practicum agency immunization requirements.

When a student is admitted and submits a deposit, they will receive an automatic email to submit their immunization records through the application portal.

For questions regarding Covid-19 policies and procedures, please see the YU Covid-19 Updates page.

5. Health Insurance

Yeshiva University requires that all students enrolled for 6 credits or more have health insurance. U.S. citizens may be enrolled in a family or employer plan. If a student's health insurance plan has a network of providers in New York City, the student can apply for a waiver from the University's health insurance plan and remain covered via the family or employer plan. All plans must be Affordable Care Act (ACA) compliant.

Students will receive an email with instructions on how to access the waiver/enrollment form. For domestic students who are **not** currently insured through a family or employer plan and for **international students**, Yeshiva University has partnered with Gallagher Student Health to provide health insurance through Aetna that meets ACA and visa requirements.

Students in online degree programs are ineligible for the Yeshiva University Student Health Insurance Plan.

Click here for more information about the Student Health Insurance Program.

6. FERPA/Privacy

In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended (Section 438 of the General Educational Provisions Act, 20 USC 1232g), also known as "FERPA," Yeshiva University has adopted certain policies to protect the privacy rights of its students with respect to their education records. In accordance with FERPA, the University affords students certain rights of access to their education records, limits the persons to whom the University may disclose a student's education records, and permits certain disclosure without the student's written permission. Please visit the Office of the Registrar website to obtain the Yeshiva University FERPA Policy Statement.

7. Student Conduct and Student Rights

Students can visit the website of student life to review the University policies on student conduct, including:

- Anti-Bullying and Hazing Policy for Students
- Drug and Alcohol Policy
- Medical Form
- Requirements for Working with Minors
- Romantic Relationships Policy
- Sexual Assault Student Bill of Rights
- Non-Discrimination and Anti-Harassment Policy (including TIX)

Additional student consumer information can be found here.

The Student Bill of Rights can be found here.

8. Use of the University's Name

No student or student organization may use the name of the University or any of its components in print or digital/electronic media for any purpose, including identification, without written permission from the Office of the Dean. The University has explicit policies regarding the use of the University name and mark by student organizations and clubs, which students are expected to adhere to.

9. Conversion Therapy Policy

The Wurzweiler School of Social Work at Yeshiva University, in accordance with the National Association of Social Workers and NY State law, rebukes conversion therapy, as it is based on a misinformed, erroneous, and dangerous paradigm of sexual orientation, which has been rejected by every major health and mental health profession. The evidence-based destructive effects of conversion therapy include traumatic sequelae of posttraumatic stress disorder, depression, anxiety, and heightened rates of suicidality.

Wurzweiler School of Social Work unequivocally opposes any model of conversion therapy as it is antithetical to the cornerstone principles of the social work Code of Ethics and is abhorrent to the professional, pedagogical, and clinical paradigms that inform social work education and practice. Wurzweiler rejects conversion therapy in any form and upholds the commitment to advocacy and social justice rights of all vulnerable populations, including sexual minoritized persons. Under no circumstance is this illegal and unethical intervention to be introduced as a viable clinical approach by our full-time and adjunct faculty or guest lecturers to our student body. Wurzweiler supports only evidence-based, constructive, and respectful paradigms based on the dignity and worth of each and every student and client in our community.

Section II: All-School Student Support services

1. Counseling Center

The Counseling Center offers a range of services to current Yeshiva University students attending classes at the Manhattan campuses, including counseling and support, medication management, and referrals. All services are free of charge and confidential. Students can contact the counseling center at counseling@yu.edu or (646) 592-4203.

2. Office of Disability Services

The Office of Disability Services collaborates with students, faculty, and staff to provide reasonable accommodations and services to students with disabilities. Students who wish to request accommodations for a documented disability that affects their academic performance and students who suspect that they may have a disability are encouraged to contact the Office of Disability Services for Wilf Campus: Abigail Kelsen, (646) 592-4280, akelsen@yu.edu

Students must be registered with the Office of Disability Services to receive disability accommodations. Instructors can only provide accommodations once a student submits an official accommodation letter from the Office of Disability Services.

3. Financial Aid

Students may rely on several sources of financial aid to help meet education expenses. The federal government and state-specific aid may be primary sources. In addition, there are private scholarships, foundations, and religious entities that may provide aid for social work students. Community groups and professional organizations are other sources of aid. External scholarships and awards are available, and a list of them can be found here.

Information on the Free Application for Federal Student Aid (FAFSA) and other financial aid options, as well as the steps for applying for aid, can be found through the Office of Student Finance (OSF). There are also several options for student loans, including those listed on the OSF website. OSF also supplies information on tuition, withdrawal, payments, and any other topics related to student finances. For questions about financial aid, students can contact the office at studentaid@yu.edu or (646) 592-6250. For questions about financial accounts, students can contact the office at accounts@yu.edu or 9646) 592-6260.

4. Student Governance

Wurzweiler School of Social Work has an active Student Government Association (WSSWSGA) that spans multiple cohorts and programs. All students are encouraged to join. Elections for student government officers generally are held in the Fall semester, but general participation in the SGA is open to all students regardless of program level, including all MSW, DSW, and PhD Students. Student representatives are invited to meet at regular intervals with Program Directors to discuss issues and problems. In addition, student representation will be invited when ad hoc committees or task forces are established to accomplish specific purposes. For more information, students can email the SGA at wsswsga@yu.edu.

5. Writing Consultants

The Wurzweiler Writing Consultants aim to help students find the resources and develop the skills they need to write proficiently. Students can sign up for sessions here. The session options include in-person meetings, email exchanges, and online or telephone chats. Students can contact the writing consultants by email wsswwritingconsultants@gmail.com.

Section III: Academic Matters

1. E-Reserves

Most of the scholarly articles, literature, and other resources mentioned in the course syllabi are available on electronic reserve (E-reserves). Professors will provide students with passwords as needed. Full text articles on E-reserves can be accessed from personal and university computers. Instructions on how to access the reserves can be found here. Reserves can be accessed through the course Canvas page or the library website. If you have problems accessing E-reserves, email: ereserves@yu.edu.

2. Canvas

Canvas is our online learning management system. All courses have an associated Canvas shell. Resources and instructions can be found here. Canvas support is available 24/7/365 at (800) 829-7418.

3. Registration

All students must register for classes each semester through Self Service Banner found in InsideTrack. Announcements regarding registration will be sent out by the administration and can also be found on each program's Academic Calendar. Information on how to access and use InsideTrack can be found on the Registrar's website.

3.1 Course Availability

The faculty and administration of the School pride themselves on the richness and flexibility of the curricula and its course offerings. Enrollment levels may occasionally affect the variety of elective courses available to students or may reduce or increase the range of days and times of classes being offered. Program Directors reserve the right to cancel elective courses or to consolidate sections of required courses when enrollment drops below a reasonable number. Student applications for independent study or directed study coursework must be submitted to the Program Director for review and approval.

3.2 Add/Drop Period

The Academic Calendar lists the dates for adding and dropping courses, and these dates differ each semester and by program. Tuition penalties may be incurred for dropping a course.

Students may drop classes through InsideTrack from the start of the designated registration period until the "last day to drop a course" as listed on the Academic Calendar. In order to drop (withdraw) from a course (or all courses) after the "last day to drop a course," students will be required to fill out an Add/Drop Form found on the Registrar's website. Students who chose to withdraw from Yeshiva University during any semester are bound by the registration, grading, and refunding rules noted online. It is the student's responsibility to discuss impacts on tuition, aid, and academic progress with the student's Academic Advisor and with the Office of Student Finance.

Students should be aware of the refund dates for each semester. Students may not receive a full refund for courses dropped even if they are dropped before the "last day to drop a course without a W."

4. Transfer Credits

4.1 Transfer Credit Policies
The acceptance of transfer credits is up to the discretion of each program and Program Director. The MSW, DSW, and Interprofessional Aging and Palliative Care Certificate programs accept transfer credits. The PhD program does not accept transfer credits.

In accordance with CSWE accreditation guidelines, the School does not give academic credit for work, volunteer, or life experience and undergraduate courses. The MSW and DSW programs do not give academic credit for graduate courses that have been used to fulfill requirements for other degrees.

To be eligible for transfer, credits must have been taken within the past five years of acceptance to WSSW. Applicants must be in good standing with the graduate school from which they are transferring credits and submit syllabi from completed courses for evaluation. Some programs grant Credit or Honor grades. The equivalence of these grades to letter grades must accompany the documentation for transfer credits. Any courses taken at another graduate school that is worth more than three credits will be accepted in transfer as three credits only.

Coursework transferred from another graduate school, whether taken before or after admission at WSSW, appear on the student's record with *credit value only*; grades earned elsewhere are not entered on the records of Yeshiva University nor do they count towards the student's cumulative GPA while at WSSW.

It is the applicant's responsibility to apply for transfer credits. The evaluation of credits for transfer will begin after the applicant has been accepted to WSSW and has paid the deposit.

4.2 Transfer Credit Procedure
To apply for transfer credits, students must complete the following process:

- When applying to Wurzweiler School of Social Work, students must indicate on their application when prompted that they would like to transfer credits.
- Once admitted, the "Application for Transfer Credit toward a Graduate Degree" will automatically be uploaded into the admissions portal. Students who are admitted and did not mark that they would like to transfer credits must reach out to admissions to gain access to the application. This will delay review, and any courses requiring one of the transfer courses as a pre-requisite may not be taken, which subsequently can delay completion of graduation requirements.
- Students must complete the "Application for Transfer Credit Toward a Graduate Degree" form and submit the form through the admissions portal prior to the beginning of their first semester at WSSW.
- Students must directly submit the official transcript(s) prior to the beginning of the first semester enrolled. This can be done by requesting the transcript be submitted through the

prior graduate school. Many schools allow for direct electronic submission. If this is not the case, the transcript must be sent directly from the prior school's registrar's office in a sealed envelope to:

Yeshiva University – Graduate Admissions
ATTN: Wurzweiler School of Social Work
500 West 185th Street
New York, NY 10033

- The Associate Dean's Office may request copies of the course description, school catalogs, and/or course syllabi for any course a student seeks transfer credit for. Students must promptly provide documentation when requested. A delay may stall the review process, and any courses requiring one of the transfer courses as a pre-requisite may not be taken, which subsequently can delay completion of graduation requirements.
- The Transfer of Credit form will be processed only after a student successfully earns 12 credits at WSSW.
- If, within taking the first 12 credits, a student fails a course or earns a GPA below 3.0, the student forfeits the privilege of transferring credits.

5. Auditing a Course

Students are permitted to audit a WSSW course if there is space available in the course. All requests for course audits in a particular program must be approved by the Program Director. An audited course is not considered part of a student's academic plan and will not be counted towards requirements for graduation. The regulations regarding auditing courses are listed on the Yeshiva University Request to Audit a Course Form. Students should read the regulations carefully, complete the form including the instructor's signature, and return the form to the Registrar's Office with payment. *The University does not permit students to attend individual classes for which they are not officially registered.*

6. Incomplete Grade Policy

Students are expected to satisfactorily complete all requirements before the last class session of the semester. Extensions are to be allowed only within the following guidelines:

1. "Incompletes" are to be considered exceptional; students are expected to complete their coursework by the end of the semester.
2. The grade of "incomplete" or "I" is given only at the discretion of the instructor. If an instructor chooses not to issue an "I" grade, the instructor may determine the student's grade based on the work completed.
3. If the instructor issues the student the grade of "I," the instructor will determine a deadline no later than the last day of the following semester for the student to complete the work. The instructor, together with the student, will complete an Incomplete Contract outlining the work to be completed and setting the deadline. The Incomplete Contract is to be shared with Program Director and the Registrar's office.
4. If the "incomplete" is not changed within one semester, and an extension has not been granted and shared with the Registrar's Office, the Registrar's Office is authorized to automatically convert the grade to an "F."
5. Prior to the deadline set in the Incomplete Contract, the student may petition the course instructor from which the "I" grade was received for an additional extension

of maximum one additional semester. *Such an extension is contingent upon: (1) approval in writing of the instructor with specification as to the date upon which all course work will be submitted; and (2) approval of the Program Director.* Any incomplete grade will automatically become a failing grade at the end of the extension period if the missing work has not been completed by then.

6. **Students may *not* enroll in course work for the next semester until such time as the "I" grade is changed**. The only exception to this policy is possible with written approval of the Program Director.
7. An "Incomplete" in the first semester of a year-long course must be completed before the student can register for the second half of the course. An "I" is not available to students who have filed for graduation.

7. *Maintenance of Registration/Enrollment*

Students are required to maintain continuous registration with the University until they complete all of the requirements for a degree. There are several mechanisms for maintaining registration:

1. Registering for at least one academic course in each semester.
2. Requesting a Leave of Absence.
3. PhD and DSW students must register for SWK 8999 "Extension" if all coursework has been completed.

A student who neither enrolls nor secures an official Leave of Absence for any semester will be considered as having withdrawn from the University. Students who have withdrawn from the University and wish to apply for readmission must follow the regular admissions procedure. Withdrawn students applying for readmission will be subject to the usual admissions criteria in effect at the time of application for readmission.

8. Leave of Absence

Students who wish to take a semester's leave from the program must complete the Leave of Absence (LOA) process with their Academic Advisor prior to beginning leave. A Leave of Absence (LOA) is only available to students who have earned credits at WSSW. Therefore, first-semester students are not eligible for a Leave of Absence. They must withdraw from the University and apply for readmission when they wish to return.

A Leave of Absence is only granted under extraordinary circumstances. Leaves are granted for one semester per year, and a student may take only two leaves over the course of the program. Students who intend to take a Leave of Absence must file a Leave of Absence form and submit it to their respective Program Director for approval. All Leaves of Absences for international students must be approved by the Office of International Services. Requests for medical leave must follow the Leave of Absence procedure.

Any students who require a Leave of Absence for more than one semester must consult the MSW, DSW, or PhD Program Director for approval and to plan their return. For approval to be granted, the student must be in good academic standing and free from any concerns about comportment, as determined by the Program Director. The student must also ensure that all tuition and fees have been paid in full up to the date of the leave.

Leaves of Absence, except for the purpose of government service, do not extend the time limits set for the completion of degree requirements. MSW and DSW students have five years to complete the program from their original term of entry. PhD students have eight years to complete the program from the original term of entry.

A student who neither enrolls nor secures an official Leave of Absence for any semester will be considered as having withdrawn from the University.

9. Class Attendance

Social work is an applied professional discipline. Punctuality and attendance are indicative of current and future professional conduct. Gaps in learning resulting from class absences or tardiness compromise the student's ability to fully meet obligations as a professional social worker.

Students missing more than 20% of class time or activities may receive an "F" for the class. Instructors typically have specific rules about attendance, deadlines, posts, and assignments, which might include appropriate consequences as noted in the syllabus. Instructors retain discretion over the consequences of absences. Students are responsible for understanding each instructor's policies on attendance and realizing that any absences from classes may affect their course grades.

Students are expected to attend all live classes – both in-person and live virtual – as scheduled. To receive credit for a course, students must attend regularly, be prompt in their arrival to class, and remain in class for the full period, whether the course is in-person or live virtual. Students in live virtual classes are expected to arrive to class by logging in on time and keeping their cameras on for the full period. Students are deemed to have left class when they turn off their cameras. Students who frequently leave and return to class disrupt the flow of class, which is a discourtesy to instructors and classmates alike and in violation of classroom etiquette. Instructors retain discretion to determine any penalties for lateness, early departure, and classroom disruptions.

Asynchronous online students are expected to participate in class activities regularly. Logging on without participation is insufficient to satisfy the requirements for participation. Students must complete assigned activities, discussion boards, and all other assignments to be counted as "attending" class and receive credit for the course. Activities are outlined by the professor in the syllabus. Asynchronous classes are held over seven, 10, and 14 week terms. If a student has not logged into a course for a period that constitutes longer than 20% of the course – 10 days, 14 days, and 20 days, respectively – the student risks receiving an "F" for the class and being placed on academic probation.

The audio or visual recording of a class session by a student is prohibited. Only enrolled students may attend a class. Students in virtual classes should ensure that they have a private location in which to attend class. *The University does not permit students to attend individual classes for which they are not officially registered*.

Some absences are unavoidable. The criteria for granting an excused absence for an extenuating circumstance includes urgent and substantiated non-academic reasons directly affecting the student that are beyond the student's control. In such situations, a student may ask the instructor prior to the class session for an excused absence. In the event of a hospitalization or emergency, the student should contact the professor within 48 hours of the missed class. It is at the professor's discretion whether an absence will be excused.

Any student with a documented disability must be registered with the Yeshiva University Office of Disability Services to qualify for consideration of class absences and lateness related to the disability. Students with accommodations are responsible for completing all coursework. Accommodations should not be viewed as a waiver of attendance requirements.

10. Professional Comportment

Wurzweiler expects all students to adhere to the highest academic and professional standards of comportment, which includes adherence to the NASW Code of Ethics. Graduate students are expected to show seriousness of intellectual dedication; respect for the views and convictions of others; regard for instructors, fellow students, and the School as a whole; and, above all, adherence to the highest ethical and moral standards in their personal and professional lives. All Wurzweiler students are held accountable to conduct themselves according to the NASW Code of Ethics and the NASW Standards and Indicators for Cultural Competence in Social Work Practice in the classroom and practicum placement.

"Comportment" is defined as acting and conducting oneself in a professional manner. Students are expected to be guided on comportment by the NASW Code of Ethics in all course-related and practice behaviors. Students are accountable for upholding professional and ethical standards in both the classroom and, as applicable, in practicum placements.

Comportment attributes describe skills and qualities needed for success as both a student and social worker. Failure to demonstrate these attributes can lead to probation or dismissal from the program. These attributes include the following:

Communication: Effective communication is a vital aspect of social work. Students are expected to express their ideas and feelings with honesty and integrity and demonstrate a keen ability to listen to others. Communication involves speaking, listening, understanding non-verbal cues and body language, and interpreting and controlling emotions. Social work students must be able to communicate effectively with other students, faculty, staff, clients, and other professionals in a clear, open, and respectful way. Students are expected to check their YU emails regularly, and only communicate with YU faculty and staff, practicum advisors, and agencies, through their YU email addresses.

Confidentiality: It is important to protect the "safe space" of the classroom by not divulging information about clients or comments made by other classmates. Confidentiality should be maintained when discussing the events taking place in a course with students or faculty. Given the nature of classroom discussion, the presentation of case materials, and, at times, personal disclosures in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class. To that end, no one is

permitted to make or publish audio or video recordings of conversations, classes, lectures and/or meetings, without the knowledge and consent of all participants subject to such recordings.

In line with HIPAA regulations concerning protected health information, it is important that students understand that any case information presented in coursework will need to be de-identified. Any information that would allow someone else to identify the person must be changed or eliminated. This includes obvious identifiers such as names and birth dates but may also include other information that is unique to the person and would allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation, it can be included if it will not allow for identification.

***Interpersonal Skill**:* Interpersonal skill reflects competence or proficiency when interacting with others. Examples include active listening, conflict resolution, compassion, objectivity, integrity, teamwork, leadership, flexibility, respect for others, and communication. Students must demonstrate an advanced level of interpersonal functioning when interacting with other students, instructors, administrators, and clients and within the professional realm.

Respect for the Ideas and Perspectives of Instructors, Administrators, and Fellow Students: Students are expected to demonstrate civility, courtesy, and tolerance of differing viewpoints, ideas, and beliefs. Students are expected to conduct themselves respectfully and courteously with all members of the Wurzweiler community in accordance with the NASW Code of Ethics Standards 3 and 4. Any language or behavior that intimidates or belittles others, or that causes emotional harm will not be tolerated. Students are also expected to build positive relationships with faculty and fellow students and to respect boundaries.

Deadlines and Assignments: Students are expected to show responsibility and dependability by meeting assignment deadlines. Good time management demonstrates reliability and the ability to stay focused. These are virtues and character traits that social workers ought to display in the workplace and in their interactions within the professional environment.

Self-Reflection: Self-reflection is a useful tool through which social workers consistently explore their everyday practice by examining their beliefs, values, and actions that influence their perceptions of others. Students must demonstrate a willingness to engage in reflective thinking and be willing to understand and alter behaviors that interfere with effective interventions.

***Empathy**:* Empathy is one of the most important skills that social workers bring to their relationships with clients. Empathy is perceiving, understanding, and responding to the emotional states and ideas of other people. Social work students are expected to exemplify empathy both personally and professionally.

Ethical Conduct: Students are expected to demonstrate honesty and integrity in all aspects of the program. Section 4.04 of the NASW Code of Ethics explains that: “Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.”

***Acceptance of Diversity**:* Students should demonstrate an increasing understanding and appreciation for the value of diversity, which is a fundamental value of the social work profession. Students are expected, in all settings, to treat all people with dignity and respect regardless of age, class, race, ethnicity, religious affiliation, gender, sexual orientation, disability status, gender expression, values, and other factors related to their identities.

Professional Demeanor: Students are expected to demonstrate professional demeanor in behavior, appearance, values, and oral and written communication. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. It is expected that in all situations in which the student is identifiable as a social work student, including on social media, the student should be aware of professional demeanor and actions.

11. Social Media

Students' are expected to adhere to the NASW Standards for Technology in Social Work Practice. These standards align with the NASW Code of Ethics as well as WSSW's comportment standards. These guidelines apply to both the classroom and practicum placements. It is recommended that students read Social Workers' Ethical Responsibilities to Clients to learn what constitutes privacy and confidentiality, dual relationships, and professional boundaries. Students can also learn more about appropriate social media etiquette here.

To protect the professional-client relationship, and a client's confidentiality and privacy, social media should never be used to contact clients or gain information about clients. Students should not contact, search, friend, or follow any client they interact with in their practicum placement at any time. It is against social work ethics to "google" or perform an internet search on a client. Clients choose what information they share with practitioners, and to search for them without their consent is a breach of the client's privacy.

Students should be careful to maintain self-confidentiality within their client relationships in order to prevent clients from finding and contacting them through social media. Students should be aware that it is possible for a client to contact, friend, or follow a student on social media. It is also possible for a client to be in the same group or online community as a student. In order to prevent dual relationships, students should not respond to any outreach from a client over social media and reach out to their practicum instructor or supervisor for guidance.

When using social media, HIPAA and patient confidentiality applies. Students should not post or share any confidential or identifying information about clients on social media. Social media can be seen as a reflection of the profession or a student's place of work. Students should consider the impacts of what they share on social media and check the validity of what they share. In line with WSSW policies on plagiarism, students should ensure what they post is properly cited.

Agencies and places of work often have social media policies. Students are expected to adhere to any social media policies in place at their practicum placements. Students should understand the professional boundaries of social media with practicum and academic colleagues, supervisors, advisors, and instructors. While each of these relationships are unique, students should be cautionary in social media contacts and searches in order to respect professional relationships.

12. Academic Integrity

Students at Wurzweiler are expected to adhere to all standards of academic integrity. Academic integrity applies to all students, faculty, and scholars. Violations of academic integrity include, but are not limited to, the following:

- Cheating on examinations
- Falsifying or fabricating data or research
- Plagiarism Assisting or attempting to assist another student in a violation of academic integrity
- Providing papers, essays, research, or other work to aid another student in intentional misrepresentation
- Repeatedly and/or knowingly enabling academic integrity violations by unethically providing assistance, aid, or materials to other students
- Engaging in unauthorized cooperation with other individuals in completing assignments or examinations
- Submitting the same assignment, in part or whole, in more than one course, whether at Yeshiva University or another institution, without prior written approval from all instructors
- Selling or posting copies of course materials that may be the intellectual property of the instructor
- Legal infractions including, but not limited to, theft and possession of illegal drugs or weapons
- Deliberate actions causing harm to others, including, but not limited to, unlawful harassment
- Failure to respect others' rights and dignity, and failure to fulfill professional responsibilities
- Misuse of University property
- False representation, including false or misleading statements on admission, registration, scholarship application, or other School forms, or records dealing with outside employment, attendance at other institutions, financial status, departmental or degree requirements, or any other items of student information
- Coercion, any form of abuse of others, misuse or influence, or engagement in exploitative relationships
- Other proscribed professional activities, including, but not limited to, practicing outside the boundaries of one's competence

12.1 Cheating on Examinations

All work submitted on examinations must represent the work of the student. Students should assume that no outside sources or aid may be used during an exam unless explicitly informed otherwise by the instructor. Cheating on examinations includes, but is not limited to:

- The use of "cheat sheets"
- The use of textbooks
- The use of notes
- Receiving help from another individual
- Posting test questions to forums

- Unethically obtaining an advance copy of the examination or answer key
- The use of messaging apps during the exam
- Receiving information about the exam from other students
- The use of any unauthorized materials during the exam
- Receiving help on a take-home examination that calls for independent work

12.2 Falsifying or Fabricating Data or Research
Falsification is the manipulation, change, or misrepresentation of research materials, equipment, or processes. Falsification is also the change or omission of data or results, such that the research is not accurately represented in the research record. Fabrication is the creation of data, experiments, or other significant information in proposing, conducting, or reporting research.

12.3 Plagiarism
All work submitted by students is to be their own. Ideas and concepts that are the work of others (including, without limitation, ChatGPT and similar tools) must be cited with proper attribution. Plagiarism occurs when a student directly copies another's work (including, without limitation, ChatGPT and similar tools) without citation, when a student paraphrases major aspects of another's work without citation, or when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as one's own with or without that student's knowledge and approval. Using the ideas and/or work of another student (or ChatGPT and similar tools) and presenting them as one's own is also plagiarism.

It is not plagiarism to formulate one's own presentation of an idea or concept as a reaction to someone else's work; however, the work being referred to should be identified and appropriately cited.

The School will not condone plagiarism in any form and will impose disciplinary sanctions for acts of plagiarism. If a determination is made that a student plagiarized any part of any assignment in a course, the student may fail the assignment, fail the course, be placed on academic probation, or be dismissed from the program.

In defining plagiarism, this policy distinguishes between "intentional misrepresentation" and "misuse of sources." Intentional misrepresentation occurs when a student deliberately uses all or part of someone or something else's language, ideas, or other original work without acknowledging the source. This includes, but is not limited to, the use of ChatGPT and similar artificial intelligence (AI) tools and programs. Misuse of sources is the unintentional misappropriation of the language, ideas, and work of others due to a lack of understanding of the conventions of citation and documentation, including paraphrasing, quoting, and the parameters of common knowledge. Students are responsible for knowing how to quote, paraphrase, summarize, and cite sources correctly. However, when a student has attempted to acknowledge a source but has not done so fully or correctly, the instructor, in consultation with other faculty and administrators, may determine that the issue constitutes a misuse of sources or was an error with written mechanics.

For more information and specifics on what constitutes plagiarism and how to avoid it, students can utilize the Online Writing Lab (OWL) at Purdue. Additionally, a plethora of online sources, listed below, will check your writing for plagiarism.

- Plagium plagiarism checker
- Plag Tracker
- Grammerly Plagiarism Checker
- Plag Scan
- Duplichecker

Students may be placed on probation or dismissed from the School for violating any of the above expectations and guidelines or violating any other University or School policies.

13. Concerns about Student Academic Performance, Comportment, Progress or Continuation:

If there are questions or concerns about the academic performance, comportment, progress, or continuation of a student in the program, these concerns should first be brought by the faculty member to the student. If the issue persists, or if the issue is beyond the scope of the faculty member's purview, the procedure outlined below should be followed. Further clarification and context can be found in the Academic Standards section of each degree program.

The process for the faculty member is as follows:

1. First meet with the student to discuss and develop a plan of action.
2. If the faculty member is not satisfied with the student's progress, or if the issue is beyond the scope of the faculty member, the faculty member will meet with the student's Academic Advisor or Student Support Specialist, if applicable, and will alert the Program Director. If related to the student's practicum placement, contact will include the Director of Practicum Education.
3. The Program Director, faculty member, and Academic Advisor or Support Specialist, as well as the Director of Practicum Education or the Director's designee, when applicable, will meet to determine remediation. The student will receive a summary of the meeting via email. Remediation may include a Performance Improvement Contract. Depending on the severity of the issue at hand, and according to the discretion of the Program Director, a Letter of Warning may be sent out to the student.
4. In cases in which an instructor deems urgent, the instructor is to go directly to the Program Director.
5. If the issue remains unresolved after the meeting referred to in step three, the student may be placed on academic probation or dismissed, the terms of which are determined by the MSW, PhD, or DSW Student Review Committee. Each Student Review Committee is made up of the Program Director serving as the Chair with other administrators and faculty as chosen by the Program Director. Additional information on academic probations and dismissals can be found below.

14. Academic Probation

Academic Probation is a warning that a student needs to improve their academic performance to reach "Good Standing" status and avoid the risk of dismissal from Wurzweiler. Students on

academic probation will receive a Letter of Probation outlining the reasons for the probation and the required course of action. If any of the following occur, the student will automatically be placed on Academic Probation:

- Semester or cumulative grade point average (GPA) falls below 3.0,
- A grade of "F" in any semester,
- For MSW students, a grade of "B-" or below in any practice class or practicum placement, or
- Plagiarism or cheating.

Additionally, the following are grounds for academic probation:

- Poor performance in practicum as indicated by a determination made by the practicum instructor and Director of Practicum Education at WSSW, as detailed in the Practicum section, or
- Failure to meet the professional comportment requirements of the School or profession.

Students on academic probation must:

1. Schedule and meet (within one week of receiving the probationary letter) with the Program Director, Academic Advisor, Success Coordinator, or Practicum staff as indicated in the probation letter, to review progress and to develop a plan for remediating the identified issues; and,
2. Raise their overall GPA for the next semester to at least 3.0 and maintain at least an overall 3.0 GPA each subsequent semester. Students must have a cumulative 3.0 GPA to graduate from the program.

Students on academic probation are advised to use supports available at WSSW, which include the Writing Consultants, faculty mentorship, Program Directors, and Associate Dean. Students are encouraged to reach out for help in remediating issues impeding their academic progress. A student may not appeal their probationary status.

15. Dismissal

Students are expected to follow WSSW policies and procedures in all educational contexts, including in classes, at practicum placements, and in communication with faculty, staff, and clients. Violations of academic or comportment standards can result in consequences including dismissal from WSSW.

15.1 Academic Grounds for Dismissal

- A student who earns a grade of "F" in two or more courses.
- A student who has been placed on probation and is unable to maintain a cumulative GPA of 3.0 or higher in all subsequent semesters.
- A student who is unable to maintain a cumulative 3.0 GPA for two consecutive semesters.
- A provisionally admitted student who does not earn a grade of "B" or above in every class during the first semester.
- A provisionally admitted student whose GPA falls below 3.0 during their first semester.
- A student who fails to complete a degree within the program's timeframe *without* an approved exception. The program's timeframe is five years from admissions for the MSW and DSW, and eight years from admissions for the PhD.

- A student in the joint MSW/PhD program who fails two or more courses in the MSW program will be automatically dismissed from both the MSW and PhD programs.

15.2 Additional Grounds for Dismissal

- A student who violates the NASW Code of Ethics.
- A student on probation who does not address and improve upon the reasons for probation.
- A student who behaves unprofessionally, inappropriately, or is disruptive. This includes but is not limited to situations whereby a student's behavior endangers the safety of practicum clients, classmates, instructors, and staff.
- A student who cheats, is dishonest, or commits plagiarism.
- A student who fails to consistently meet deadlines.
- A student who repeatedly violates professional comportment standards.
- A student who possesses or consumes alcohol or illicit drugs, and/or is intoxicated, in any educational setting, including practicum.

16. Withdrawing From the Program

When withdrawing from the program, MSW students are expected to notify and prepare their practicum agency and clientele, as well as complete any outstanding records and other essential procedures for terminating practicum placement. PhD students are expected to notify their Dissertation Committee. DSW students are expected to be in contact with their Advisor/Mentor. Interprofessional Aging and Palliative Care Certificate and Post-Masters CASAC students should notify their Program Director.

In order to withdraw from any program, a student should:

- Discuss with the Academic Advisor or Student Success Coordinator if applicable. Interprofessional Aging and Palliative Care and Post-Masters CASAC students should discuss with their respective Program Director.
- Notify all course instructors and the practicum instructor – if applicable.
- File an Official Withdrawal Form, to be signed by the Program Director and approved by the Dean.

Students who do not register and take courses in a semester, except for the Summer semester, without an approved leave of absence or withdrawal are considered to have withdrawn from the school. Students who are considered to have withdrawn will be blocked from registering for future semesters and must apply to be readmitted. To ensure that a student is not improperly charged for a semester, it is imperative to follow the proper withdrawal or leave-of-absence procedures. *Students who do not follow these procedures may still be billed for school fees*.

17. Readmission After Withdrawing From the Program

Students who withdrew (or are considered to have withdrawn) from the program and wish to apply for readmission must follow the regular admissions procedure. Their admission will be subject to the usual admissions criteria in effect at the time of application for readmission. Additionally, whether or not a student officially filed to withdraw from the School will be considered in the readmission process. Punctuality and thoroughness are aspects of comportment. Failure to file the proper paperwork will be weighed when considering offering readmission.

18. Applying for Graduation

Students may apply for graduation during their final semester at WSSW, prior to the completion of all degree requirements. The School will only confer a degree once all requirements for graduation have been met. The process to apply for graduation is the following:

1. Fill out the Application for Graduation Form and email it, along with the Certificate of Completion for the Mandated Reporter Training, to the registrar at wilfregistrar@yu.edu.
2. Ensure that the Application for Graduation has been submitted by the appropriate deadline based on the anticipated graduation date. Deadlines can be found here.
3. Once the registrar has received and processed the form, the student must pay the $150 processing fee.
4. Ensure that there are no financial holds so that the degree conferral can be completed in a timely manner.

The graduation ceremony is held every May, and students who have graduated in the preceding Fall or Summer semesters or are expected to graduate in the subsequent Summer semester, are eligible to walk during the ceremony. For more information on the application process, conferral requirements, and diplomas, see the registrar's website.

Section IV: Appeals Procedures and Due Process Protocol

1. Student Grievances Protocol

The School is committed to a policy of fairly resolving all student grievances through a set of procedures designed to address the student's issue or concern. Should a problem or concern arise regarding course or practicum instructors, advisors, or faculty, the following procedure is in place to resolve the situation. A student must initiate the following procedure within the semester in which the problem or incident occurs. For incidents occurring at the end of the semester, a student must initiate the following procedure no later than 30 days after the final day of classes in the respective semester.

1. The student is expected to take immediate action by first discussing their grievance with the instructor, supervisor, advisor, or faculty member involved. The student should aim to clarify the reasons for the issue of concern and provide a response to the decision or action. The goal of this meeting is to reach a common understanding of the identified concern and to resolve the concern without any escalation.
2. If the student feels that the issue remains unresolved, the student may arrange a meeting with the Program Director, or, in the case of Practicum, the Director of Practicum Education. Requests for this meeting must be submitted within 30 days of meeting with the relevant instructor, supervisor, advisor, or faculty member. When setting up a meeting with the Program or Practicum Director, the student is expected to submit a written explanation and documentation of the grievance to be discussed. The Program or Practicum Director will review all documentation and will notify the student and relevant instructor, supervisor, or advisor of the proposed resolution of the concern.
3. Should the Program or Practicum Director's proposal not rectify the student's concern, or if the student wishes to appeal the Program or Practicum Director's decision, the student must submit a written request – within 30 days of the Program Director's decision – to the Dean for review of the situation. The written request must be addressed to the Dean and state the reasons for such a review. The written request must be sent to the Dean's Executive Assistant. The Dean may grant or deny the request for review. The Dean's decision on whether to review, and, if so, whether to overturn or uphold the Program Director's decision, is final.

2. Appeal of Grades

Except as expressly provided below, faculty have sole authority to assign grades. In the case of a computational or recording error that an instructor becomes aware of, the instructor will complete a Change of Final Grade form, which is approved and signed by the Program Director and sent to the Office of the Registrar.

A student may only appeal a final course grade of "F." The appeal must be submitted formally in writing directly to the Dean's Executive Assistant, *only* after first discussing the matter with the course instructor. Grade appeals must be made within 30 calendar days of receipt of the grade. The Dean may override an "F" grade if the Dean finds extreme and egregious unfairness. The Dean's decision to uphold or overturn the grade is final.

3. Appeal of Dismissal

Any student who has been dismissed from the Program may appeal their dismissal, in writing, within 30 days of the written notice of dismissal. The written request must be submitted to the Dean's Executive Assistant. Upon receipt of the written request, the Dean's Executive Assistant will provide the student with the next steps in the appeal process. The student is asked to sign a consent form so that all student members of the Committee have access to relevant information. Students appealing their dismissal will be provided with the form once the Dean's Executive Assistant has received the written request.

Dismissal appeals are reviewed by the Dismissal Appeals Committee. The Committee will receive the written dismissal as well as the student's written appeal. The Dismissal Appeals Committee will recommend to the Dean whether or not to uphold the dismissal based on whether the appropriate procedures and policies were followed in the dismissal and whether the student was treated fairly.

The Dismissal Appeals Committee will consist of a pool of faculty members, including the Chair of the Committee, and a pool of student representatives. Participation in each appeals meeting will vary to avoid any conflicts of interest or dual relationships. Each member of the committee will have one vote. The Dismissal Appeals Committee will review the student's file including, but not limited to, the following:

- Probationary, Warning, and Dismissal Letters,
- Practicum evaluations, if applicable,
- Academic transcripts,
- Correspondence concerning the student's academic or practicum performance during the student's tenure at Wurzweiler,
- Student evaluation submitted by instructors, if applicable,
- Student correspondence with faculty members or administration,
- Documentation provided by the student, including their formal appeal letter and anything else the student deems relevant to their appeal, and
- Any other material the Committee considers relevant to the case.

The Dismissal Appeals Committee will coordinate a one-hour meeting to review the appeal, which the student appealing the dismissal is expected to attend. The Committee will give the student the opportunity to address the Committee during this meeting and provide any additional material if the student chooses. The student may name witnesses and/or advisors for the Dismissal Appeals Committee to speak with for relevant information.

The Dismissal Appeals Committee may meet with any faculty member, administrator, student, advisor, supervisor, or others who may have relevant information. The Committee will decide who to meet with, including those named by the student. The Committee may contact the student for further information regarding the dismissal.

After review of all the material, facts, circumstances, communications, and presentations from the student and others, the Dismissal Appeals Committee will reach a recommendation by majority vote. The Chair of the Dismissal Appeals Committee will communicate its recommendation in writing to the Dean. The Committee will recommend one of two options:

- To uphold the decision to dismiss the student, or

- To overturn the decision to dismiss the student.

The Dean will take the Committee's recommendation under consideration and will make the final determination. The student will be notified of the Dean's decision in writing. The Dean's decision is final.

Master of Social Work (MSW) Manual

WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY
2495 Amsterdam Avenue, New York, NY 10033

General Information 646-592-6800
Admissions 833-241-4723
Fax 212-960-0821

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Welcome from Associate Dean Jessica M. Kahn

Welcome to the MSW Program at the Wurzweiler School of Social Work!

We're glad you have chosen to join our wonderful School and the social work profession. The importance of having competent social workers who can respond with cultural humility, knowledge, and empathy has become increasingly obvious.

At Wurzweiler, you will find individualized, personal attention as you navigate the myriad ways to become and to be a social worker. Please avail yourself of the faculty, staff, and services we have in place to help you succeed. Along with our website and the Orientation and Graduation Canvas course, this Policy Manual provides extensive information to help students understand our vision, curriculum, procedures, services, and expectations. We strive to make your journey to the MSW as smooth as possible, and we are all here to help you as your passion meets purpose.

All the best,

Jessica M. Kahn, LMSW, Ph.D.
Associate Dean and MSW Program Director
Wurzweiler School of Social Work
Yeshiva University

Wurzweiler School of Social Work – MSW Program Mission Statement

- To develop excellent social work practitioners for both Jewish Communal Services and for the wider world of social services, especially with regard to serving numerous vulnerable populations in the field of immigration, healthcare, addictions, communal services, mental health, schools, life cycle issues, trauma.
- To develop social workers who adhere to a distinct set of values of excellence in practice, social, economic, and environmental justice.
- To develop social work practitioners who are culturally competent and place a high value on human relationships:
    - and capable in practicing within the framework of antiracism, diversity, equity, and inclusion,
    - And who apply scientific inquiry and principles of the social work relationship to understand the manifestations of antisemitism, racism, misogyny, homophobia, islamophobia, and various dehumanizing and marginalizing behaviors and their impact of intimidation and fear on individuals and communities.
- To develop social work practitioners who are competent in practice who have advanced competencies in their specialization in (a) clinical social work practice with individuals and families or, (b) social work practice with groups, or, (c) community social work practice, to meet the needs of vulnerable populations.
- To develop social workers who are competently able to use the self, with the self-awareness to practice ethically using a person-in environment framework, within the scope of their areas of competence, seeking supervision and knowledge to meet continuing challenges presented by vulnerable persons and communities.
- To develop graduates who aim to provide leadership in the profession, in ethical practice, agency field instruction and staff supervision, agency administration, public policy development, and scholarship.

Section I: MSW Program Options

1. Students at Wurzweiler

The student body reflects the diversity of society at large. Wurzweiler School of Social Work (WSSW) students come from all over the world and bring their unique personal perspectives to the educational process. The MSW program prepares students for advanced social work practice in clinical settings, group work, and community organization. To accommodate our students' busy schedules, we offer several flexible options, including day, evening, and Sunday classes; summer block; and options for part-time or full-time registration.

2. Face-to-Face/Live Virtual Program Option

The Face-to-Face/Live Virtual MSW Program Option is typically a full-time, traditional two-year program with classes and practicum running concurrently. However, the program can also be completed part-time in three years. Students can begin their studies in the Fall or Spring semesters.

3. Online Asynchronous Program Option

WSSW offers a fully-online, asynchronous MSW Program Option. Most courses are seven weeks in length, with two terms per semester. Practice and practicum courses are 14 weeks. Students enrolled in the online asynchronous program do not need to be based in the New York City metropolitan area. Students can begin their studies in the Fall, Spring, or Summer semesters.

4. The Israel Block Program Option

The Israel Block Program Option affords students living in Israel the opportunity to earn an MSW degree and to be licensed in both the United States and Israel. Accepted students take *Generalist* and *Advanced Practice* sequences, all *Practicum* courses, and *Advanced Policy Advocacy* courses in Israel through The Hebrew University of Jerusalem. Students have the option to take electives through the Face-to-Face/Live Virtual and Asynchronous options. All other courses are completed at the Wurzweiler campus in New York City over two summers in a concentrated block. All practicum hours are completed at social service agencies in Israel.

5. Sara Schenirer Program Option

The relationship with the Sara Schenirer Institute provides students from the Orthodox Jewish community the opportunity to earn their MSW within the framework of the Orthodox Jewish Community. This is achieved, in part, by providing the students with professors who possess exceptional levels of cultural humility and years of clinical experience gained while working within the Orthodox community.

Programs are offered for men and women. Applicants must interview with the Sara Schenirer Institute prior to applying for the program. The Sara Schenirer program offers full-time and part-time tracks. The accelerated track can be completed in 16 months and the part-time track takes between 20-28 months to complete.

6. Yeshiva/Stern Dual Degree Program

WSSW permits qualified undergraduate students who are earning their Bachelor degree at Yeshiva College (YC) and Stern College (SCW) to apply to an accelerated 5-year bachelor to

master program leading to a Bachelor of Arts degree from SCW/YC and a Master of Social Work degree from WSSW.

Interested students should meet with an Academic Advisor during their first semester on campus to plan a course of study. YC students will enroll as a Psychology and the Community major, and SCW students will receive a shaped major form from their Academic Advisor. During the Fall of their Junior Year, students should reach out to the Pathways coordinator at pathways@yu.edu and complete the online WSSW Graduate Application, which requires recommendations and may require an interview. A GPA of at least 3.0 is required.

7. YC/Stern Students Taking WSSW Courses

Subject to approval, students may take graduate level courses at WSSW but not officially enroll at WSSW; permission must be obtained from an Academic Advisor at YC/SCW and from the Associate Dean at WSSW. The following form should be submitted: Request to Take a Graduate Course for Undergraduate Credit.

The following stipulations apply:

1. Seniors, with a GPA of at least 3.0, who are not in any BA/MA program may be permitted to take a limited number of graduate courses at Wurzweiler for undergraduate credit only.
2. The permission of the head of the applicable undergraduate department is required if the student requests that the course meets a major requirement.
3. The undergraduate is expected to meet WSSW's standards and requirements and will be graded by WSSW's marking system.
4. Students should attach a copy of their transcripts to the request form and submit both to an Academic Adviser.

For students not enrolled in the dual degree program, credits will only count toward the undergraduate degree. Enrollment in a graduate-level course does not imply subsequent approval for admission to WSSW.

Students who were not in the dual degree program but take courses at WSSW and are later accepted into the MSW program may be waived out of courses already taken at WSSW, given that they earned a "B" or better in the course(s). Graduate credit is not given for these classes since undergraduate credit has already been awarded (and students were not enrolled in the dual degree program). However, all regularly admitted (i.e., not advanced standing) MSW WSSW students must complete 60 credits. Thus, students who have already taken some WSSW courses as an undergraduate student must work with an Academic Advisor to take the appropriate courses and number of required credits.

8. Advanced Standing

Advanced Standing Students have earned a baccalaureate degree in social work (BSW or BA in Social Work) from a CSWE accredited social work program within the past five years of applying for admission and have a minimum undergraduate GPA of 3.0. Students who have undergraduate degrees in other fields are not eligible for advanced standing. Advanced Standing students complete 30 credit hours at WSSW, as their undergraduate social work coursework

counts towards the generalist year of the MSW degree. Students with an undergraduate degree in Social Work are not guaranteed admissions with Advanced Standing. Advanced Standing students may be in the Face-to-Face/Live Virtual, Online Asynchronous, or Israel Block Program Options.

9. MSW/PhD Program Option

The MSW/PhD Program Option allows students to complete their MSW while earning a PhD. The joint program is limited to a small number of students who are eligible after the second semester of the MSW program. Students in the MSW/PhD program graduate from the MSW program after two years and continue with PhD coursework. A total of 6 MSW classes are substituted with PhD classes (see below), allowing students to apply dual credit for MSW and PhD classes. This reduces the total number of credits needed to graduate with the two degrees, as some courses count for both degrees.

The first PhD level class (SWK 8809 Legal Foundations of Social Work) is taken during the second semester of the first year of the MSW program. Other substitutions follow:

9.1 Course Substitutions

MSW COURSE	PHD COURSE
Elective #1	SWK 8809 Legal Foundations of Social Work
Elective #2	SWK 8421 Strategies of Inquiry
SWK 6210 Advanced Policy Advocacy	SWK 8296 Social Welfare Policy
SWK 6134 Social Work Values & Ethics	SWK 8823 Ideology
Elective #3	SWK 8814 Social Work Practice Theories

Note: In some situations, other substitutions may be allowed, left to the discretion of the PhD Program Director, not to exceed 6 courses in total. MSW/PhD students living in Israel are required to take an MSW-level policy class in Israel. For these Israel-based students, the Israeli policy course will substitute for SWK 8425 History and Philosophy of Social Work.

10. MSW and Advanced Certificate in Interprofessional Aging and Palliative Care Joint Program Option

Students in the Interprofessional Aging and Palliative Care Certificate have the option to complete their MSW degree in combination with their Certificate at WSSW. Interested students must apply separately to both the Certificate and MSW Programs and be accepted into both programs. 15 credits (five courses) are transferrable to the MSW degree as electives. Students in the joint program will take SWK 6003 Generalist Social Work Practice I in place of SWK 5005 Basic Counseling with Individuals, Families and Groups. Students pursuing the joint program may only specialize in Advanced Clinical Practice for the MSW degree.

11. Provisional Admission

Students who enter the MSW program with a provisional acceptance are required to earn a grade of "B" or better in all courses during the first semester, as well as maintain a minimum GPA of

3.0. After the first semester, the regular grades and minimum GPA policies set forth in the grounds for probation and dismissal will apply. Provisionally accepted students will meet regularly with their Academic Advisors or Student Success Coordinators and will have their academic progress reviewed midway during the first semester. Provisionally accepted students are required to meet with a Writing Consultant while in the program. Provisionally accepted students who do not meet the required academic standards will be automatically dismissed from the program.

12. Matriculated Students

Matriculated students are those students who have been admitted to the School as degree-seeking students. The minimum semester course load is 6 credits for part-time matriculated students and 12 credits for full-time matriculated students. Students are responsible for ensuring that the courses selected will meet their degree requirements for graduation. Students must complete the MSW degree within five years of starting the program.

13. Non-Matriculated Students

Non-matriculated students have not been admitted to the School but have been permitted to enroll in a maximum of six credits per semester. Non-matriculated students are not eligible for federal financial aid or School scholarship assistance.

14. Policy on MSW Transfer of Credits

The School will accept up to 12 graduate credits total for transfer from another Council on Social Work Education (CSWE) accredited MSW program. The total number of transfer credits from other universities, with a maximum of 12 credits, is left to the discretion of the Associate Dean or his/her designee.

Under certain circumstances, graduate courses that were taken but not used to fulfill requirements for another graduate degree may be accepted as credit for the School's elective course requirements. This is at the discretion of the Associate Dean or his/her designee.

Course work must be taken at another CSWE accredited graduate school or program of social work. Only course grades of "B" or higher will be considered for transfer credits. Students whose grades in Field work or practicum from institutions which use a Pass (P) or Fail (F) system can only transfer grades of "P."

Transfer credit is not offered for a single semester of a practice course that is sequential (i.e. Generalist Social Work Practice, Clinical Social Work Practice, Advanced GroupWork Practice, Community Organization) or field work/practicum. Practice courses and field work/practicum are given transfer credit only if taken sequentially over the course of two semesters.

Transfer credits are not entered on a student's permanent record until the student has satisfactorily completed at least 12 credits at WSSW.

Certain required courses are specific to the Wurzweiler curriculum and may not be offered at other graduate social work institutions. These courses must be taken at Wurzweiler. Fulfilling

these requirements may extend a student's course of study beyond the normal timeline or number of credits required for graduation.

Additionally, transfer credits are subject to the policies for the whole School. Students can find the School policies here, and the process for transferring credits here.

14.1 WSSW Enrolled Students Taking a Course at Another CSWE Accredited Institution
Any student who is matriculated at Wurzweiler must receive prior approval from the Associate Dean before taking courses at another college or university intended for credit towards their MSW at WSSW, with the exception of transfer credits earned before admittance to WSSW. Requests to take any courses at another institution must be made formally in writing and indicate the reasons for taking the course(s) elsewhere. Course descriptions, school catalogs, and/or course syllabi must be supplied by the student with their request.

15. Transferring Program Options within the Master of Social Work Program

Students who choose to switch between WSSW program options will thereafter be subject to that new program's tuition/fee rates, and any scholarships awarded will no longer be applicable. No refunds or credits will be given for any tuition and/or fees previously paid under the prior program.

Students desiring to move from one MSW program option to another should first meet with their Academic Advisor, the Student Success Coordinator, or the Program Director in their current program. If a transfer is approved, the student should meet with the Academic Advisor, Student Success Coordinator, or Program Director of the program to which the student wishes to transfer. Approval of transferring between programs is not guaranteed. Transferring between program options must be approved by the Associate Dean.

Section II: Curriculum

1. Competency-Based Education

The MSW curriculum is designed to meet the Council on Social Work Education's (CSWE_ competency-based education framework, as articulated in the 2022 Educational Policy and Accreditation Standards (EPAS). As in related health and human service professions, the EPAS is a curriculum design focused on outcomes as opposed to content (what students should be taught) and structure (the format and organization of educational components). An outcomes-oriented approach identifies and assesses what students demonstrate in practice.

The EPAS recognize a holistic view of competence; that is, the performance of practice behaviors is guided by knowledge, values, skills, and cognitive and affective processes. This includes the social worker's critical thinking, subjective reactions, and exercise of unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time with continuous learning.

2. Curriculum Design

The Wurzweiler MSW curriculum is anchored in an Ecological and Systems perspective. During the first year of study, students complete two semesters of generalist practice, other related courses, and a 600- hour supervised practicum placement, which serve as the foundation of their professional practice. In the second year, students may be able to select one of three specializations in an area of social work practice, as described below. Second year students complete advanced level courses and 600 hours in a supervised practicum placement.

3. Pre and Co-requisites

A pre-requisite is a requirement that must be met before a student can enroll in a course. Co-requisite courses must be taken concurrently. It is each student's responsibility to meet pre-requisite and co-requisite requirements. Pre and co-requisites can be found in the digital course catalog.

4. Required Courses

In order to complete the curriculum requirements for the MSW, students must complete 60 total credits – or 30 total credits for advanced standing students. All courses are worth three credits, unless otherwise specified. Course names and numbers are subject to change. To see previous names and numbers of courses, see the Addendum.

The required courses are done in two phases – commonly known as Generalist Year and Advanced Year. These courses do not need to be completed in a year, but students must complete all generalist coursework before enrolling in advanced courses. Advanced Standing students must only complete advanced coursework. Students in the Face-to-Face/Live Virtual program have three specializations to choose from: Advanced Clinical Practice, Advanced Groupwork Practice, or Advanced Community Practice. Students in the Online Asynchronous, Sara Schenirer, and Israel Program can only specialize in Advanced Clinical Practice.

Generalist Year Courses (30 Credits Total, not required for Advanced Standing students)

SWK 6001 Practicum Orientation I* * For Online Asynchronous Program Option and Sara Schenirer Men Program Option students ONLY, 0 Credits
SWK 6003 Generalist Social Work Practice I
SWK 6004 Generalist Social Work Practice II
SWK 6531 Generalist Practicum I
SWK 6532 Generalist Practicum II
SWK 6100 Human Behavior and the Social Environment
SWK 6135 Cultural Diversity
SWK 6201 Social Welfare and Social Change
SWK 6133 Philosophical Foundations of Social Work* * Not required for Sara Schenirer Program Option students
SWK 6402 Applied Methods in Social Work Research
Elective 1

Advanced Year Courses (30 Credits Total)

SWK 6002 Practicum Orientation II* * For Online Asynchronous Program Option students ONLY, 0 Credits
SWK 6013 Advanced Clinical Practice with Individuals and Families I

OR SWK 6023 Advanced Group Work Practice I* * Only available to students in the Face-to-Face/Live Virtual Program Option OR SWK 6033 Advanced Community Practice I* * Only available to students in the Face-to-Face/Live Virtual Program Option
SWK 6014 Advanced Clinical Practice with Individuals and Families II OR SWK 6024 Advanced Group Work Practice II* * Only available to students in the Face-to-Face/Live Virtual Program Option OR SWK 6034 Advanced Community Practice II* * Only available to students in the Face-to-Face/Live Virtual Program Option
SWK 6535 Advanced Practicum I
SWK 6536 Advanced Practicum II
SWK 6111 Psychosocial Assessment and Diagnosis* OR SWK 6252 Leading for Change: Social Work in Administration** * Required for Credentialed Alcoholism and Substance Abuse Counselor (CASAC) students ** Required for Advanced Community Practice students; Advanced Group Work Practice students may select either 6111 or 6252
SWK 6134 Social Work Values and Ethics* * Not required for Advanced Standing students and Sara Schenirer Program Option students
SWK 6132 Philosophical and Ethical Foundations of Social Work* * Required for Advanced Standing students and Sara Schenirer Program Option students ONLY
SWK 6403 Social Work Practice and Evaluation Research
SWK 6210 Advanced Policy Advocacy
SWK 6901 Thesis Capstone * * 0 Credits
Elective 2
Elective 3
Elective 4* * Required for Sara Schenirer Program Option students ONLY

5. Advanced Year Specializations

In their advanced year, students in the traditional Face-to-Face/Live Virtual Program Option choose from one of the three specializations described below. Online Asynchronous, Sara Schenirer, and Israel Block Program Option students can only specialize in Advanced Clinical Practice. Students in the Face-to-Face/Live Virtual Program Option who choose to complete the CASAC credential while in the MSW program may only specialize in Advanced Clinical Practice.

5.1 Advanced Clinical Practice

In the Advanced Clinical Practice specialization, students develop conceptual, practical, theoretical, and ethical frameworks that will inform their assessment and intervention skills with individuals, families, and couples.

5.2 Advanced Groupwork Practice
In the Advanced Social Work Practice with Groups specialization, students learn the knowledge and skills for responsible social work practice in the group work method. The group work specialization provides students with the knowledge base to develop individual cognitive and behavioral change through small groups.

5.3 Advanced Community Practice
In the Advanced Community Practice specialization, students gain the skills, knowledge, and understanding of community social work practice within the context of diverse communities, with an emphasis on vulnerable and oppressed populations. Students learn to integrate social justice and other social work core values into social policy, social action, administration, grant writing, and practice in small and large systems such as groups, organizations, communities, and societies.

6. Certificate Options

Certificates provide students with specialized knowledge and skills within a particular population, setting, or practice area. Students can pursue a certificate through the MSW program. Not all certificates are available in every MSW program option. A one-year practicum placement within the certificate's domain of practice is required for completion. Students who meet the educational, practicum placement, and any supplemental requirements will be eligible for one certificate maximum.

Interested students are encouraged to speak with their Academic Advisor or Student Success Coordinator regarding the certificate, as well as their Practicum Planner regarding appropriate placement, during the final semester of their generalist year or before. Students must fill out a Certificate Declaration Form, found here (need to link once site is fixed), in order to graduate with a certificate.

6.1 Certificate in Child Welfare Practice
Available to students in the Face-to-Face/Live Virtual Program Option and the Israel Block Program Option
Contact Dr. Dan Pollack at dpollack@yu.edu for more information.

The Certificate in Child Welfare Practice provides students with specialized knowledge and skills for serving children in a variety of settings, including public child welfare agencies, community mental health centers, hospitals, and non-profits serving children. Courses revolve around the knowledge, concepts, and tools associated with contemporary child welfare practice, and the roles that social workers play in enhancing the lives of children and families, with a specific focus on vulnerable populations and underserved communities.

Students must complete three of the following electives: SWK 6684 Child and Family Welfare, SWK 6685 Trauma and Interpersonal Violence, SWK 6691 Social Work Practice with Addictions, SWK 6704 Social Work Practice with Children, SWK 6630 Social Work Practice in Schools, SWK 6141 Family Systems, SWK 6682 Evidence Based Mental Health Practice, SWK 6702 Coping with Loss, SWK 6328 Social Work with Groups, SWK 6139 Immigration, or SWK 6281 Law and Social Work. Additionally, students' advanced year practicum placement must be within the domain of child welfare practice.

6.2 Certificate in Creative Arts and Healing
Available to students in the Face-to-Face/Live Virtual Program Option and the Israel Block Program Option
Contact Dr. Sari Skolnik at Sari.Skolnik-Basulto@yu.edu for more information.

The Certificate in Creative Arts and Healing provides students with specialized knowledge and skills to apply to social work practice. Creative arts therapy refers to a group of techniques that are expressive and creative in nature. The aim of creative arts therapies is to help clients find a form of expression not limited to words or traditional talk therapies. Courses in this Certificate will introduce students to art therapy, writing, movement, psychodrama, music, and drama therapy. Creative art approaches can be applied to a variety of client populations in diverse settings.

Students must complete SWK 6670 Creative Arts in Social Work and SWK 6114 Introduction to Psychodrama, Sociometry, and Group Psychotherapy. A third elective must be taken from the following: SWK 6810 Social Practice with the Military, SWK 6702 Coping with Loss, SWK 6685 Trauma and Interpersonal Violence, or SWK 6691 Social Work Practice with Addictions. Additionally, students' advanced year practicum placement must be in an agency or at a site where creative art approaches can be practiced.

6.3 Certificate in Gerontology and Palliative Care Practice
Available to students in the Face-to-Face/Live Virtual Program Option, the Online Asynchronous Program Option, and the Israel Block Program Option
Contact Dr. Gary Stein at glstein@yu.edu for more information.

The Certificate in Gerontology and Palliative Care Practice prepares students to understand the psychosocial and developmental issues around aging and serious illness. A specific focus is placed on promoting healthy aging in the community, initiating difficult conversations about aging in diverse settings, advance and end-of-life care planning, and providing guidance that is client and family-centered and culturally competent.

Students must complete SWK 6825 Palliative Care: Social Work Practice with Serious Illness and SWK 6686 Social Gerontology. Students must complete one of the following electives: SWK 6702 Coping with Loss or SWK 6241 Social Work in Health Care. Additionally, students' advanced year practicum placement must be in an agency that focuses on the service needs and/or clinical issues of older adults; or at a hospice, hospital, long-term care facility, or community agency focusing on the service needs and/or clinical issues of individuals and families facing serious illness.

6.4 Certificate in School-Based Social Work
Available to students in the Face-to-Face/Live Virtual Program Option, the Sara Schenirer Program Option, and the Israel Block Program Option
Contact Dr. Hanni Flaherty at hanni.flaherty@yu.edu for more information.

The Certificate in School Social Work Practice highlights specialized knowledge, skills, and values associated with working in school-based setting or in agencies that are school-based or school-linked. The goal of this Certificate is to educate and train social work students to be knowledgeable about the factors and skills required for working in direct practice with students and their families, while also being knowledgeable and skilled in collaboration with multiple non-social work professionals in a school-based setting.

Students must complete three of the following electives: SWK 6684 Child and Family Welfare, SWK 6685 Trauma and Interpersonal Violence, SWK 6691 Social Work Practice with Addictions, SWK 6704 Social Work Practice with Children, or SWK 6630 Social Work Practice in Schools. Additionally, students' advanced year practicum placement must be at a school setting or in a school-linked agency or organization.

6.5 Certificate in Social Work Practice in the Military
Available to students in the Face-to-Face/Live Virtual Program Option and the Israel Block Program Option
Contact Dr. Joan Beder at beder@yu.edu for more information.

The Certificate in Social Work Practice with the Military highlights specialized knowledge, skills, and values associated with working with individuals in the military, returning veterans, and their families. The goal of this Certificate is to educate and train social work students who will be capable of addressing the unique physical and mental challenges, as well as transitional needs, of this population.

Students must complete the following three electives: SWK 6810 Social Practice with the Military, SWK 6702 Coping with Loss, and SWK 6685 Trauma and Interpersonal Violence. Additionally, students' advanced year practicum placement must be at a site or agency that serves military members or their families, such as: VAs, Vet Centers, and Family Readiness facilities.

6.6 Certificate in Trauma-Informed Practice
Available to students in the Face-to-Face/Live Virtual Program Option, the Sara Schenirer Program Option, and the Israel Block Program Option
Contact Dr. Lisa Henshaw at lisa.henshaw@yu.edu for more information.

The Certificate in Trauma-Informed Practice prepares students by highlighting principles, tools, and strategies that expand knowledge and skills in identifying trauma, trauma response, and trauma-informed interventions. The goal of this Certificate is to expand the knowledge of students in understanding the many elements of trauma. This includes national and community trauma experiences; historical and geographic trauma; witnessing violence or other traumatic events; interpersonal violence in both childhood and adulthood, specifically childhood sexual

abuse, childhood physical abuse, domestic violence (partner abuse), rape/sexual assault, and adult survivors of child sexual abuse. An emphasis will also be placed on vicarious and indirect trauma and self-care practices for clinicians.

Students must complete three of the following electives: SWK 6685 Trauma and Interpersonal Violence, SWK 6691 Social Work Practice with Addictions, SWK 6823 Eating Disorders, or SWK 6810 Social Practice with the Military. Additionally, students' advanced year practicum placement must be at a site or agency that focuses on trauma-based treatment and service delivery.

7. Credentialed Alcoholism and Substance Abuse Counselor (CASAC)

Contact Dr. Timothy Conley at timothy.conley@yu.edu for more information.
Available to students in the Face-to-Face/Live Virtual Program Option, the Online Asynchronous Program Option, and the Israel Block Program Option

The CASAC-P (CASAC-Provisional) and CASAC-T (Trainee) are professional credentials issued by the State of New York (NY), which qualify licensed professionals to work with and treat individuals with addictive disorders. Credential holders are specifically prepared to address addiction issues ranging from direct clinical practice to policy development. Earning the CASAC involves multiple steps, and WSSW students can meet the educational requirements while in the MSW program without requiring additional coursework and/or practicum credits. Advanced Standing students in the Face-to-Face/Live Virtual, Online Asynchronous, and Israel Block programs may complete the CASAC credential while at WSSW, but this will require taking an extra elective course to fulfill the requirements for the credential and thus may extend the time frame for graduation.

Students seeking to complete the CASAC credential while completing their MSW at WSSW must complete all the same required courses while adhering to the following:

- Students must complete SWK 6111 Psychosocial Pathology during their Advanced Practice Year
- Students specialize in Advanced Clinical Practice and complete SWK 6013 and SWK 6014 in Advanced Clinical Practice sequence ***or*** Advanced Groupwork Practice SWK 6014 and SWK 6024.
- Students must take and pass the following three elective courses, sequentially:
    - SWK 6691 Social Work Practice with Addictions I
    - SWK 6791 Social Work Practice with Addictions II
    - SWK 6891 Social Work Practice with Addictions III

Additionally, a student's advanced year practicum placement must be completed at a site or agency that at least partially treats addictions. It is best, though not required, to complete the generalist year placement in a setting that treats addictions as well.

Students who complete these courses and all other courses required for the 60-credit will be issued a "CASAC-350" Certificate once their MSW degree is conferred.

The State of New York requires 2000 hours of practice in an addiction or mental health clinic for an MSW holder to earn the full CASAC credential (thus dropping the "T" or "P" status). Up to 1200 of the practicum hours completed while in the MSW program may be applied towards the state requirement. The remaining hours must be completed after graduation with the MSW degree. Veterans Affairs and some other hospital and agency-based practice counts towards these hours if working with patients with substance abuse disorders.

Interested students can find more information on the CASAC credential program at WSSW here.

7.1 Post-MSW and Post-Masters CASAC Training Programs

The post-MSW and post-masters CASAC training programs prepare existing MSW and care profession master's degree holders – such as LMFT, LMHC, MPH – for CASAC eligibility. The programs offer professionals the requisite education to provide specialized care to clients with addictions. The training includes the required training in order to become a New York State CASAC. The post-MSW and post-masters CASAC Training Program is completely online. Both trainings are offered several times a year.

Post-MSW students must complete 16 weeks of training and 100 hours, as required by New York State. The post-MSW training program counts as CASAC training hours and continuing education hours for licensed social workers. Post-master's students must complete 21 weeks of training and 145 hours, as required by New York State.

Upon completion, each participant is issued a certificate for New York Office of Addiction Services and Supports (OASAS) approved hours. Post-MSW students will also receive a certificate for Continuing Education hours.

Section III: Practicum

Practicum education comprises a major portion of the MSW education. The Practicum Education Office designs and evaluates generalist- and specialization-year practicum placements. Placements allow students to develop the skills with individuals, families, groups, and communities that are requisite to the MSW education. In practicum placements, students learn engagement, assessment, intervention, evaluation, and termination in a range of settings that provide service to diverse clients and communities. Through weekly supervision and feedback from the Social Work Practicum Instructor, students develop self-reflection and improve their use of self with clients. Students are provided with ample opportunities to build relationships with clients while learning to integrate classroom knowledge and professional ethics within client interactions. Students must secure and complete an approved practicum placement to satisfy the graduation requirements.

1. Practicum Agency Placement Processes and Policies

All practicum placements are authorized and arranged through the School's Practicum Education Department. Wurzweiler maintains longstanding relationships with several hundred practicum placement sites across the United States, Canada, and Israel. New practicum placement sites are identified through outreach by the department or through inquiries sent by agencies to the school.

1.1 Selection Criteria for and Responsibilities of Practicum Agencies
Practicum agencies are approved by the Department to serve as a placement site based on the following:

- Commitment to providing an educational experience that meets the learning needs of the student as well as the learning objectives and competencies set forth by Wurzweiler School of Social Work,
- Provision of agency orientation for all social work interns,
- Availability of qualified practicum instructors or supervisors, including the provision of one hour minimum of practicum instruction per week by a qualified MSW,
- Sufficient staff to operate its program(s) without dependence upon students, and
- Commitment to planning and providing for the safety of student interns.

Each year, the agency is responsible for completing an *agency request form*, which contains information about the agency setting, practicum assignments, and potential practicum instructors. The agency also enters into an Affiliation Agreement with the University, which formally outlines the responsibilities and expectations of the University and the agency. This form must be signed by the agency designee and returned to the School before the placement begins.

Before the student's placement begins, Practicum Instructors and other agency designees will receive correspondence from the School, which includes a formal confirmation of the student's placement, and pertinent information regarding the School's policies, academic calendar, and the role of the assigned practicum advisor.

New practicum instructors in the Greater New York Area are formally oriented and trained through the Seminar in Practicum Instruction, formerly known as the Seminar in Field

Instruction (SIFI), which is offered each semester at Wurzweiler. SIFI completed at another graduate school of social work is accepted. Practicum Instructors are provided with additional opportunities for engagement at the school through a variety of continuing education programs.

1.2 Selection Criteria for Placing Students

During the placement process, the following considerations are given to generalist practicum students:

- The student's prior professional training and experiences,
- The student's learning needs and professional goals,
- The student's interest in a particular practice area and/or client population, and
- Distance and accessibility of the agency for the student.

In addition to the above criteria for generalist practicum students, the following considerations are given to specialization practicum students:

- Recommendations from the generalist Practicum Advisor and Practicum Instructor,
- Placement settings offering practice opportunities and client populations which differ from those in the student's generalist practicum setting,
- The agency's ability to meet requirements of the student's selected area of specialization (advanced clinical practice with individuals and families, advanced groupwork practice, or community social work practice), and
- The agency's ability to meet the requirements of the certificates offered by the school, should the student choose to pursue an advanced certificate.

The placement process begins one semester before the student's anticipated start of practicum. Newly admitted students will be contacted by the Office of Practicum Education after submitting their deposit to begin the planning process.

Full-time students in the Online Asynchronous MSW program option and the Sara Schenirer Men's program option do not begin their practicum placement until their second semester in the program. During their first semester in the Program, these students take SWK 6001 Practicum Planning Seminar I, an asynchronous course facilitated by each student's Practicum Planner. The course provides an overview of practicum education and content on developing a professional resume, identifying potential placement sites, and preparing for practicum placement interviews.

All students complete a practicum planning questionnaire, which allows the Office of Practicum Education to gather pertinent information from the students. This includes the student's schedule and availability to engage in practicum, available transportation and geographic preferences, populations and settings of interest, chosen area of specialization when applicable, intention to pursue an advanced certificate at the School when applicable, and fluency in other languages. In addition, students provide their CV or resume to the Office. The questionnaire and resume are then reviewed by the Office and a Practicum Planner is assigned to the student.

1.3 Role of the Practicum Planner

Through initial and ongoing advising sessions, the Practicum Planner conducts an educational assessment, provides feedback on the student's resume, assists the student in preparing for practicum placement interviews, and, in conjunction with the student, identifies a viable

placement option. The Practicum Planner is responsible for any necessary follow-up with placement sites during the interview process and for the final approval of the student's placement.

1.4 Employment-Based Practicum Placements

Students who are employed at a social work agency are eligible to apply for an employment-based practicum placement by submitting a contract outlining the proposed practicum placement to the Office of Practicum Education. The contract is developed jointly by the student and the agency and is subject to the approval of the Office of Practicum Education. Students wishing to apply for an employment-based practicum placement should contact the Office, which will provide the students with a template for the contract. The student and agency representatives must sign the contract prior to submitting it to the Office. Upon submission of the contract, a conference is held with the student, the prospective practicum instructor, and a member of the Office of Practicum Education, during which the contract will be reviewed and revised, if needed.

The Office of Practicum Education is responsible for assessing whether the student's current job responsibilities meet the educational needs of the student and fulfill the school's requirements for the competencies of generalist or advanced practice. If the student's assignments as an employee do not meet the requirements for practicum learning, the Office works with the agency to identify other assignments within the agency. This is most often the case for advanced practice students. If a student remains in placement at the same agency for two years of practicum work, the school requires a change in client populations, settings, interventions, and practicum instructor.

In order to approve a contract for employment-based practicum placement, the School considers and requires the following:

- The student must be in good standing at the agency. More specifically, the student has passed the probationary period at the agency or has been employed at the agency for a minimum of six months, whichever comes first.
- Appropriateness of the agency as an educational site. This includes the availability of educationally sound assignments for the student that meet the educational criteria for generalist or advanced year practicum learning. If the student's assignments as an employee do not meet the requirements for practicum learning, the agency must agree to provide additional assignments to the student that are not associated with their employment.
- The agency's willingness to adjust the student's workload and schedule as needed to allow time for the student's practicum placement.
- When engaged in practicum-related work at the agency, the student is identified as a student, and their performance is evaluated as such.
- The agency allows the student to use his or her practice materials in a deidentified form as a basis for papers, process recordings, and discussions in classes and in practicum advisement sessions.
- The agency agrees to enter into a formal affiliation agreement with the School
- The presence of a qualified, licensed MSW at the agency to serve as a practicum instructor and who is distinct from the student's employment supervisor.

- The agency must authorize the practicum instructor to fulfill his or her educational responsibilities. This includes providing one hour of weekly practicum instruction with the student, additional time for reviewing the student's process recordings and other relevant materials, completing mid-year and final evaluations, and participating in a minimum of one conference per semester with the student and the School's practicum advisor. For new practicum instructors in the greater New York area, the agency must allow for their participation in the Seminar in Practicum Instruction (SIFI). In the event that an agency cannot provide a qualified practicum instructor, or cannot accommodate change in practicum instructor for a student who remains in placement for the second year, the School will determine whether a faculty member can provide external practicum instruction to the student.

In situations where a student becomes unemployed at the agency where practicum work has co-occurred with employment, the School first assesses the reason for the change in employment. This involves a conference with the agency personnel, when possible, and a conference with the student. The Office of Practicum Education also collaborates with the student to assess their readiness to return to practicum. If appropriate, the Office will provide the student with the opportunity to pursue a placement, at a different agency, through the Practicum Office. If the student cannot accommodate another practicum placement, they are permitted to pause practicum work while pursuing new employment. In this case, the student must consult with their academic advisor to develop a new plan of study. Upon securing new employment, the student is eligible to reapply for employment-based practicum work at their new agency, dependent upon agency policy and suitability of the agency as determined by the School.

1.5 Comportment Concerns in Placement

If concerns about a student's professional comportment in placement arise but do not result in termination of the practicum placement, the Practicum Advisor, Practicum Instructor, and/or an on-site agency supervisor will meet with the student to discuss the comportment concern(s). This meeting is documented in the student's Performance Improvement Plan (PIP). The PIP is drafted to encourage students to reflect critically on the key issues discussed in the meeting. In addition to specifying the concerns to be addressed, the PIP also outlines the responsibilities and expectations of the student to remediate these concerns. The PIP also delineates the role of the Practicum Instructor in supporting and monitoring the student's progress. In the case that these issues persist following the implementation of the PIP, termination of the student's practicum placement is possible. Students whose practicum placement is terminated are subject to the policies and procedures for placement termination.

1.6 Practicum Placement Reassignment and Termination

If the agency, Practicum Instructor, Practicum Advisor, or student raises concerns regarding the viability of the placement, and/or if a student is dismissed from a practicum placement site, the information is reviewed by the assigned Practicum Advisor in consultation with the Director or Associate Director of Practicum Education. If further consultation is needed, the Executive Director of Practicum Education will engage the Student Review Committee.

All cases in which a placement is terminated prematurely are treated individually. In some circumstances, the decision will be made to identify another practicum placement opportunity for

the student. This may delay a student's completion of practicum work hours and related requirements. Students are not permitted to register for the next course(s) in the practicum or practice course sequences until they have successfully completed a minimum of 250 hours, of the required 300 practicum hours in the semester, and have met the required practicum competencies. In cases where the student is unable to secure a new placement in the given semester, the student must withdraw from the practicum course and co-requisite practice course.

If the student's practicum placement has been terminated for issues related to professional comportment or NASW Code of Ethics violations, the Office of Practicum Education will refer the matter to the Student Review Committee, where a decision will be made on the matter up to and including dismissal from the School.

Termination of a student from placement regardless of reason requires a professional and ethical termination plan involving the agency, student, and Practicum Instructor. Students are supported in carryout out this termination plan professionally, abiding by the NASW Code of Ethics and organizational policies of the practicum placement agency. Any student who prematurely ends a practicum placement without prior approval with the Practicum Advisor risks receiving a failing grade for the practicum course. For information about the consequences of a failing grade, see grounds for academic probation and grounds for dismissal.

If a student is facing dismissal from the school due to issues unrelated to termination of placement, such as academic courses or academic grades, the student's placement will also be terminated. In such cases, the student is expected to work collaboratively with their Practicum Advisor, Practicum Instructor, and/or the designated on-site supervisor to develop a plan for the student to exit the practicum placement with minimal disruption. This includes completion of any outstanding agency documentation, ethical termination with assigned clients, and facilitating the return of any agency property, including keys, electronic devices, and agency ID card. The school will send a formal notification of termination of the student's placement to the agency.

1.7 Failure to Secure a Practicum Placement

Every effort is made by the Practicum Department to secure a practicum placement that meets the needs of each student. This includes taking into account a student's geography, time commitments, physical condition, religious observances, and family commitments. Every student is provided with a maximum of three practicum placement opportunities.

In the event that a student has declined placements, the Office of Practicum Education will discuss the rationale for declining placements with the student. If a student is unable to secure a practicum placement due to their schedule or other commitments, the Office will meet with the student to determine if securing a practicum placement is possible. If the student is unable to make any changes to accommodate a practicum placement, the student will need to defer practicum work or take a leave of absence from the School until they are able to accommodate the scheduling requirements of practicum work.

If a student is not accepted to a practicum site(s) after being interviewed, feedback received from the student and interviewers will be considered in order to reassess a student's readiness for practicum. The Director or Associate Director of Practicum Education will then develop a plan to address the issues, which may include mock interviewing sessions with the Office of Practicum Education. If, after remediating the identified issues in securing a practicum placement, concerns remain about the student securing a practicum placement, the Director of Practicum Education will see consultation with the Student Review Committee to consider next steps. This may include dismissal from the School, as students without an approved practicum placement are unable to move forward in the MSW Program.

2. Practicum Orientation

All students are required to participate in practicum orientation prior to the semester in which they begin their placement. Orientation sessions are held in person or virtually via Zoom across all programs, except for the Online Asynchronous MSW program option, in which orientation is held asynchronously as part of the semester-long practicum planning course.

Across all program options, orientation covers a variety of pertinent topics, including practicum placement requirements and policies, structure of practicum placement, the roles of agency practicum instructor and school practicum advisor, preparing for practicum instruction sessions, use of process recordings, and introduction to the NASW Code of Ethics.

2.1 Compliance with Agency Policies and Requirements

Once a student has been accepted for placement, they are obligated to meet the onboarding requirements of their assigned practicum agency. These requirements vary by agency, but may include the following:

- Criminal Background Checks: many practicum agencies require a criminal background check, most often facilitated by the practicum agency. In the case that the agency requires the School to conduct the criminal background check, the student will receive instructions from the Office of Practicum Education. The existence of a conviction may prevent a student from securing a practicum placement. It can also negatively impact the student's ability to obtain social work licensure. Students with a conviction are recommended to contact the Social Work Licensure Board in the state or province where they plan to practice for information regarding these requirements.
- Fingerprinting: some placements require students to be fingerprinted. This process is facilitated through the practicum agency.
- Health Clearances and Immunizations: the Wurzweiler School of Social Work complies with the minimum standards of the State of New York regarding required immunizations and tests for students. In addition, students must comply with the requirements of the agencies in which they are placed. The agencies determine which immunizations and tests are necessary to ensure the safety of their clients and staff. Students may be required to provide documentation of recent physical examinations, tuberculosis (TB) testing, immunizations, evidence of health insurance, or other health-related documentation. Some practicum agencies may also require initial and/or routine drug screenings.

Students may be responsible for any fees associated with the above onboarding requirements. Additionally, students are not entitled to any compensation or benefits through the practicum

agency. Students should speak with the Office of Practicum Education if they have any concerns about these requirements.

2.2 Practicum Hours, Attendance, and Credits
All two-year MSW students are required to complete a total of 1,200 practicum hours to graduate: 600 hours of generalist practicum and 600 hours of advanced practicum. Advanced standing students are required to complete a total of 600 hours of advanced practicum.

Most students complete 21 hours of practicum work each week, based on a 30-week calendar, over two consecutive semesters. For students who cannot commit to 21 hours per week due to other professional and personal commitments, the program offers a reduced weekly schedule of 14 hours over the course of three consecutive semesters. During the third semester of practicum, the student must register for the appropriate practicum extension course.

Students are required to document practicum hours in a time log, which is approved by their agency Practicum Instructor and/or supervisor. In addition to adhering to the practicum schedule set by the placement site, students are expected to be prompt in arriving at their practicum work placements. This log is submitted by the agency to the student's Practicum Advisor each semester. Completion of practicum hours is also documented by the Practicum Instructor on the mid-year and final practicum evaluations.

For all students, practicum hours each week should be dedicated as follows:

- Half of the hours should be dedicated to direct practice with individuals, families, groups, and communities,
- One hour of practicum instruction from the designated MSW Practicum Instructor,
- Two to three hours per week to complete two written process recordings, and
- Additional time as needed for agency conferences, meetings, group supervision, and other agency-based activities.

Travel time to and from the placement site does not count towards the student's total number of practicum hours. Travel time that is part of their regularly scheduled practicum assignments, such as traveling from the agency to a home visit, can be counted towards a student's practicum hours. Students are responsible for their transportation costs to and from their practicum placement. Some practicum agencies may cover transportation costs in connection with practicum assignments.

2.2.1 Holidays and Sabbath
Students are expected to abide by the school's academic calendar, which includes start and end dates for placement, and school holidays and breaks. In addition to the holidays listed in the school calendar, students are entitled to any holidays observed by the agency in which they are placed. If the school calendar conflicts with the agency calendar, the student must coordinate their practicum schedule with their Practicum Instructor and Advisor.

The school calendar is organized so that practicum days and course times do not conflict with the Sabbath and Jewish Holy Days. During the Winter and Spring recesses, students are free of all agency duties. If, in exceptional circumstances, the nature of an agency's services and the

student's responsibilities preclude the student's absence during this time, the student may be required to work with the understanding that he or she will receive equivalent compensatory time off at another time. During Intersession, which usually lasts from the start of the New Year through the end of January, although students may not have classes, they are required to attend practicum placement.

2.2.2 Absences

Although Practicum Instructors receive the academic calendar from the School, students are responsible for informing the Practicum Instructor of any absence from their practicum placement for holidays, religious observances, school recesses, etc. The Practicum Instructor and the student should inform the Practicum Advisor of any concerns regarding student absences. The student is also responsible for notifying the Practicum Instructor of any unavoidable and/or unexpected absences from practicum with as much advanced notice as possible in order to avoid disruptions at the agency. The student is also responsible for ensuring that clients and other individuals who might be affected by their absence are notified.

There are times when an unforeseen circumstance may occur, and a student will require an extended absence from practicum placement. The Practicum Instructor and Practicum Advisor must be notified of these events and the anticipated length of time for the absence as soon as the details are known so that arrangements can be made accordingly.

2.3 Safety Precautions for Students in Practicum

Practicum agencies are assessed for their adherence to safety standards for their staff and students. Student orientation at the practicum placement must include training on the agency's safety and harassment policies. Students are instructed to follow all agency policies.

Student supervision at the practicum placement must be consistent and adequate to allow time for the Practicum Instructor to be assured of the student's competence regarding safety, to apprise the student of potential risk, to deal with agency policy addressing safety, and to attempt to address the student's feelings about any risk that may be present. Practicum agencies are expected to include procedures for reporting incidents where the student feels physically threatened or unsafe while in practicum. Students have the right and responsibility to refuse any assignment in which they feel physically at risk. In these circumstances, the student is expected to first bring their concerns to the on-site Practicum Instructor and/or Task Supervisor. The students are encouraged to then discuss their concerns with their Practicum Advisor.

In the unlikely event that a student is threatened or injured, it is imperative that the Practicum Instructor and Advisor are notified immediately with a report on the nature of the injury and the status of the student's health and well-being. The Practicum Advisor must then write up and submit an incident report to the School.

Students should never be without other staff present in the agency at any time. Students are not asked to conduct home visits to unknown settings and clients without the presence of another agency worker. A Practicum Instructor or other designated back-up must be available by phone when students are visiting clients.

Students are not permitted to use their own vehicles to transport agency clients, nor are they to transport clients on their own. Students may accompany other agency staff who are responsible for transporting clients at their practicum placement. The School prohibits students from participating in the practice of physically restraining clients at their practicum placements. However, students are expected to participate in agency training on crisis prevention interventions.

Harassment of any student or employee of Yeshiva University shall not be tolerated from any Practicum or Clinical Instructor, Employee, Client, or Representative of the agency, nor, will Yeshiva University tolerate any harassment by a Yeshiva University student or employee involving an employee or client of an agency. Any incidence of harassment must be reported to the Practicum Instructor immediately.

2.3.1 Malpractice Insurance

The Wurzweiler School of Social Work participates in a professional liability insurance program. The liability policy provides coverage for students engaged in practicum as well as for faculty members serving as practicum advisors.

3. Practicum Placement Curriculum and Structure

3.1 Practicum Advising and Seminars

Once the student begins practicum placement, the student's Practicum Advisor is the initial point of contact at the School in relation to the student's placement. The Practicum Advisor instructs the student's practicum course and seminar and is responsible for monitoring and supporting student learning. The Practicum Advisor initiates the first contact with the student's Practicum Instructor and/or any other on-site agency supervisors who work directly with the student. The Practicum Instructor and other agency personnel are encouraged to contact the Practicum Advisor for any questions or concerns related to the student's placement throughout the duration of the academic year.

The Practicum Advisor also conferences with the student's practice class instructor to review student progress, address any issues or concerns that emerge in the classroom or practicum setting, and to ensure integration of learning. The Practicum Advisor is responsible for assisting students in managing challenges that arise in practicum placements. In doing so, the Practicum Advisor is expected to work collaboratively with the Practicum Instructor to help students realize their full potential.

At least once per semester, each student participates in a live-virtual conference with their Practicum Instructor, Practicum Advisor, and any other agency-based staff involved in the student's learning. The purpose of the conference is to discuss the elements of the student's assignments, to identify the student's learning patterns, to assess any educational problems that are being encountered, and to establish future goals for the student's continued growth and development. In preparation for these meetings, the student submits a sample of process recordings to the Practicum Advisor to serve as an example of the student's current work.

All practicum students participate in practicum seminars, facilitated by the student's Practicum Advisor, throughout the semester. Practicum seminars are held regularly in-person or virtually each semester, with the exception of the Online Asynchronous MSW program, in which students participate in an asynchronous practicum course with weekly practicum learning assignments.

Students' progress is reviewed on an ongoing basis and is monitored through student participation in the practicum seminars, individual practicum advising sessions, and the Advisor's review of required assignments submitted by the student. Assignments include the learning contract, a sample of process recordings, and the time log. Additionally, the Practicum Advisor reviews the student's mid-year and final evaluations submitted by the Practicum Instructor and is responsible for assigning the student's grades for practicum courses each semester.

3.2 Practicum Instruction in the Practicum Agency

During the course of the practicum placement, the student works under the supervision of a Practicum Instructor. The Instructor is selected by the agency and approved by the School and is expected to be available for regular weekly conferences with the student as well as brief, unscheduled meetings should the student require further instruction and guidance. Depending upon the preference of the Practicum Instructor, students are expected either to submit a written agenda in advance or an oral agenda at the time of the conference with the Practicum Advisor, which indicates their questions and concerns.

Practicum Instructors serve to expand the student's knowledge of the agency's services and operations, to guide the student's development of practice skills and conscious use of self, to assist in the necessary development of the professional self for effective practice, and to help the student integrate practice theory with the use of skill. In addition to the use of Process Recordings, practicum instruction is supplemented through other learning opportunities, including relevant professional training, conferences, and/or professional literature selected by the Practicum Instructor, case conferencing, and group supervision if offered by the practicum agency. Students are expected to assume responsibility for making optimum use of practicum instruction by actively participating in the learning processes and opportunities at the agency.

In addition to facilitating on-site learning for the student, the Practicum Instructor conducts the mid-year and final evaluations, which are then submitted to the Practicum Advisor. In the event that a student has a task supervisor(s) in addition to the Practicum Instructor, it is the Practicum Instructor who coordinates the experience and is responsible for the written evaluations. In circumstances where a student is also assigned to an on-site Task Supervisor, the student's Practicum Instructor consults with the Task Supervisor as part of the evaluation process.

Practicum Instructors must hold a master's degree in social work (MSW) from a CSWE-accredited program and a current social work license in their state or the equivalent certification outside of the United States. The School also requires that all Practicum Instructors have a minimum of three years of post-MSW practice experience. Some Practicum Instructors may be approved after two years of post-MSW experience in cases where they have documented relevant practice and/or supervisory experience prior to obtaining their MSW.

When a qualified Practicum Instructor is not available in a placement setting, the School may assign a qualified faculty member to provide external practicum instruction to the student. In this case, the agency provides an on-site supervisor who is responsible for providing task supervision and overseeing the student's assignments at the agency. The on-site task supervisor collaborates with the faculty Practicum Instructor in completing the learning contract and provides input for the student's mid-year and final evaluations, which are ultimately completed by the external Practicum Instructor. The on-site task supervisor is also expected to participate in conferences with the student and Practicum Instructor at least once per semester.

3.3 Student Assignments

3.3.1 Process Recordings

The written process recording is the major educational tool for practicum instruction. Through the recording process, students identify the themes of client interventions, the social work theories and skills they have applied, and their observations and feelings in the context of client interventions. The process recordings also provide the student with opportunities to develop organized thinking and critical self-reflection in their practice. Process recordings serve as a method of communication between the student and Practicum Instructor and as an instrument to guide student learning.

For each year of practicum learning, students are required to write and submit 60 process recordings to their Practicum Instructor. Students completing 21 hours of practicum learning per week are expected to submit two process recordings each week over the course of two semesters. Students completing 14 hours of practicum learning per week are expected to submit one to two process recordings each week over the course of three semesters (for a total of 60 process recordings over the course of practicum placement).

Process recordings should be submitted one week prior to scheduled practicum instruction meetings to allow adequate time for the Practicum Instructor to review and comment on them. Students will receive further details on process recordings, including the template and outline, in their practicum courses.

It is the student's responsibility to assure confidentiality and to disguise the identity of all individuals involved in process recordings. At no time should any written materials or oral presentations contain the actual names or identifying information linked to a specific client. Students should consult with their Practicum Instructors on selection of material, secure agency permission to use material for this purpose, and make necessary changes to assure confidentiality in line with HIPAA regulations.

3.3.2 The Learning Contract

At the end of six weeks of practicum, all students are required to submit a learning contract to their Practicum Advisor. The learning contract is prepared jointly by the student, the Practicum Instructor, and other agency-based supervisors as relevant to the student's practicum learning. The learning contract describes the student's learning goals and identifies assignments that will meet these goals. The contract serves as the basis for determining the adequacy of assignments and appropriateness of the learning plan. Upon submission to the School, the learning contract is

reviewed by the student's Practicum Advisor. The learning contract can be modified as the student progresses throughout the academic year.

3.4 Practicum Evaluation

Evaluation is an ongoing process that involves responsible professional judgments about the student's abilities and potential as demonstrated by the student's performance in Practicum. The evaluation is formalized through mid-year and final evaluations, which are submitted by the Practicum Instructor to the School. Practicum Instructors are notified of the evaluation due dates at the beginning of the academic year and receive further email correspondence delineating the procedures.

The evaluation process contains two components: the *evaluation conference* and the formal *written evaluation*. During the evaluation conference, the student and Practicum Instructor have an opportunity to mutually develop an assessment of the student's performance. The student and Practicum Instructor prepare this assessment using the School's five-point Likert-type scale to evaluate the student's work.

Performance criteria for generalist practicum learning pertains to the development of generalist skills. Performance criteria for advanced practicum learning pertains to the development of skills in the student's selected specialization and may include skills in a secondary method. Together, the student and Practicum Instructor use this meeting to address significant learning issues and themes for present consideration and future work. Should disagreements arise, the student's Practicum Advisor is available for consultation and mediation if needed.

The student is expected to sign the evaluation, confirming that the evaluation has been read and discussed with their Practicum Instructor. The student may record in an appended note any substantial unresolved disagreements he or she may have with all or any part of the evaluation.

The evaluation is a confidential document, which is used within the confines of the School setting. It should be prepared with this understanding. At no time are students required to show this document to future employers or agency personnel.

3.5 Grading

Practicum courses are graded using a Pass (P) or Fail (F) system. The student's Practicum Advisor is responsible for determining and recording the practicum course grade at the end of each semester. The grade is based upon attendance in practicum placement and practicum seminars, timely and accurate completion of course assignments, completion of hours, satisfactory completion of learning objectives, and the practicum evaluation. Students can find more information on grading here.

Practicum courses are worth three credit hours per semester. For students who are extending their practicum placement beyond the semester in which they are registered for the credit-bearing practicum course, students are required to register for the zero-credit practicum extension course associated with their current standing: SWK 6533 Generalist Practicum I Extension, SWK 6534 Generalist Practicum II Extension, SWK 6537 Advanced Practicum I Extension, or SWK 6538 Advanced Practicum II Extension.

3.6 Corequisite Practice and Practicum Courses
Each semester during which the student is in practicum, they must be registered for the appropriate practicum course and the corequisite social work practice course based on their generalist or advanced practicum learning.

If a student receives a failing grade in SWK 6003 Generalist Social Work Practice I or an advanced practice class (SWK 6013 Advanced Clinical Practice with Individuals and Families I, SWK 6023 Advanced Groupwork Practice I, or SWK 6033 Advanced Community Practice I), but receives a passing grade in the corequisite practicum course, their practicum placement will be terminated. The student will not be permitted to resume practicum placement or register for the second part of the practicum course (SWK 6532 Generalist Practicum II or SWK 6536 Advanced Practicum II) until they retake and receive a passing grade for the first practice course in the sequence.

If a student receives a failing grade in SWK 6531 Generalist Practicum I or SWK 6535 Advanced Practicum I but receives a passing grade in the corequisite practice course, they will not be permitted to register for the second part of the practice course sequence (SWK 6004 Generalist Social Work Practice II, SWK 6014 Advanced Clinical Practice with Individuals and Families II, SWK 6024 Advanced Groupwork Practice II, or SWK 6034 Advanced Community Practice II) until they retake and receive a passing grade in the first practicum course.

Students who have not successfully completed a minimum of 250 hours of the required 300 practicum hours per semester, or who have not met the required practicum work competencies, will not be permitted to register for the subsequent practicum or social work practice courses in the following semester.

If a student receives a failing grade in SWK 6004 Generalist Social Work Practice II, but receives a passing grade in SWK 6532 Generalist Practicum II, they are *not* permitted to register for SWK 6535 Advanced Practicum I or an advanced practice class (SWK 6014 Advanced Clinical Practice with Individuals and Families II, SWK 6024 Advanced Groupwork Practice II, or SWK 6034 Advanced Community Practice II), until they re-take and receive a passing grade for SWK 6004.

If a student receives a failing grade in SWK 6532 Generalist Practicum II, but receives a passing grade in SWK 6004 Generalist Practice II, they are *not* permitted to register for SWK 6535 Advanced Practicum I or an advanced practice class (SWK 6013 Advanced Clinical Practice with Individuals and Families I, SWK 6023 Advanced Groupwork Practice I, or SWK 6033 Advanced Community Practice I), until they re-take and receive a passing grade for SWK 6532.

Section IV: Academic Matters and MSW Student Support Services

1. Academic Calendar

Please see the Wurzweiler academic calendar on the School's website prior to the beginning of each semester. Be aware that some course meeting dates may be changed due to holidays.

2. Academic Advisors

Academic Advisors are an important resource for academic and career planning. The advisement process at WSSW is designed to guide each student toward a successful educational experience. The advisor/advisee relationship enables students to obtain information needed to maintain enrollment as an MSW student, to stay informed about WSSW's policies, and to provide support and guidance. Advisement provides an opportunity for each student to gain assistance in navigating the MSW roadmap and learning how to access resources and services.

Academic Advisors:

- Help to develop a realistic educational plan,
- Monitor and document progress toward completion of course requirements,
- Are accessible during office hours (Sunday – Thursday 9 AM – 5 PM, Friday 9 AM – 2:30 PM), and
- Help to resolve any academic or related concerns.

2.1 Face-to-Face/Live Virtual Academic Advising

Every Face-to-Face/Live Virtual MSW Program Option student is assigned an Academic Advisor at the beginning of their first semester. Students should meet with their Academic Advisor each subsequent semester prior to registration. It is the student's responsibility to schedule these appointments.

2.2 Online Asynchronous Academic Advising

Students in the Online Asynchronous MSW Program Option receive academic advising from the Lead Success Coordinator and/or the Student Success Coordinator.

2.3 Israel Block Academic Advising

Students in the Israel Block Program Option receive academic advising from the same Academic Advisors who serve the Face-to-Face/Live Virtual students. However, Israel Block students receive a unique roadmap due to the specific requirements for the practicum, practice, and Advanced Policy Advocacy courses. Israel Block students may also receive additional academic advisement from the Israel Block Program administrative staff, particularly if they have unusual circumstances that require them to deviate from the standard roadmap.

2.4 Sara Schenirer Academic Advising

Students in the Sara Schenirer Program Option receive academic advisement through the Sara Schenirer Institute from the Social Work Advisor. The cohort model for students in the Sara Schenirer program option is designed so that students take the courses in a prescribed order. Upon beginning the program, students receive a roadmap and tracking form indicating which courses they take in which semesters. During their time in the program, this tracking form is reviewed in advising meetings. Prior to each semester, students receive a list of the course

registration numbers for the courses for which they will register in that given semester. If students require a leave of absence or face other situations that results in a deviation from the standard course sequencing, then an advisor from the Sara Schenirer Institute meets with the student to develop an individualized roadmap to specify the student's revised plan of study.

3. Professional Advisement

Professional advising is provided by faculty and WSSW staff across the School. Practicum Planners and Advisors have an integral role in working with students to develop professional presentation and comportment. They provide formal and informal guidance around interviewing, attendance, communication, and other skills that are necessary in practicum placements and subsequent professional social work settings. Students can access more information about social work professional organizations in the "Orientation and Graduation Requirements" Canvas course, in which they are automatically enrolled in upon registering for their first semester.

4. Student Support Specialists

Student Support Specialists work with students to enhance educational outcomes and ensure a smooth transition for new students entering the MSW program. The Student Support Specialists also assist students throughout their time in the MSW program. This includes working with students on unique roadmaps, monitoring educational progress, meeting with students to enhance professional development, and helping students connect with the Registrar, University Finance, Office of Disability Services, and Career Services.

4.1 Face-to-Face/Live Virtual Student Support Specialist

Students in the Face-to-Face/Live Virtual Program Option work with the Student Support Specialist upon being enrolled in the School. The Student Support Specialist assists newly enrolled students in the registration process and continues to offer support and resources throughout a student's time in the Program.

4.2 Online Asynchronous Student Support Specialist

Students in the Online Asynchronous Program Option have support from the Lead Success Coordinator and/or the Student Success Coordinator.

4.3 Israel Block Student Support Specialist

Students in the Israel Block Program Option work with the Student Support Specialist upon being enrolled in the School. The Student Support Specialist assists newly enrolled students in the registration process and continues to offer support and resources throughout a student's time in the Program.

4.4 Sara Schenirer Student Support Specialist

Students in the Sara Schenirer Institute Program Option are supported by advisors and support staff through the Sara Schenirer Institute and WSSW.

5. Peer Mentoring

The Peer Mentoring Program is designed to assist newly enrolled students in acclimating to Wurzweiler by pairing incoming first-year students with second-year students who act as

mentors throughout the academic year. Mentorship is a model for the social work profession, and we believe that our students are more successful because they have a network of supports.

6. Academic Standards

Students are required to maintain satisfactory standards of scholastic performance and progress. Failure to make satisfactory progress toward degree requirements may result in the loss of financial aid, scholarships, and/or loans or dismissal from the MSW program. In addition to violations of comportment, grounds for probation, grounds for dismissal, and penalties for plagiarism as already defined, MSW students will be placed on academic probation if they receive a grade of "B-" or below in any practicum course.

Students are encouraged to meet the demands of the curriculum by limiting activities outside of schoolwork that compete with or prohibit the completion of course and fieldwork. While many students are employed beyond the classroom, no modifications of requirements or performance in class or field will be made based on external employment commitments. Academic Advisors and Student Success Coordinators are vital resources in planning and executing schoolwork.

Instructors and practicum education staff, staff members, and administrators who are concerned about a student's performance and/or comportment in the classroom or practicum placement can refer the student to the Student Review Committee. The Student Review Committee serves in an advisory capacity and is composed of the Associate Dean, faculty members, and/or staff members as determined by the Associate Dean. When an issue is brought to the Student Review Committee, the student will be alerted and asked to provide evidence, documentation, or a written statement. The Committee may recommend to continue monitoring the student's progress, steps for the instructor(s) and/or the student, academic probation, or academic dismissal.

7. Grading System

Course instructors have full discretion to assign course grades. Students should read course syllabi at the beginning of each semester to understand the instructor's grading criteria. Students may only appeal a final grade of "F" to the Dean. The appeal process can be found here.

Students can earn letter grades of A, A-, B+, B, B-, C+, C, or F. A grade of A+ will automatically be changed to an A. A grade of C- or below will automatically be changed to an F. Grades below "B" can result in a student's GPA falling below 3.0, which results in automatic academic probation.

All zero credit courses are assigned a grade of P (Pass), S (Satisfactory), or F (Fail). This does not impact GPA. The following courses are graded using a P or F grade: SWK 6531 Generalist Practicum I, SWK 6532 Generalist Practicum II, SWK 6535 Advanced Practicum I, SWK 6536 Advanced Practicum II, and SWK 6901 Thesis Capstone. Information on grading in the Practicum sequences can be found here. The following courses are graded using an S grade: SWK 6001 Practicum Planning Seminar I, SWK 6002 Practicum Planning Seminar II. SWK 6533 Generalist Practicum I Extension, SWK 6534 Generalist Practicum II Extension, SWK 6537 Advanced Practicum I Extension, and SWK 6538 Advanced Practicum II Extension.

Students may receive a grade of "I" for an incomplete course, at the discretion of the instructor. Incompletes are only granted in extraordinary circumstances. The rules and criteria for incomplete grades can be found here.

8. Academic Honors

Students who have applied for graduation are eligible to become part of Phi Alpha, the honors society for social work students. Students qualify to join the Tau Epsilon Chapter of Phi Alpha if they have applied for graduation and have achieved a minimum cumulative GPA of 3.8. Eligible students will receive an email during their final semester with specific information regarding becoming a member of Phi Alpha.

9. State Licensure Requirements

Most states license social workers at both an entry and advanced clinical level. Students are responsible for researching and understanding the licensure requirements for the state(s) where they plan to practice after graduation. Wurzweiler provides complimentary access to a self-enrolling preparation course to assist and guide students in the licensure process. Students can find the course in the "Orientation and Graduation Requirements" course on Canvas, under the "LMSW/LSW Prep" module. The course provides students with general exam content and practice questions. Additionally, the course offers guidance in the processes regarding applying for licensure and the exam.

10. Graduation

Students are eligible to graduate when they have successfully completed 60 credits (or 30 credits for advanced standing students), all required courses, maintained a minimum overall GPA of 3.0, and have completed the mandated child abuse reporter training, as required by the State of New York. More information, as well as guidelines for the mandated training, can be found in the "Orientation and Graduation Requirements" course on Canvas. Students can find the graduation application procedure here.

Section V: Israel Block Program Policies

1. Program Design

Students in the Israel Block program take their core classes at the Wurzweiler New York Campus during the summer semester and then complete their practicum placement in Israel throughout the academic year. Due to Israeli standards and accreditation, all activities, including classes, practicum, and seminars, must be held in-person.

In combination with the practicum placement, students must take a weekly practice course through the Hebrew University of Jerusalem (HUJ). This is a year-long course. Students who have to miss a semester of the course must retake the course in its entirety. Additionally, there is a mandatory monthly seminar that is part of the practicum placement and course.

Students must enroll in and successfully complete a social work policy course through HUJ during the second semester of their second year.

Israel Block Program Option MSW students are subject to all of the policies outlined in this handbook, including policies for attendance, comportment, probation, and dismissal. Additional policies are outlined in this section and included in Israel Block course syllabi.

2. Required Classes at the Hebrew University of Jerusalem (HUJ)

In order to become an accredited social worker in Israel, all students doing their practicum in Israel must partake in a year-long practice course at Hebrew University. Under Israeli law, this class must be taken in tandem with the practicum placement. Failure in practicum or the practice class leads to an automatic withdrawal from the other course and placement on academic probation.

Specialization-year students are required to complete *SWK 6210 Advanced Policy Advocacy* during their second semester.

To take courses at HUJ, students must pay the HUJ registration fee. This fee provides students with fundamental university services, including a student ID card, access to the library, and more.

3. Monthly Practicum Seminars

The monthly Practicum Seminar is an opportunity for all students to meet, connect with each other, discuss practicum experiences, and learn. Seminars include group processing and discussion, student presentations, guest speakers, and food.

Information on the dates and location of all meetings is sent out prior to the start of the semester. Attendance at the meetings is mandatory and counts towards the practicum grade. Students may miss up to one monthly meeting per year with advanced notice.

PhD Manual

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WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY
2495 Amsterdam Avenue, New York, NY 10033

General Information 646-592-6800
Admissions 833-241-4723
Fax 212-960-0821

Welcome to the PhD Program

We are pleased to welcome you to the PhD Program in Social Welfare at Wurzweiler!

Please keep a copy of this handbook for future reference. The Policy Manual is designed to define and to describe the rights and responsibilities of PhD students at the Wurzweiler School of Social Work. It is important for PhD students to be aware of and to understand the program's policies and procedures. The School reserves the right to change policies and procedures. In regard to curriculum requirements, students will be governed by the Handbook for the year in which they entered the program.

If you have questions or need clarification of any issues covered within the Policy Manual, please consult with a member of the PhD Program leadership team. The faculty and staff of the PhD Program are prepared to help all students make their educational experiences at the Wurzweiler School of Social Work meaningful and fulfilling.

We wish you the very best throughout your PhD journey!

Mary Beth Quaranta Morrissey, PhD, JD, MPH
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PhD Program Associate Director for Dissertation Advising shannon.lane@yu.edu

Section I: PhD Program Design

1. History and Mission

Wurzweiler School of Social Work was founded over 60 years ago and is guided by a vision to change the world through the generation and transmission of knowledge, the promotion of social and economic justice, and the advancement of professional values and ethics. In line with this vision, WSSW created the PhD program in 1966 to prepare students to be “scholar-practitioners" who employ rigorous research to improve policies, systems, organizations, and services. The PhD program’s diverse student body and accessibility reflects the School’s vision.

Guided by a clear educational philosophy, the PhD program is designed to support interaction and integration of research, theory and practice. The goal of the curriculum is to provide all graduates with the knowledge and skills necessary for careers in academia, research, policy, and social work leadership.

2. Our Students

With the exception of students in the MSW/PhD Program, students in the Program are generally working professionals with a master’s degree in social work or an allied profession, with experience in a variety of practice areas. Students must have a master’s degree and at least two years of work experience post-master’s degree to be part of the program. This ensures that our students’ scholarly pursuits are grounded in challenges currently faced by providers and consumers of social services.

3. Student-Centered Program Design

The Program is designed to center the students, their experiences, knowledge, diversity, background, and interests. Experiential knowledge is highly valued. Students are encouraged to relate their practice experiences to the research methods and theoretical constructs developed and explored in coursework. Classes are largely held during weekend and evening hours to allow for students to continue with full-time employment. Courses are offered live online, hybrid, and online asynchronous to offer a flexible and accessible classroom experience for students. A dedicated Associate Director of Advising and Advocacy for the doctoral programs helps students with navigating course selection and School and University resources.

Faculty mentorship is an integral part of the educational process at every stage of the Program. Students are assigned a faculty mentor upon enrolling in the Program. The faculty mentor provides guidance to the student in the beginning of the program while the student explores dissertation topics. In the latter half of the program, once the student has selected a Dissertation Committee Chair and members, the Committee Chair assumes the mentorship role. The original faculty mentor is eligible to be the Dissertation Committee Chair. Students can learn more about the faculty mentorship role here.

4. PhD Faculty Committee

The Program’s policies and curriculum are overseen by the PhD Faculty Committee. The Committee is chaired by the Program Director and consists of the full-time faculty members who teach in the PhD Program. The Committee meets regularly during the academic year (September – May) to review curriculum and discuss student progress and concerns.

5. Program Time Frame

Students must complete the requirements for the degree within eight years of admission to the Program. The majority of students finish their degree within four to five years of admission. It is recognized that some students may need more than eight years to complete their degree, and in extraordinary circumstances the student may be granted a one-year extension, at the discretion of the Program Director in consultation with the student's Dissertation Committee. Students who might need an extension should first consult their faculty mentor and the Associate Director of Advising and Advocacy to discuss their options. After this, they may formally petition the Program Director in writing to request an extension. Only one extension is allowed, and the maximum time allowed in the Program is nine years. Failure to complete these requirements within eight years of admission, without a successful appeal for an extension of time, will result in an automatic dismissal from the program. Leaves of absence do not extend the time frame set for the completion of degree requirements.

The Program is split into four parts: "Pre-Comp" required coursework, "Post-Comp" required coursework, dissertation proposal, and dissertation defense. All three parts must be completed within eight years of admission. The Program suggests that students complete each phase within the following time frame:

- Completion of the Pre-Comp required coursework, the Comprehensive Exam, and Post-Comp required coursework within three years of admission for fulltime students or five years of admission for part-time students,
- Completion and acceptance of dissertation proposal within one year of completing proposal coursework,
- Completion and defense of dissertation within three years of proposal acceptance.

6. Policy on PhD Transfer Credits

The PhD Program does not accept transfer credits for any required coursework or dissertation work.

Section II: Curriculum

1. Overview

The Program is designed for students to demonstrate proficiency in practice and policy-related research, theory, and knowledge. The curriculum is divided into four phases, or "years," each with an associated benchmark. To qualify for the PhD degree, students must complete the minimum 51 required credits, pass all required benchmarks, and successfully defend and deposit their dissertation. The required courses can be found here and the recommended roadmaps can be found here. Students should work with their faculty mentor and the Associate Director of Academic Advising to individualize their roadmap while in the Program.

2. First-Year or "Pre-Comp" Curriculum

Benchmark: Comprehensive Exam, Successful completion of 24 Credits total

The first-year courses provide students with the foundation in social work research and theory necessary to analyze the dilemmas and contradictions of social welfare, as well as introduce students to the standards of doctoral-level scholarship. The Pre-Comp curriculum is comprised of eight courses, worth three credits each. Once students have successfully completed all the Pre-Comp curriculum, they will take the written Comprehensive Exam which is offered every July. Students cannot enroll in Post-Comp or the remaining Program courses until they have passed the Comprehensive Exam. Information on the Comprehensive Exam can be found here.

3. Second-Year or "Post-Comp" Curriculum

Benchmark: Successful completion of 45 credits total

The second-year courses move from structured study toward independent scholarly study. Students acquire technical and methodological skills requisite for quantitative and qualitative data analyses, while simultaneously considering topics for dissertation. As students begin to develop their dissertation topic, studies become more targeted on the area of focus. Students take two elective courses during this phase; it is recommended to take one elective course per semester. Students may take an elective course at another school within Yeshiva University, with the prior approval of the Program Director and Dean or Designee of the other school. The Post-Comp curriculum is comprised of seven courses, worth three credits each.

4. Third-Year or "Proposal" Phase

Benchmark: Completion of 51 credits total and Successful Dissertation Proposal Defense

The third-year courses are designed to accompany the dissertation proposal process. Students take a series of two seminars during which they write and defend their dissertation proposal. Students complete a systematic literature review and identify a research question upon which they will build their research study and dissertation proposal. During the third-year, students select their Dissertation Committee Chairs and members. Students must have completed a minimum of 48 credits in order to defend their dissertation proposal, and the proposal defense must occur by the culmination of SWK 8920 Proposal seminar II. Proposals must also be submitted to the University's Institutional Review Board (IRB) for approval.

5. Fourth-Year and Beyond or "Dissertation" Phase

Benchmark: Successful Dissertation Defense and Deposit
In the Dissertation phase, students work closely with their Dissertation Chair and Committee to actively carry out their research. This includes data collection, data analysis, and writing of the dissertation.

5.1 Dissertation Extension
During the Dissertation Phase, students must register for SWK 8999 Dissertation Extension every Fall and Spring until they graduate. SWK 8999 Dissertation Extension is a zero-credit, fee-bearing course that maintains access to the University and program resources, including the student's Chair and Dissertation Committee. Enrollment in this course is required to maintain matriculation in the program.

6. Required Courses

In order to complete the curriculum requirements for the PhD, students must complete 51 total credits. All courses are worth three credits, except for SWK 8999 Dissertation Extension, which is only required for students who have completed all coursework and are working solely on their dissertation.

Pre-Comp Courses (24 Credits Total)

SWK 8421 Strategies of Inquiry I
SWK 8422 Strategies of Inquiry II
SWK 8406 Fundamentals of Applied Statistics
SWK 8425 History and Philosophy of Social Work
SWK 8296 Social Welfare Policy
SWK 8809 Legal Foundations of Social Work
SWK 8814 Social Work Practice Theories
SWK 8823 Ideology

Benchmark: Comprehensive Exam

Pre-Comp Courses (21 Credits Total)

SWK 8401 Quantitative Seminar I
SWK 8402 Quantitative Seminar II
SWK 8416 Qualitative Data Analysis
SWK 8696 Social Work Education
SWK 8010 Grant Writing and Administration
Elective I
Elective II

Benchmark: Successful completion of 45 credits total

*Proposal Phase Courses (6 Credits Total)**

SWK 8904 Proposal Seminar I
SWK 8920 Proposal Seminar II

Benchmark: Completion of 51 credits total and Successful Dissertation Proposal Defense
* SWK 8904 and SWK 8920 cannot be taken in the same semester or before a student has reached 41 credits, or while a student is taking more than one other course. Students require permission to register for SWK 8904 and SWK 8920. If a student wishes to maintain full-time

status while taking these courses, the student must fill out a Credit Equivalency form, which can be provided to the student by the Associate Director of Academic Advising.

*Dissertation Phase Courses (0 Credits Total)***

SWK 8999 Dissertation Extension

Benchmark: Successful Dissertation Defense and Deposit

** Students in the dissertation phase must register for SWK 8999 Dissertation Extension every Fall and Spring semester once they have completed 51 credits in order to maintain enrollment in the University and access to the University services and the Dissertation Committee. There is a fee for enrolling each semester.

7. The Comprehensive Exam

The Comprehensive Exam is designed to assess students' learning and mastery of the first-year, or Pre-Comp, course work and readiness to enter the second, Post-Comp year. The Exam occurs online via Zoom and is proctored. The duration of the Exam is six hours, including breaks and lunch. The Exam is strictly closed-book, that is, no notes, study guides, or papers are allowed.

The Exam is comprised of several questions directly relate to the material covered within all courses of the Pre-Comp curriculum. Students receive a study guide prior to the Exam. Only students who have satisfactorily completed all first-year, Pre-Comp required coursework will be allowed to sit for the exam. Students who have received an "I" or "incomplete" in any first-year coursework, that has not been completed by the date of the Exam, are unable to sit for the Exam.

7.1 Criteria for Grading the Comprehensive Exam

The Comprehensive Exam is graded by professors teaching first-year courses in the Program. Criteria for evaluating the comprehensive exam include:

1. Responsiveness to the question: How well did the student respond to the specific question posed?
2. Integration of practice and theory: To what extent was the student able to accurately and thoughtfully link practice concerns with appropriate theory?
3. Adequate incorporation of course content: To what extent did the responses reflect the curriculum of the first-year courses?
4. Quality of writing: To what extent did the writing communicate ideas effectively and lucidly?
5. Development of a scholarly style: To what extent did the writing reflect the qualities of maturity, sophistication, and command of professional and scholarly communication?
6. Overall assessment: To what extent did the total exam convey an adequate mastery of the curriculum during the student's first-year of PhD study? To what extend did the exam convey that the student is ready to move ahead to the second-year of studies?

7.2 Procedure in Case of Failure

In the case that a student's Exam grade is either a failure or a marginal pass, an oral exam will be required. The Program Director will contact the student to schedule the oral exam. The oral exam is intended to provide the student with an additional opportunity to demonstrate their

comprehension of the first-year curriculum. Students who take the oral exam will receive their results in writing within 14 business days of the Exam.

7.3 Comprehensive Exam Outcomes
There are three possible outcomes to the Comprehensive Exam: (1) pass with a successful written exam, (2) pass with a successful oral exam, and (3) fail. A student who fails both the written and oral exams will not be eligible to register for second-year courses and will be dismissed from the program. Students who are dismissed have the right to appeal and can learn more about the process here.

8. The Dissertation Process

The PhD dissertation is expected to make a significant contribution in research to the knowledge base in social work and welfare. The dissertation proposal, and the dissertation itself, must demonstrate the student's mastery of scholarly research and writing at the PhD Level. The Pre and Post-Comp curriculum is designed to assist students in preparing a feasible and specific dissertation topic.

8.1 Dissertation Committee
During the proposal phase, students select their Dissertation Committee Chair and members. The Committee must be made up of three or four members, at least one of whom is a WSSW full-time faculty member and one of whom is from outside of WSSW. Students should discuss with their Committee Chair prospective scholars outside of WSSW. Committee members are chosen by the student in consultation with the Committee Chair. The Committee Chair and all Committee members must hold a doctorate. The Committee Chair must be a full-time Wurzweiler Faculty Member. Any Committee members who are not full-time WSSW faculty must be approved by the Program Director. The Dissertation Committee Chair will formally be the Principal Investigator (PI) on the research project. More information on the Committee formation can be found in the Dissertation Guide, which can be found in PhD Information Central on Canvas.

8.2 Methodology Center
The Methodology Center is tailored to meet the multifaceted needs of PhD students during the dissertation phase. The Center has three areas of focus: foundational knowledge, advanced methodologies beyond the general curriculum, and effective research writing practices. Engagement with the Center is not mandatory, but it is highly recommended that students utilize the Center at least once during the dissertation proposal writing phase and again during the dissertation process. The Center's services are ongoing and allow for frequent access from students, ensuring sustained support and guidance that will evolve with the dissertation process. Registration with the Center is not course or credit-bearing.

The Center offers a variety of services to students, including assisting in developing literature reviews and methods for dissertation proposals, as well as offering advice during data collection and analysis phases. The Center will not perform data analyses for students. To utilize the Center, students should reach out to the Center Coordinator, Associate Director of Research for the PhD Program, or the Program Director to be connected with an instructor whose expertise best fits the

student's dissertation topic and proposed methods. Students will collaborate with their instructor to outline meeting frequency, duration, and objectives.

Additionally, the Center offers recorded workshops on vital topics, such as literature review, measurement instruments, and data analysis planning. Students can also partake in the Doctoral research Bootcamp, a non-credit bearing course that offers structured writing time to students, in combination with the Center.

8.3 The Dissertation Proposal

The dissertation proposal is a detailed description of the proposed research project. It sets forth the research questions, hypotheses, research methodology, systematic literature review of relevant theory and empirical studies, and the practice and/or policy implications of the proposed inquiry. The proposal serves as an agreement between the student and WSSW about the research to be conducted. In conceptualizing a proposal, students should review proposals of previous dissertations at WSSW. These can be found, along with completed dissertations, through the YU library's ProQuest Dissertations and Theses Database, by using the search term "Wurzweiler."

Students are held responsible for following the version of the Dissertation Proposal Guide that is in effect at the time they enroll in the Proposal Phase courses. Students may petition the Program Director and Dissertation Committee Chair for specific and new guidelines to apply to their dissertation process.

By the end of the proposal phase, students must successfully defend their dissertation proposal. In order to defend, students must have completed at least 48 of the required credits. The defense has two parts: first, the student must submit the written proposal to the Proposal Defense Committee; second, the student must give an oral presentation to and answer questions from the Proposal Defense Committee. The Proposal Defense Committee is chaired by the student's Dissertation Committee Chair, and is composed of two additional Committee members, at least one of whom is a WSSW fulltime faculty member. The Proposal Defense Committee members are selected by the student in conjunction with the Dissertation Committee Chair.

Proposals are not considered successfully defended until they have been approved by both the Proposal Defense Committee and the University's Institutional Review Board (IRB). The Proposal Defense Committee members must reach a consensus regarding the merits of the proposal, and they are at liberty to require changes to the proposal at any point during the review process. Collaborating with the Proposal Defense Committee increases the likelihood of subsequent approval of the proposal by the University's IRB.

Once approved by the Proposal Defense Committee, the proposal must be submitted to the University's IRB within three months of the Committee's approval date. Failure to submit the proposal within this timeframe will require an automatic review of the proposal by the Proposal Defense Committee. Prior to submitting the proposal to the University's IRB, all students must complete and pass the online CITI exam regarding research on human subjects. This exam is part of the Proposal Phase curriculum.

8.3.1 Institutional Review Board (IRB) Approval

The University's Institutional Review Board (IRB) must approve the dissertation proposal in order for a student to move onto the dissertation phase. All proposals are reviewed by the University's board, currently WCG IRB. All proposals must be reviewed by WCG IRB (or such other board as the University may designate) to ensure that any human subjects who participate in the research are adequately protected against harm that could result as a consequence of their participation in the study. The IRB also ensures that informed consent has been obtained by all participants. As such, proposals must indicate strict measures that will be enforced in order to protect the confidentiality of the human subjects during and after the research study.

Students are expected to follow the application process as outlined by WCG IRB. The required forms and guidelines can be found on the WCG IRB website. Instructions on logging into the website can be found in the PhD Information Central on Canvas. While a student may begin drafting their WCG IRB application prior to their defense, the WCG IRB application cannot be submitted until the Proposal Defense Committee has approved the proposal. This includes completing all revisions and changes as requested by the Proposal Defense Committee.

Not all proposals will require a full hearing by WCG IRB. Some studies may be eligible for an exemption or an expedited hearing. This is up to the discretion of the WCG IRB upon reviewing the proposed research application. If a full hearing is required, the Dissertation Committee Chair, as the PI, will participate. The WCG IRB will designate individual reviewers, who will share any major concerns with the PI prior to the hearing. In some situations, a postponement of the hearing may be requested in order to address the issues raised by the reviewers in advance. Reviewers may also suggest that the proposal be withdrawn from WCG IRB consideration until substantive changes as recommended by the reviewers are implemented.

Once the proposal has been formally approved by both the Proposal Defense Committee and the WCG IRB, students may still modify the methods of investigation. Any changes must be discussed with the Dissertation Committee Chair to determine whether a new proposal or an amendment should be formally submitted to the WCG IRB for review. Under no circumstances can the research commence until a decision has been made if a new proposal or amendment must be submitted, and, if applicable, written approval has been given by the WCG IRB.

8.4 References and Citations

Proposals and Dissertations must adhere to the most recent edition (currently 7th) of the American Psychological Association (APA) style and formatting. APA formatting is the standard within the discipline for all scholarly journals and professional publications. Students are expected to be aware of any updates to APA guidelines and adjust their work accordingly.

8.5 The Dissertation

There are two possible formats for the dissertation. The first option is a traditional dissertation consisting of one essay, roughly 150-250 pages, on a single topic. The second option consists of three papers of publishable quality on interrelated topics. Students can find more information on these format options in the Dissertation Proposal Guide. Students should discuss the format for their dissertation with their Dissertation Committee while in the proposal phase.

Students should work with their Dissertation Committee Chair to construct a feasible timeline for completing and submitting work to the Dissertation Committee for feedback. Students must incorporate sufficient time for Committee members to review the dissertation and provide useful feedback, as well as time to incorporate the Committee's feedback. If the student is facing issues with this process, they are expected to reach out to the Program Director for support.

After submitting a final version of their dissertation to their Committee, students must defend their dissertation in a formal presentation during which Committee members will ask questions.

Section III: Academic and Student Matters

1. Role of the Faculty Mentor

Upon enrollment in the PhD Program, students are assigned a faculty mentor who will serve as the student's primary advisor until the student selects a Dissertation Committee Chair. Students should contact their mentor early in their first semester to set up a regular meeting. The Dissertation Committee Chair, upon being selected, serves as the student's faculty mentor.

Students may request a new faculty mentor to guide them only after successful completion of the Pre-Comp curriculum and the Comprehensive Exam. The Program will do its best to honor student preferences, depending on faculty availability.

The role of the mentor includes:

- Socializing the student to the Program and WSSW,
- Providing support and mentoring around academic and professional matters,
- Being informed about the student's background and career goals,
- Establishing the student's interests and needs,
- Encouraging the student to combine their intellectual interests with research and scholarship,
- Monitoring the student's academic progress,
- Participating in PhD faculty meetings concerning the student's progress,
- Assisting the student in clarifying and interpreting course requirements,
- Serving as a liaison to other faculty and external resources, as needed,
- Helping the student identify a dissertation research topic and question(s), and
- Helping the student select Dissertation Committee members and Chair.

2. Recommendations and References

Students will need letters of recommendation from faculty for various academic and professional opportunities. Students must first obtain the permission of a faculty member before using their name as a reference. There may be a variety of reasons why a faculty member cannot or may not wish to serve as a reference. When looking for a reference, students should first turn to their faculty mentor, Dissertation Committee Chair, or a faculty member with whom they have coursework.

3. Academic Standards

Students are required to maintain satisfactory standards of scholastic performance and progress. Failure to make satisfactory progress toward degree requirements may result in the loss of financial aid, scholarships, and/or loans or dismissal from the PhD Program. PhD students will be automatically placed on academic probation if they earn a grade of "B-" or below in any course. If a student receives more than one grade of "B-" or below at any point while in the Program, they will be automatically dismissed from the Program. Further, a student who receives two or more Incomplete "I" grades in any given semester will be automatically placed on academic probation in the subsequent semester. If, during the following semester while on academic probation, the student receives another Incomplete "I" grade, they will be

automatically dismissed from the program. Students may also be placed on probation or dismissed for comportment issues and plagiarism.

4. Academic Writing

Scholarly and professional writing is necessary for successful completion of the PhD Program. The required coursework and the dissertation process are heavily dependent on high-quality academic writing. Students are expected to be are receptive to feedback on their writing and proactive in seeking support as needed. APA style is required for all course assignments and all parts of the dissertation process.

5. Grading System

Course instructors have full discretion to assign course grades. Students should read course syllabi at the beginning of each semester to understand the instructor's grading criteria. Students may appeal grades of an "F" only, the appeal process can be found here.

Students can receive letter grades of A, A-, B+. B, B-, C+, C, or F. A grade of A+ will automatically be changed to an A. A grade of C- or below will automatically be a changed to "F." A grade of "B" or better is a passing grade. The zero credit course SWK 8999 Dissertation Extension is graded with a S (satisfactory). Students can find a quality point system here. Please note that not all grades listed in this document are used by WSSW. Students may receive a grade of "I" for an incomplete course, at the discretion of the instructor. Incompletes are only granted in extraordinary circumstances. The rules and criteria for incomplete grades can be found here.

6. Degree Conferral and Graduation

Students are eligible to graduate when they have successfully completed 51 credits and all required courses, maintained a minimum overall GPA of 3.0, and a successfully defended their Dissertation and deposited their final approved Dissertation with the Registrar's Office and ProQuest. Students will receive information on the deposit process once they have successfully defended their Dissertation. Students can find the graduation application procedure here.

Clinical Doctorate in Social Work (DSW) Policy Manual

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Admissions 833-241-4723
Fax 212-960-0821

Welcome to the DSW Program

We are pleased to welcome you to the clinical Doctorate of Social Work Program at Wurzweiler!

Please keep a copy of this handbook for future reference. The Policy Manual is designed to define and to describe the rights and responsibilities of DSW students at the Wurzweiler School of Social Work. It is important for DSW students to be aware of and understand the program's policies and procedures. The School reserves the right to change policies and procedures. In regard to curriculum requirements, students will be governed by the Handbook for the year in which they entered the program.

If you have questions or need clarification of the issues covered within the Policy Manual, please consult with a member of the DSW Program leadership team. The faculty and staff of the DSW Program are prepared to help all students make their educational experiences at the Wurzweiler School of Social Work meaningful and fulfilling.

We wish you the very best throughout your DSW journey!

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Section I: DSW Program Design

1. History and Mission

Wurzweiler School of Social Work was founded over 60 years ago and is guided by a vision to change the world through the generation and transmission of knowledge, the promotion of social and economic justice, and the advancement of professional values and ethics. In line with this vision, WSSW created the PhD program in 1966 to prepare students to be “scholar-practitioners" who employ rigorous research to improve policies, systems, organizations, and services. The DSW program’s diverse student body and accessibility reflects the School’s vision. The newly developed Doctor of Social Work (DSW) degree has been approved by New York State Department of Education.

Guided by a clear educational philosophy, the DSW program is designed to support interaction and integration of research, theory and practice. The goal of the curriculum is to provide all graduates with the knowledge and skills necessary for careers in academia, research, policy, and social work leadership.

2. Our Students

Students in the Program are generally working professionals with a master’s degree in social work. Students must have at least two years of work experience post-master’s degree to enter the program. While in the Program, students are expected to be employed in a social work or social service position; or, for those not able or eligible to work, to engage in volunteer work in a human service-related field; or, have a longstanding work history in a social service delivery position. This ensures that our students’ scholarly pursuits are grounded in challenges currently faced by providers and consumers of social services.

3. Student-Centered Program Design

The Program is designed to center the students, their experiences, knowledge, diversity, background, and interests. Experiential knowledge is highly valued. Students are encouraged to relate their practice experiences to the research methods and theoretical constructs developed and explored in coursework. Classes are largely held during weekend and evening hours to allow for students to continue with full-time employment. Courses are offered live online, hybrid, and online asynchronous to offer a flexible and accessible classroom experience for students. A dedicated Associate Director of Advising and Advocacy for the doctoral programs helps students with navigating course selection and School and University resources.

Faculty mentorship is an integral part of the educational process at every stage of the Program. Students are assigned a faculty mentor upon enrolling in the Program. The faculty mentor provides guidance to the student on their educational roadmap, Grand Challenge assignment, and career. Students can learn more about the faculty mentorship role here.

4. DSW Faculty Committee

The Program’s policies and curriculum are overseen by the DSW Faculty Committee. The Committee is chaired by the Program Director and consists of faculty members selected by the Program Director. The Committee meets regularly during the academic year (September – May) to review curriculum and discuss student progress and concerns.

5. Program Time Frame

Students must complete the requirements for the degree within five years of admission to the Program. The majority of students finish their degree within three to four years of admission. It is recognized that some students may need more than five years to complete their degree, and in extraordinary circumstances the student may be granted a one-year extension, at the discretion of the Program Director in consultation with the student's faculty mentor. Students who might need an extension should first consult their faculty mentor and the Associate Director of Advising and Advocacy to discuss their options. After this, they may formally petition the Program Director in writing to request an extension. Only one extension is allowed, and the maximum time allowed in the Program is six years. Failure to complete these requirements within five years of admission, without a successful appeal for an extension of time, will result in an automatic dismissal from the program. Leaves of absence do not extend the time frame set for the completion of degree requirements.

The Program is split into two parts: required coursework and the Grand Challenge. Both phases must be completed within five years of admission. The Program suggest that students complete required coursework within three years of admission for fulltime students, or four years of admission for part-time students. Students must take at least two courses in each of the Fall and Spring Semesters of an academic year, unless otherwise approved by the Program Director. Students unable to take at least two courses per semester should consult their faculty mentor and the Academic Advisor before sending a formal written exemption request to the Program Director.

6. Policy on DSW Transfer Credits

Generally, the School does not accept transfer credits to replace required course work; this is because the program is highly structured toward the Grand Challenge. It is extremely unlikely that courses taken elsewhere will be identical or equivalent to the required courses in the program curriculum. However, students may request to have credits transferred. The Program will accept up to 6 graduate credits total for transfer from a doctoral level course taken at another accredited institution of higher education before entry into the Program. The total number of transfer credits from other universities, with a maximum of 6 credits, is left to the discretion of the Program Director.

Only course grades of "B" or higher will be considered for transfer credits. Transfer credits are not entered on a student's permanent record until the student has satisfactorily completed at least 12 credits at WSSW.

Certain required courses are specific to the Wurzweiler curriculum and may not be offered at other graduate social work institutions. These courses must be taken at Wurzweiler. Fulfilling these requirements may extend a student's course of study beyond the normal timeline or number of credits required for graduation.

Additionally, transfer credits are subject to the policies for the whole School. Students can find the School policies here, and the process for transferring credits here.

Section II: Curriculum

1. Overview

The Program is designed for post-MSW clinicians currently working in direct practice with clients, or administrators of a clinical program, to enhance their knowledge and skills. The curriculum includes historical, contemporary and emerging clinical theories and therapy models for direct clinical practice with individuals, couples, families, and groups. The coursework and Grand Challenge project are comprised of evidence-based clinical practice, research, ethics, and educational andragogies and practices. Students are equipped with the critical thinking and research skills to become scholarly evidence-based clinicians, leaders in social service agencies, and educators in clinical social work education.

The curriculum is divided into two phases, or "years," each with an associated benchmark. In order to qualify for the DSW degree, students must complete the minimum 45 required credits, pass all required benchmarks, and successfully complete the Grand Challenge.

2. Coursework Phase

Benchmark: Successful completion of 39 credits

The first phase of the program, which traditionally takes place over two or three years, provides students with the coursework necessary to complete the Grand Challenge. Students must complete the required courses during this phase. After passing the benchmark, students will develop a research topic to explore in the Grand Challenge phase.

3. Grand Challenge Phase

Benchmark: Successful completion of the Grand Challenge

In the Grand Challenge phase, students work closely with their faculty mentor to actively write and submit for publication two articles of publishable quality. The Grand Challenge process and requirements can be found here (insert hyperlink).

4. Required Courses

In order to complete the curriculum requirements for the DSW, students must complete 45 total credits. All courses are worth three credits.

Coursework Phase (39 Credits Total)
SWK 9101 Contemporary Theories and Therapy Models of Clinical Practice I
SWK 9104 Clinical Social Work Policy: Strategies for Social and Policy Change
SWK 9103 Trauma-Informed Theory, Research, and Treatment Interventions
SWK 9102 Contemporary Theories and Therapy Models of Clinical Practice II
SWK 9105 Single Case Analysis and Program Evaluation
SWK 9106 Contemporary Issues Related to Substance Use Disorder
SWK 9107 Leadership and Program Development
SWK 9108 Contemporary Theories and in Family Psychotherapy
SWK 9109 Clinical Supervision
SWK 9112 Publication Development
SWK 9113 Emerging Clinical Therapy Models
SWK 9110 Group Work Practice and Social Work
SWK 9111 Social Work Education

Benchmark: Completion of all coursework

Grand Challenge Phase (6 Credits Total)

SWK 9120 Independent Grand Challenge I
SWK 9121 Independent Grand Challenge II

Benchmark: Completion of the Grand Challenge

5. The Grand Challenge

The Grand Challenge is the culminating independent project in the Program. Successful completion of the project requires writing two articles of publishable quality, presenting of the work at the DSW Symposium, and proof of article submission to peer-reviewed journals in social work or a related field.

The two articles should be threaded together by an overarching practice or social issue. This can be done as a literature review, clinical theory practice application paper, or focus on a contemporary issue in clinical social work. The goal of this is for the student to develop an area of expertise in which they can continue to publish following graduation.

During the end of a student's first year, the student will be assigned an Advisor for the Grand Challenge. Students should meet with their Advisor regularly for the remainder of the coursework phase to develop a focus, outline, and timeline for the Grand Challenge. Grand Challenge topics must be discussed with and approved by a student's Advisor.

Students must submit drafts of each article to their Advisor and one other DSW faculty member for review and feedback by the culmination of SWK 9120 Independent Grand Challenge I. The final papers must be submitted to the Advisor and DSW faculty member for approval by the end of SWK 9121 Independent Grand Challenge II.

Additionally, the two articles must be submitted to a peer-reviewed journal by the culmination of SWK 9121 Independent Grand Challenge II. Proof of submission is required for Grand Challenge Completion. Acceptance of articles to the target journals is not required for graduation. Following submission, Students must present at the DSW Symposium on their Grand Challenge articles and experience. Presentation is required and mandatory for the project completion and Program graduation.

References and Citations

The Grand Challenge articles and proposals must adhere to the most recent edition (currently 7th) of the American Psychological Association (APA) style and formatting. APA formatting is the standard within the discipline for all scholarly journals and professional publications. Students are expected to be aware of any updates to APA guidelines and adjust their work accordingly.

Section III: Academic and Student Matters

1. Role of the Faculty Mentor

Upon enrollment in the DSW Program, students are assigned a faculty mentor who will serve as the student's primary advisor. The student and mentor should meet individually throughout the student's time at WSSW. Students should contact their mentor early in their first semester to set up a regular meeting. Additionally, faculty mentors will facilitate a monthly group meeting for their mentees to support integration of coursework to practice and discuss topics related to issues in contemporary social work practice and other areas of interest. These monthly meetings are a ***required*** aspect of the DSW Program.

Students may request a new faculty mentor to guide them after completion of the first-year curriculum. The Program will do its best to honor student preferences, depending on faculty availability.

The role of the mentor includes:

- Socializing the student to the Program and WSSW,
- Providing support and mentoring around academic and professional matters,
- Being informed about the student's background and career goals,
- Establishing the student's interests and needs,
- Encouraging the student to combine their intellectual interests with research and scholarship,
- Monitoring the student's academic progress
- Participating in DSW faculty meetings concerning the student's progress,
- Assisting the student in clarifying and interpreting course requirements,
- Serving as a liaison to other faculty and external resources, as needed, and
- Helping the student identify a Grand Challenge topic.

2. Recommendations and References

Students will need letters of recommendation from faculty for various academic and professional opportunities. Students must first obtain the permission of a faculty member before using their name as a reference. There may be a variety of reasons why a faculty member cannot or may not wish to serve as a reference. When looking for a reference, students should first turn to their faculty mentor or a faculty member with whom they have coursework.

3. Academic Standards

Students are required to maintain satisfactory standards of academic performance and progress. Failure to make satisfactory progress toward degree requirements may result in the loss of financial aid, scholarships, and/or loans or dismissal from the DSW Program. DSW students will be automatically placed on academic probation if they earn a grade of "B-" or below in any course. If a student receives more than one grade of "B-" or below at any point while in the Program, they will be automatically dismissed from the Program. Further, a student who receives two or more Incomplete "I" grades in any given semester will be automatically placed on academic probation for the subsequent semester. If, during the following semester while on academic probation, the student receives another Incomplete "I" grade, they will be

automatically dismissed from the program. Students may also be placed on probation or dismissed for comportment issues and plagiarism.

4. Academic Writing

Scholarly and professional writing is necessary for successful completion of the DSW Program. Required coursework and the Grand Challenge assignments are heavily dependent on writing of publishable quality. Students are expected to be receptive to feedback on their writing and are proactive in seeking support as needed. APA style is required for all course assignments and all parts of the Grand Challenge Assignment.

5. Grading System

Course instructors have full discretion to assign course grades. Students should read course syllabi at the beginning of each semester to understand the instructor's grading criteria. Students may appeal grades of an "F" only, the appeal process can be found here.

Students can receive letter grades of A, A-, B+. B, B-, C+, C, or F. A grade of A+ will automatically be changed to an A. A grade of C- or below will automatically be a changed to an F. A grade of "B" or better is a passing grade. Students can find a quality point system here. Please note that not all grades listed in this document are used by WSSW. Students may receive a grade of "I" for an incomplete course, at the discretion of the instructor. Incompletes are only granted in extraordinary circumstances. The rules and criteria for incomplete grades can be found here.

6. Degree Conferral and Graduation

Students are eligible to graduate when they have successfully completed 45 credits and all required courses, maintained a minimum overall GPA of 3.0, and completed the Grand Challenge. Students can find the graduation application procedure here.

Advanced Certificate in Interprofessional Aging and Palliative Care Policy Manual

1. Program Overview

The Advanced Certificate in Interprofessional Aging and Palliative Care addresses a growing need for well-trained professionals who can support and deliver compassionate guidance and sensitive care for those facing the many complexities of aging while maintaining a quality of life. The Program uses a holistic social work lens to address the psychosocial, spiritual, and developmental perspectives of individuals, families, and communities facing concerns related to the aging process, serious illness, difficult conversations about advanced care planning, and end-of-life decisions.

Clergy and clergy in-training or seminary who enroll in the Program will develop skills and knowledge that will enable them to address the complex needs of their congregants and communities, or to be at a competitive advantage in the pursuit of a position working with the aging population in aging, hospice, and palliative care.

The 18-credit Certificate can be earned independently or as a part of the 60-credit MSW degree. Students take six courses over three eight-week terms. All courses are worth three-credits each. With two asynchronous online courses each, the certificate provides flexible solutions so students can continue to meet their multiple obligations. Students may begin the program in the Fall and Spring semesters. Students may choose to complete Wurzweiler's MSW program, enabling them to become eligible for social work licensure.

2. Curriculum

The Program is traditionally split into three eight-week terms, comprising of two classes each. Students may take one class per term, but this will extend the length of time required to complete the certificate. The certificate requires successful completion of the required six courses, taken in sequential order.

First Term Courses (6 Credits Total)

SWK 5686 Social Gerontology

SWK 5132 Philosophical Foundations for the Helping Professions

Second Term Courses (6 Credits Total)

SWK 5825 Palliative Care: SW Practice with Serious Illness

SWK 5005 Basic Counseling with Individuals, Families and Groups

Third Term Courses (6 Credits Total)

SWK 5702 Coping with Loss

SWK 5645 Interfaith Perspectives on Aging

3. Policy on Certificate Transfer Credits

The Program may accept transfer credits for one course (three credits) taken prior to entry to the program from another accredited graduate institution of higher education. This is up to the discretion of the Program Director and Program faculty. Students must demonstrate completion of an equivalent graduate-level course in order to be waived from completing one comparable course in the Program. The Program Director and faculty will review course materials for equivalence with certificate coursework.

Once a student has placed a deposit for the program, they may begin the transfer of credits process. Students requesting credit transfer must directly submit a formal written request to the Program Director. Course syllabi and transcripts should accompany the request. Students should be prepared to provide any additional materials the Program Director may request.

Additionally, transfer credits are subject to the policies for the whole School. Students can find the School policies here, and the process for transferring credits here.

4. MSW and Advanced Certificate in Interprofessional Aging and Palliative Care Joint Degree Program

Certificate students interested in becoming a social worker may transfer to Wurzweiler's MSW Program. Students transferring from the Certificate Program must apply separately to the MSW degree. Accepted Certificate Program transfer students can transfer up to 15 credits (five courses) from the Certificate Program to the MSW degree as electives. The same credit transfer policies apply. Students who are completing the MSW will take SWK 6003 Generalist Social Work Practice I instead of SWK 5005 Basic Counseling with Individuals, Families and Groups. Certificate Program transfer students are subject to the tuition and fees of the MSW program for all courses that do not count towards the Certificate.

5. Completion of the Program

Each student's course completion records and grades are reviewed following each term. Students who have completed the 18-credit roadmap will be awarded certificates and will be notified by the Program Director or their Designee.

Addendum: Course Name and Number Changes

Previous Course Name and Number	Current Course Name and Number
SWK 6001 Field Work Seminar I	SWK 6001 Practicum Seminar I
SWK 6002 Field Work Seminar II	SWK 6002 Practicum Seminar II
SWK 6111 Psychosocial Pathology	SWK 6111 Psychosocial Assessment and Diagnosis
SWK 6201 Social Welfare Organization	SWK 6201 Social Welfare and Social Change
SWK 6210 Social Welfare Policy	SWK 6210 Advanced Policy Advocacy
SWK 6401 Social Work Practice and Evaluation Research	SWK 6403 Social Work Practice and Evaluation Research
SWK 6531C Generalist Social Work Practice Field Work I	SWK 6531 Generalist Social Work Practice Practicum I
SWK 6532C Generalist Social Work Practice Field Work II	SWK 6532 Generalist Social Work Practice Practicum II
SWK 6531E Generalist Social Work Practice Field Work I Extension	SWK 6533 Generalist Practicum I Extension
SWK 6532E Generalist Social Work Practice Field Work II Extension	SWK 6534 Generalist Practicum II Extension
SWK 6535C Advanced Field Work I	SWK 6535 Advanced Practicum I
SWK 6536C Advanced Field Work II	SWK 6536 Advanced Practicum II
SWK 6535E Advanced Field Work I Extension	SWK 6537 Advanced Practicum I Extension
SWK 6536E Advanced Field Work II Extension	SWK 6538 Advanced Practicum II Extension
SWK 8999A Dissertation Extension	SWK 8999 Dissertation Extension
	SWK 9101 Contemporary Theories and Therapy Models of Clinical Practice I
	SWK 9102 Contemporary Theories and Therapy Models of Clinical Practice II
	SWK 9103 Trauma Informed Theory, Research, and Treatment Interventions
	SWK 9106 Contemporary Issues Related to Substance Use Disorders