



**MSW STUDENT HANDBOOK
& FIELD EDUCATION MANUAL**

2019 – 2020

Department of Social Work

<https://www.southernct.edu/academics/social-work/programs>

The *MSW Student Handbook and Field Education Manual* is intended to provide general information and guidance only. The handbook does not constitute a contract, either expressed or implied, and is subject to revision without prior notice at the discretion of the University or the Department of Social Work. Please consult the *Graduate Catalog*, the MSW Program Coordinator, or the Field Education Director for further information.

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SOUTHERN CONNECTICUT STATE UNIVERSITY

UNIVERSITY OVERVIEW

Southern Connecticut State University, a comprehensive, metropolitan, public University, was founded in 1893 as the New Haven Normal School. Today, Southern is a fully accredited institution of higher education authorized by the Connecticut General Assembly to offer courses and programs leading to bachelor's and master's degrees in the arts and sciences and in various professional fields. Southern also offers a sixth year diploma in several specialized areas and three professional doctorates, including the Doctor of Social Work (D.S.W.)

Located in New Haven, Southern functions first as a regional institution involved in the economic and social development of the southern part of the state, offering quality academic offerings, public service efforts, continuing education programs, research and grant projects, and cooperative community projects. The institution serves the entire state by providing educational activities and programs for all citizens of Connecticut.

Southern Connecticut State University is one of 17 Connecticut State Colleges and Universities (CSCU) governed by the Board of Regents for Higher Education. CSCU is comprised of the four Connecticut State Universities, the 12 Connecticut Community Colleges, and Charter Oak State College.

Southern Connecticut State University is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education. For further information, please visit:

<http://catalog.southernct.edu/graduate/general-information/University-information.html>.

UNIVERSITY MISSION

Southern Connecticut State University provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive University, Southern is committed to academic excellence, access, social justice, and service for the public good. For further information, please visit:

<http://catalog.southernct.edu/graduate/general-information/University-information.html>.

SCHOOL OF HEALTH AND HUMAN SERVICES

The School of Health and Human Services is comprised of seven disciplines that all share a mission of caring and compassion within a professional framework: communication disorders; exercise science; marriage and family therapy; nursing; public health; recreation, tourism, and sport management; and social work. These disciplines focus on the preparation of competent and creative practitioners to meet the health and human service needs of society. All programs require a strong liberal arts background as a prerequisite to professional course work. In addition to theory-focused courses in the major, students in each program participate in community-based clinical training, field practice, and internships.

Preparing for health and human services careers at Southern is demanding, intellectually and personally. It requires dedication and involves sophisticated research and intensive study. For further information, please visit: <https://www.southernct.edu/academics/schools/health/>.

UNIVERSITY POLICIES AND REGULATIONS

Southern Connecticut State University provides an equal opportunity for higher education for all qualified students. The University affirms the basic right of all members of the University community to free inquiry, responsible discussion, and the uninterrupted pursuit of all activities normally associated with the operation of Southern Connecticut State University.

It is the responsibility of the student to become familiar with and keep informed about the policies and regulations of the University and the School of Graduate and Professional Studies, as well as the requirements of the MSW Program. While the faculty and administration of Southern will assist a student whenever possible, regulations will not be waived nor exceptions granted because a student is ignorant of regulations or claims that information was not provided by an adviser. Southern Connecticut State University, through its offices and/or appropriate committees, may suspend or dismiss any student from the University for reasons of scholarship, aptitude, conduct, or health. It is also the responsibility of the student to determine the requirements of state and federal government agencies for professional certifications.

The Connecticut State University System has certain self-defining institutional values. Principal among these is respect for the dignity, rights, and individuality of each member of our University community. All members of our University community are expected to govern their social and academic interactions with tolerance and mutual respect. For further information, please visit:

<http://catalog.southernct.edu/graduate/general-information/University-information.html>.

Academic Calendar

The current academic calendar may be found at:

<http://catalog.southernct.edu/graduate/general-information/academic-calendar.html>.

Academic Honesty

The integrity of scholarship is the cornerstone of the academic and social structure of the University. It is the expressed policy of the University that every aspect of graduate academic life, related in whatever fashion to the University, shall be conducted in an absolutely and uncompromisingly honest manner.

Violations of academic honesty are grounds for a failing grade and may result in dismissal from the MSW Program and the School of Graduate and Professional Studies. For further information, please visit:

<https://www2.southernct.edu/offices/judicialaffairs/academicmisconduct.html>.

Discrimination and Sexual Harassment Prevention Policy

It is the policy of Southern Connecticut State University to prohibit discrimination based on all protected classes including but not limited to race, color, religious creed, age, sex, marital status, national origin, ancestry, physical or mental disability, and sexual orientation in admission to, access to, treatment in, or employment in its programs and activities.

Discrimination includes harassment on any basis mentioned above, and sexual harassment as defined in the Connecticut General Statutes, U.S. EEOC Guidelines of Sexual Harassment, and in Title IX of the Higher Education Amendments of 1972. Discrimination or harassment will not be tolerated at Southern

Connecticut State University, whether by faculty, students or staff, or by others while on property owned by or under control of the University.

Inquiries regarding the University's compliance with state and federal laws regarding discrimination may be directed to the Office of Diversity and Equity Programs, (203)392-5899 at Southern Connecticut State University; the Commission on Human Rights and Opportunities, 21 Grand Street, Hartford, CT 06106; or the Office of Civil Rights, United States Department of Education, Region I, John W. McCormack Post Office and Courthouse, Room 222, Post Office Square, Boston, MA 02109. For further information, please visit: <http://catalog.southernct.edu/graduate/general-information/University-information.html>.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. For further information, please visit: <http://www.southernct.edu/offices/registrar/FERPA.html>.

Identification Cards

The Southern Hoot Loot ID card is the primary University identification card, mandatory for all students. In addition, the Hoot Loot ID card functions as a library card. The card also contains each student's unique eight-digit University identification number. Students currently registered (or paying the continuous enrollment fee) may obtain the Southern Hoot Loot ID card by visiting the University Card Office, located in the Wintergreen Building. For further information, please visit: <http://catalog.southernct.edu/graduate/general-information/University-information.html>.

Parking and Traffic Regulations

All students who desire to park on campus must properly display a campus parking decal on their vehicle. Limited campus parking facilities require strict compliance with assigned areas. Vehicles parked in violation of the Traffic and Parking Regulations are subject to a fine and/or a State motor vehicle infraction and towing at the owner's expense. In order to facilitate better use of existing parking areas and to enhance personal safety, the University offers a shuttle service during day and evening hours. For further information, please visit: <http://catalog.southernct.edu/graduate/general-information/University-information.html>.

Southern Alert Notification System

When a decision is made to delay opening the University, to cancel classes, or to close the University due to inclement weather or other campus emergencies, a text message and/or email message will be sent to those registered for the Southern Alert Notification System: <http://southernct.edu/student-life/safety/southernalert.html>.

Tobacco-Free and Vape-Free Campus

Smoking, tobacco use, and vaping are prohibited in all facilities and areas of the Southern Connecticut State University campus with no exception. This includes, but is not limited to, all indoor and outdoor areas and properties. This policy applies to any individual on campus property and is applicable twenty-four hours a day, seven days a week. For further information, please visit: <http://catalog.southernct.edu/graduate/general-information/University-information.html>.

Research Protection Program (RPP)

The University requires moral and ethical behavior and integrity in all research performed by its faculty, students and staff. The RPP is accountable for assuring conformity with both federal and University research protection policies and procedures. The following RPP divisions promote and maintain appropriate management and oversight of SCSU research activities according to federal codes and institutional requirements.

The Office of Research Integrity (ORI) advances and monitors the responsible conduct of research for all SCSU research projects. The office acts on substantive allegations of research misconduct and serves as the Office of the Research Integrity Officer (RIO).

The Institutional Review Board (IRB) safeguards the rights and welfare of human participants in research. Investigators engaging in human participant research must submit a project proposal which will be examined for requisite compliance and assigned a disposition. Recruitment of human participants for research cannot proceed without IRB approval or exemption.

The Institutional Animal Care and Use Committee (IACUC) is responsible for tending to the care and welfare of vertebrate animals used in research. Investigators engaging in vertebrate animal research must submit a project proposal which will be examined for requisite compliance and assigned a disposition. Animal research may not be initiated without IACUC approval. For further information, please visit:

<http://southernct.edu/academics/graduate/research/rpp/index.html>.

Student Misconduct

All students are expected to maintain acceptable standards of conduct while on the University campus, on property controlled by the University or University affiliates, and in connection with off-campus University activities.

Southern Connecticut State University defines student misconduct as behavior that is in violation of regulations established by the Board of Regents for Higher Education, of University regulations, and of rules governing residence on University property. Graduate students, as citizens, are subject to all federal and state laws, in addition to all University regulations governing student conduct and responsibility. A student may be suspended or dismissed from the School of Graduate and Professional Studies for violating laws, rules, or regulations. In the event of alleged academic misconduct, the incident will be handled as outlined in the *Southern Connecticut State University Student Handbook*. For further information, please visit:

<https://www2.southernct.edu/offices/judicialaffairs/>.

STUDENT SERVICES AND FACILITIES

BannerWeb

BannerWeb offers students access to their academic records, registration, student accounts, and financial aid. To access information, log into: MySCSU.SouthernCT.edu and click on BannerWeb. For assistance with logging in, contact the Help Desk at helpdesk@southernct.edu or (203) 392-5123. For further information, please visit:

<http://catalog.southernct.edu/graduate/general-information/University-information.html>.

Buley Library

Hilton C. Buley Library serves the many academic and research needs of the Southern community. The library maintains over 100 databases and electronic collections, and houses over half a million items including books, serials and serial back files, microforms, maps, government documents, rare books, video media, and more. The five-floor facility is also home to two computer labs, the Learning Resources Center, Information Technology offices, the Department of Information and Library Science, one library instruction classroom, and quiet rooms available for individual or group study. More than a dozen Reference Librarians specialize in one or more areas of study, and are available by appointment for class instruction or private consultations. The reference librarian for the Social Work Department is Lisa Bier, who may be contacted at: bier1@southernct.edu or (203) 392-5131. For further information, please visit: <http://libguides.southernct.edu/home>.

Disability Resource Center (DRC)

Southern is committed to the full inclusion and equal educational opportunity for all persons with disabilities. The Disability Resource Center (DRC) provides services and support that promote educational equity for students with disabilities. Assistance includes arranging accommodations and auxiliary aids necessary for students with disabilities to pursue their academic careers, both in and outside of the classroom.

The DRC serves all students with documented disabilities that substantially impact them in educational settings. Students with documented disabilities, visible or hidden, qualify to apply for services.

Categories of disabilities include, but are not limited to the following: mobility/orthopedic disabilities; learning disabilities; attention deficit disorders; visual, deaf and hard of hearing; acquired head injuries; psychological disabilities; autism spectrum disorders and chronic health-related disabilities.

DRC services include: arrangement of course and testing accommodations; accessibility information; provision of sign language interpreters, readers and/or note-takers; help with recruitment of personal assistants; development of compensatory skills, such as time management, organization and study skills, access to assistive technology, alternate text formats; self-advocacy skills. For further information, students may stop by the DRC office in Engleman Hall–Room C105, call (203) 392-6828, 392-6131 TTY, 392-6829 FAX or visit:

<http://southernct.edu/student-life/support/drc/index.html>.

E-mail Accounts

Graduate students at Southern Connecticut State University have access to the University's student e-mail system and can access e-mails at: <https://outlook.office.com>. The School of Graduate and Professional Studies uses e-mails as well as written correspondence as an official method of communication with graduate students. For assistance with logging in, contact the Help Desk at: helpdesk@southernct.edu or (203) 392-5123. For further information, please visit: <http://catalog.southernct.edu/graduate/general-information/University-information.html>.

Graduate Student Affairs Committee (GSAC)

The Graduate Student Affairs Committee (GSAC) is responsible for developing and maintaining procedures for the use of all student activity funds collected from full-time graduate students. Through its activities, GSAC supports educational, social, and cultural activities directed toward enriching the experiences of graduate students. GSAC is actively engaged in developing and supporting services for graduate students in the critical areas of research, professional development, and community service. The following services are offered for graduate students: lectures, workshops, research awards, conference funding, speaker honoraria for graduate courses, graduate club funding, and special projects. For further information, please visit:

<http://catalog.southernct.edu/graduate/general-information/University-information.html>.

Help Desk

The SCSU Information Technology Department supports the campus community in the use of information and academic technologies, such as BannerWeb, e-mail accounts, library accounts, and classroom technologies. For assistance, please contact helpdesk@southernct.edu or call (203) 392-5123.

University Police

The University Police Department is located in Granoff Hall. Police officers are responsible for the safety and protection of the campus and its personnel. Students should promptly report thefts or other incidents on campus directly to the University Police Department, which is open 24 hours a day.

The University Police Department is responsible for shuttle bus services and it provides a 24-hour walking escort service to accompany students, faculty, and staff to parking lots, residence halls, and other on-campus locations. Students are encouraged to enter into their cell phones the University Police telephone number: (203) 392-5375. For further information, please visit:

<http://www2.southernct.edu/university-police/index.html>.

Other Services and Facilities

Southern provides a wide range of additional student services and facilities, including:

1. Alcohol and Drug Services
2. Center for Adaptive Technology
3. Center for Career Services
4. Center for Communication Disorders
5. Computer Labs and Services
6. Counseling Services

7. Granoff Student Health and Wellness Center
8. Student Health Insurance
9. Language Laboratory
10. Learning Resources Center
11. Marriage and Family Therapy Clinic
12. Multicultural Center
13. Office of International Education
14. Office of Residence Life
15. Sexuality and Gender Equality Center (SAGE)
16. University Bookstore
17. Veterans' Office
18. The Women's Center
19. Child Care Partial Reimbursement Program

For further information about these and other resources, please visit:
<http://catalog.southernct.edu/graduate/general-information/University-information.html>.

MASTER OF SOCIAL WORK PROGRAM (MSW)

Social Work Department

Building on a tradition of access and excellence in social work education, Southern Connecticut State University is the only university in Connecticut to offer Bachelor of Social Work (BSW), the Master of Social Work (MSW), and the Doctor of Social Work (DSW) degrees. The BSW program prepares students for entry-level professional social work positions and for advancement to graduate social work education. The MSW program prepares students for clinical social work in a specialized field of practice. The Doctor of Social Work is a professional doctorate that prepares master's-level social workers for leadership in agency or academic settings. For further information, please visit:

<http://www.southernct.edu/academics/schools/health/academic-programs/socialwork/>

Accreditation

The BSW and MSW Programs are accredited by the Council on Social Work Education (CSWE).

MSW CURRICULUM

The MSW curriculum is designed to encourage innovative responses to human and social needs. Students develop knowledge and skills for clinical social work in a specialized field of practice: Children and Families; Elders and Families; Mental Health and Substance Use: Co-occurring Disorders; or Social Work in School Settings. MSW graduates are qualified for professional social work positions in public and private agencies at the local, state, and national levels and for applying for the State of Connecticut [LMSW Licensure Examination](#).

MSW graduates achieve social work competencies that include the ability to:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organization, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

MSW Program Plans

The 60-credit MSW Program may be completed in two or three years of full-time study, including 1,100 hours of field practice. Employed students are encouraged to choose the three-year program plan.

During the first part of the MSW Program, students develop generalist knowledge and skills, and they complete 500 hours of field practice (about 20 hours per week) in the fall and spring semesters of an academic year. During their second part of the program, students develop specialized clinical knowledge and skills, and they complete 600 hours of field practice (about 22 hours per week) in one of the following areas: Children and Families; Elders and Families; Mental Health and Substance Use; Co-occurring Disorders; or Social Work in School Settings.

For specific MSW degree requirements and course descriptions, please visit:

<http://catalog.southernct.edu/graduate/>.

MSW Advanced Standing Program

Students who are admitted with advanced standing have demonstrated competencies in generalist social work (21 credits) through exemplary performance in a CSWE-accredited BSW program. In addition, they have shown professional maturity through voluntary or employed experience in human services.

Advanced standing students complete 39 credits, including a clinical field placement of 700 hours (about 24 hours per week) in their specialized field of practice. The advanced standing program may be completed in one calendar year of full-time study (summer, fall, and spring semesters) or in two academic years of full-time study (two fall semesters and two spring semesters). Employed students are encouraged to select the two-year plan.

Advising Guides

Upon admission to the MSW Program, students are assigned a faculty advisor and provided with advising guides that specify the courses to be taken in each semester for two-year, three-year, and advanced standing program plans. *Students who take courses out of sequence risk delaying their anticipated date of graduation.* Therefore, students are responsible for following their advising guide and for consulting with their faculty advisor before making any changes in their program plans.

Course Schedules

MSW students may plan to take classes on one weekday per week, on evenings, or on weekends. Some courses are delivered in hybrid formats (partly on campus and partly online). All courses in the Children and Families field of practice are available on weekends, as well as at other times. Students should be aware however that *field practice hours typically are held during weekdays* according to agency needs.

ACADEMIC POLICIES AND PROCEDURES

Transfer Credit

Up to fifteen credits of graduate work may be transferred to the MSW Program from another CSWE-accredited MSW Program. Courses from graduate programs other than social work may be evaluated for transfer by the MSW Program Coordinator. University criteria for approval of transfer courses are specified in the *Graduate Catalog*: <http://catalog.southernct.edu/graduate/>.

Prior Learning

The MSW Program does not grant course credit or course waivers for life experience or previous work experience.

Continuous Enrollment Policy

The University policy of continuous enrollment requires that every graduate student be enrolled in a course every fall and spring semester from the time of acceptance until completion of all requirements for the MSW degree. MSW students who have completed all degree requirements other than their capstone must remain continuing students and register and pay for *IDS 900 (0 credit): Continuous Enrollment* for every semester until their capstone is complete.

Students who need to take time off from their studies with the intention of returning must submit a [Leave of Absence form](#) to the Registrar's Office. Students are strongly encouraged to meet with their faculty advisor to discuss plans for degree completion. MSW degree requirements must be completed within six years, which includes any continuous enrollments or leaves of absence.

Students who leave without either registering for IDS 900 or filing a leave of absence form will be withdrawn automatically from the University. They will need to reapply for admission to the MSW Program should they wish to return. For further information, please visit:

<http://www2.southernct.edu/academics/graduate/currentstudents/leaveofabsence.html>.

Directed Independent Study

SWK 600 Independent Study and Research (1 to 3 credits) allows students to study independently under the direction of a faculty member with the consent of the Social Work Department Chair. The directed independent study is characterized by a reduction in formal instruction and an increase in the individual student's responsibility and initiative in the learning process. Students apply for a directed independent study in order to pursue a well-defined course of study or research project on a topic that is not covered by other available courses. MSW students who are eligible for SWK 600 are matriculated students who have completed at least nine credits of graduate work with a minimal grade point average of "B" (3.0). Only one directed independent study may be applied toward the MSW degree. The directed independent study application form, which outlines policies and guidelines, is available online. For further information, please visit:

<http://www2.southernct.edu/academics/graduate/currentstudents/academicstandardsregulations.html>.

Evaluation of Students

According to University policy, graduate education requires continuous evaluation of students. This evaluation includes not only formal evaluations such as grades, performance in field practice, and acceptance of the capstone thesis or project, but also continuous appraisal by the faculty of students' progress and potential. Students' continuation in the MSW Program is contingent upon positive faculty evaluation of their performance in relation to three sets of standards: 1) professional standards: essential abilities and attributes; 2) academic standards; and 3) field practice standards.

Professional Standards: Essential Abilities and Attributes

The following professional standards, as distinguished from academic standards, describe those abilities and attributes that are essential to professional development as a social worker. Attention to these standards is included in the evaluation of students' performance in all areas of the MSW Program, including classes, field practice, professional activities, and participation in the University community. Failure to demonstrate essential attributes and abilities may lead to students' dismissal from the MSW Program:

1. Professional and Ethical Commitment

Students must demonstrate their commitment to the values, ethics, goals, and standards of the social work profession as specified by the *NASW Code of Ethics*.

2. Diversity and Social Justice

Students must demonstrate an appreciation for the value of human diversity and the ability and willingness to promote social justice principles of equity and inclusion in all aspects of their professional interactions.

3. Self-Awareness

Students must demonstrate the willingness and ability to examine how their values, attitudes, beliefs, biases, emotions, and past experiences may affect their thinking, behavior, and professional interactions and to adjust behaviors that may be inconsistent with professional values, ethics, and goals.

4. Empathy

Students must demonstrate the willingness and ability to seek knowledge and understanding of the experiences, perspectives, and values of others and to use such empathy as a basis for professional relationships.

5. Communication Skills

Students must demonstrate the willingness and ability to communicate effectively and respectfully in all professional interactions, including the ability to express ideas and feelings clearly, to listen to others, and to be aware of the possible impact that personal communication on social media may have in a professional setting. Students must have sufficient proficiency in oral and written English to perform successfully in the program.

6. Interpersonal Skills

Students must demonstrate the interpersonal skills needed to relate effectively in professional interactions. Interpersonal skills are based on the willingness and ability to show compassion,

altruism, integrity, and respect for and consideration of others.

7. Energy

Students must demonstrate the energy and stamina to fulfill academic and professional requirements of the MSW Program, including academic coursework and field practice responsibilities.

8. Professional Behavior

Students must comport themselves as professionals, demonstrating timeliness, responsiveness, punctuality, reliability, and appropriate self-presentation in person, electronically, and in social media.

9. Scope of Practice

Students must demonstrate the willingness and capacity to practice within the scope of their developing competencies, to analyze their level of competence, and to make use of feedback from supervisors and other relevant sources.

10. Knowledge Base for Social Work Practice

Students must be guided in their professional activities by the application of relevant biological, psychological, and social knowledge and research, including but not limited to knowledge related to forming relationships, gathering data, assessing persons and situations, intervening, and evaluating practice. Students must demonstrate willingness and ability to pursue continuous learning and professional development throughout their careers.

Academic Standards

MSW students must satisfactorily complete the number of graduate credit hours required on their planned program with a "B" (3.0) or higher grade point average (GPA). All courses completed for credit toward a planned program must be completed with a minimum grade of "C" (2.0). SWK 570, 571, 572, and 573 are graded on a Pass/Fail basis. For further information, please visit: <http://www2.southernct.edu/academics/graduate/currentstudents/academicstandardsregulations.html>.

Field Practice Standards

MSW students must earn passing grades in SWK 570, 571, 572, and 573 in order to continue in or graduate from the MSW Program.

Commitment to Non-Discrimination

Southern Connecticut State University is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.

Students with a diagnosed physical, mental, or emotional disability, or a psychiatric disorder may participate in the MSW Program so long as the condition is managed sufficiently with or without reasonable accommodation to permit the student to satisfy the requirements of the MSW Program,

including professional standards: essential abilities and attributes, academic standards, and field practice standards. Admitted students have a continuing obligation to notify the MSW Program of any changes to their condition that may affect their ability to satisfy MSW Program requirements. Students who may no longer be able to satisfy requirements of the MSW Program with or without reasonable accommodations are required to meet with the MSW Program Coordinator in order to review their status in the program.

Students who seek reasonable accommodations for disabilities must contact the Disability Resource Center (DRC). The Disability Resource Center will determine a student's eligibility for and recommend appropriate accommodations and services. The DRC and the MSW Program will coordinate in providing reasonable accommodations to the student. For further information, please visit: <http://www.southernct.edu/student-life/support/drc/contact.html>.

Academic Probation and Dismissal

Students who attempt nine or more credits that result in an overall grade point average of less than 3.0 are automatically placed on probation. If, after attempting an additional nine credits, their GPA is still below 3.0, the students will be dismissed from the School of Graduate and Professional Studies.

Students whose overall GPA falls below 3.0 during the last semester of coursework will be placed on probation and given one semester to raise the GPA to the 3.0 level required for graduation. If, after completing an additional semester of work, the GPA is still below 3.0, the student will be dismissed.

Students who are dismissed may apply for readmission to the MSW program after the lapse of one semester. To be readmitted, students must submit a new application and application fee as well as a petition to the MSW Program Coordinator describing why they will be successful if readmitted. The MSW Program Coordinator will return the petition with reasons for disapproval or will forward it to the Social Work Department Chair and the Dean of Graduate Studies with a recommendation for approval. For further information, please visit:

<http://www2.southernct.edu/academics/graduate/currentstudents/academicstandardsregulations.html>.

Student Review Committee (SRC)

The MSW faculty continuously evaluates students' potential and performance in relation to three sets of standards: 1) professional standards: essential abilities and attributes; 2) academic standards; and 3) field practice standards. Faculty members may request that the Student Review Committee (SRC) participate in the evaluation process in cases where students may be having difficulty in any of these areas.

The SRC is comprised of the MSW Program Coordinator, who convenes and chairs the meetings, the Field Education Director, and three MSW faculty members. An alternate SRC faculty member is available to serve as needed.

Any faculty member may request a **consultative SRC meeting** or a **decision-making SRC meeting** by submitting a written request to the MSW Program Coordinator. The written request specifies the faculty member's concerns about the student's performance in relation to professional, academic, or field practice standards. The MSW Program Coordinator convenes the meeting and invites the student's faculty advisor to attend.

The **consultative SRC meeting** is an *advisory* meeting that provides faculty members with an opportunity to collaborate in identifying and supporting students who are experiencing difficulty in the MSW Program. The consultative SRC meeting may suggest resources or strategies for helping students improve performance, or it may recommend that a decision-making SRC meeting be held. The consultative SRC meeting provides an opportunity for informal, confidential conversation among faculty and may be convened without notice to students. Consultative SRC meetings typically do not require voting.

The **decision-making SRC meeting** is an *evaluative* meeting that determines whether a student is failing or at risk of failing to meet professional standards, academic standards, or field practice standards and whether or under what conditions the student may continue in the MSW Program.

A decision-making SRC meeting that is concerned specifically with a student's field practice performance is called an **SRC field status review**. A field seminar instructor (instructor of SWK 570/571 or SWK 572/573) or the Field Education Director may request a field status review when the student has had significant difficulty in applying for a field placement or in meeting professional or field practice standards. For example, a field status review may be indicated in circumstances such as, but not limited to, the following:

1. The student has interviewed but not been accepted for field placement by two agencies
2. The student has been offered and refused two field placement opportunities
3. The student has been dismissed from the field placement by the agency.

SRC Decision-Making Process

Upon a faculty member's written request, the MSW Program Coordinator schedules the decision-making SRC meeting at least one week in advance, with notice to the student, the SRC members, and the student's faculty advisor. All participants receive copies of the written referral. The student's faculty advisor ordinarily serves as the student's advocate during the SRC review process. When a student's faculty advisor is also an SRC member, then an SRC alternate member is asked to attend.

During the decision-making SRC meeting, the student and faculty advisor are afforded opportunities to respond to concerns raised in the faculty member's written referral. The SRC then moves into executive session to consider whether the student may continue in the MSW Program, may continue conditionally, or will be dismissed.

SRC voting members consist of three faculty members and the Field Education Director. The MSW Program Coordinator ordinarily serves as a non-voting SRC member; however, the MSW Program Coordinator votes in the case of a tie. When the student's faculty advisor is also an SRC member, then the advisor will participate in the executive session, but will refrain from voting, and the SRC alternate member will vote in the advisor's place.

If the SRC determines that the student may continue or continue conditionally, then the MSW Program Coordinator forwards a written decision to the student and the faculty advisor and a copy is placed in the student's academic file. Conditional continuance decisions specify the conditions that students must satisfy in order to continue in the MSW Program, the timeframe for meeting those conditions,

and the faculty member who will be responsible for monitoring the student's progress.

If the SRC determines that the student will be dismissed, then the MSW Program Coordinator forwards a written decision to the student, the faculty advisor, and the Social Work Department Chair. The Department Chair sends a letter of dismissal to the student with copies to the Dean of the School of Health and Human Services and the Dean of the School of Graduate and Professional Studies.

Students who are dismissed from the MSW Program may be subject to dismissal from the University, from applying for admission to other academic programs, and from further course registration.

SRC Student-Requested Review

Students are dismissed automatically (without an SRC meeting) from the MSW Program if they earn a failing grade in SWK 570, 571, 572, or 573. Students may request that the SRC review an *automatic dismissal* by submitting a written request to the MSW Coordinator. The request should explain any extraordinary circumstances that led to the student's unsatisfactory performance and how those circumstances have changed. The MSW Coordinator responds to the SRC student-requested review by convening a decision-making SRC meeting, as detailed above. Students who request an SRC Review are advised not to register for courses during the review period.

Grade Appeal

Please note that SRC will not review or recommend changes to a grade. According to University policy, the awarding of grades is the responsibility of the instructor. A student who believes that an instructor has made an error concerning a grade for a course must follow the grade appeal procedure as outlined in the *Southern Connecticut State University Student Handbook*:

<http://www2.southernct.edu/academics/graduate/currentstudents/academicstandardsregulations.html>.

Appeal of an SRC Decision

Appeal to Department Chair

Students may appeal an SRC decision to the Social Work Department Chair by filing a written request for appeal within one week of notification of the SRC decision. The written request should explain why the student believes that the SRC decision-making process was unfair. For example, the student might allege that policies or procedures were not followed; that standards were applied incorrectly; or that the decision was based on incomplete or mistaken information.

Upon receiving the written appeal, the Social Work Department Chair will consult with the student, the SRC members, the faculty advisor, and/or other pertinent sources. The Department Chair may find that the SRC process was fair and dismiss the appeal, or the Department Chair may refer the case back to the SRC to correct possible procedural irregularities or to consider additional information.

If the case is referred for reconsideration, then the MSW Coordinator will schedule a second SRC meeting as soon as possible, usually within one week of the Department Chair's request. Upon reconsideration the SRC may affirm, modify, or reverse its original decision.

Appeal to the Dean, School of Health and Human Services

Students may appeal the Department Chair's finding or the decision of the second SRC meeting by filing a written grievance to the Dean of the School of Health and Human Services. The written grievance should explain why the student believes that the Department Chair's finding and/or the SRC decision-making process was made unfairly or in error. The student must have exhausted departmental remedies before filing a grievance with the dean. The dean may deny the student's appeal, reverse or modify the department's decision, or take other action.

Appeal of Dismissal/Student Grievances

Students who have been dismissed from the MSW Program and who have exhausted appeals within the Social Work Department and the School of Health and Human Services may appeal the dismissal or file a student grievance as outlined in the *Southern Connecticut State University Student Handbook*: <http://www2.southernct.edu/academics/graduate/currentstudents/academicstandardsregulations.html>.

Incomplete Course

The grade of "I" (Incomplete) is given for passing coursework that cannot be completed due to circumstances beyond the student's control. An "I" may not be given to enable a student to do additional work to raise a deficient grade. The instructor may assign a grade of "I" if the instructor deems that the reason the student has requested an Incomplete is valid, and if the instructor believes that the student will be able to complete course requirements by no later than 30 days into the next fall or spring semester. The instructor has the discretion to extend an Incomplete beyond the original deadline by filing the appropriate form with the Registrar's Office. If students do not complete outstanding work within the allotted time period, then the grade of "I" will automatically be changed to an "F." For further information, please visit:

<http://www2.southernct.edu/academics/graduate/currentstudents/academicstandardsregulations.html>.

MSW students with two or more Incompletes that have extended beyond two semesters will be advised to take a leave of absence until the Incompletes have been resolved.

Course Withdrawal

Students may withdraw from a full-semester course prior to the 10th week of classes, and from an eight-week course prior to the fourth week of classes. Such a withdrawal is recorded as a "W" on the transcript record. Students may withdraw online through student BannerWeb services prior to the end of the withdrawal period. Before withdrawing from a course, students should confer with their instructor and faculty adviser and with the Office of Financial Aid (if applicable). For further information, please visit:

<http://www2.southernct.edu/academics/graduate/currentstudents/academicstandardsregulations.html>

Withdrawal from the MSW Program

Matriculated students who wish to withdraw from the MSW Program must complete a "Graduate Student Withdrawal Form," which can be obtained from the Registrar's Office at www.southernct.edu/offices/registrar. The student's status is then changed to that of a non-matriculated student immediately or at the end of the semester, as requested by the student. If students who have withdrawn wish to resume graduate study, they must reapply to the School of Graduate and

Professional Studies. The process of withdrawal from the MSW Program is separate from the process of withdrawal from courses in a given semester. For further information, please visit: <http://www2.southernct.edu/academics/graduate/currentstudents/academicstandardsregulations.html>.

Application for Degree

Students must apply for graduation by completing the application on the web at: <https://www2.southernct.edu/offices/registrar/apply-graduation.html>. The degree application must be completed by published deadline dates that are prior to the beginning of the last semester of coursework. Any student who does not apply for graduation will not graduate. The transcript will show the courses and requirements completed but will not include the notation "DEGREE AWARDED" and the date of graduation. Students who fail to file by the prescribed time must file for the next application period.

Students must maintain an overall 3.0 GPA for courses in the planned program in order to be eligible to graduate. For further information, please visit:

<http://www2.southernct.edu/academics/graduate/currentstudents/academicstandardsregulations.html>.

Student Participation

The Social Work Department adheres to the University policies related to student membership on School or Department committees. MSW students hold membership through representation on policy-making committees including:

1. Department Curriculum and Educational Policy Committee
2. MSW Core Faculty
3. Department Faculty Meetings
4. University Graduate Student Affairs Committee.

Students who are interested in participating in these or other departmental activities should contact the Social Work Department Chair or the MSW Program Coordinator.

Beta Rho Chapter, Phi Alpha National Social Work Honor Society

The Beta Rho Chapter of the Phi Alpha National Social Work Honor Society was chartered at Southern Connecticut State University in 1989. In January of each year, the Beta Rho Chapter extends a call for new members. Students are encouraged to apply who have completed at least 45 credits toward their MSW degree, who are in good academic standing, and who have achieved a minimum grade point average of 3.75. For further information, please contact the chapter advisor, Stephen Monroe Tomczak at tomczaks1@southernct.edu.

Graduate Social Work Organization (GSWO)

The Graduate Social Work Organization is a student-led organization and that is open to all MSW students. The GSWO has the purpose of responding to the academic and collegial needs of students as defined by the students. GSWO activities include participation in orienting new students, providing community service and professional development programs, and planning social events. For further information,

please visit the GSWO Blackboard Organization page at: <https://login.southernct.edu/>.

FIELD EDUCATION

Field Education Overview

The Council on Social Work Education identifies field education as the signature pedagogy for social work. As defined in the 2015 Educational Policy and Curricular Standards (EPAS):

The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice (Policy 2.2).

The MSW field education curriculum consists of two different field placements or internships that each extend through the fall and spring semesters of an academic year. Students are supervised onsite by an agency-based *field instructor*, who has been approved by the Field Education Office.

Students' field placements are supported by field practicum seminars (SWK 570, 571, 572, 573) that are taken concurrently with the field placement. Field practicum seminars afford opportunities for students to explore issues related to their field practice, to assess their ongoing professional development, and to participate in peer supervision and mutual aid. The instructor of the field seminar serves as *faculty liaison* between the MSW Program and the field placement site.

Applications for Field Practice

Students apply for their first-year or generalist field placement (SWK 570/571) by submitting a field practice application and a résumé to the Field Education Office. The résumé is used to introduce students to prospective agencies. Newly admitted two-year MSW students and one-year advanced standing students submit their field practice application upon their admission to the MSW Program. Three-year MSW students and two-year advanced standing students apply for their first field placement by February 15th.

The Field Education Director seeks field placement opportunities that meet students' educational and professional goals. Although consideration is given to students' geographical preferences, educational goals are the primary reasons for choosing a field placement site.

After the Field Education Director identifies a possible field placement opportunity, the student arranges an interview with the prospective field instructor. If the student, field instructor, and agency agree that the field placement is suitable, then the Field Education Office sends a confirmation letter to the student and the agency. If the student and prospective field instructor do not accept the field placement, then the student is referred to another field placement opportunity. It is expected that the second field placement opportunity will be final.

Students preparing for their second-year or specialist field placement (SWK 572/573) submit an updated field practice application and résumé to the Field Education Office by January 30th of the preceding

academic year. Students are encouraged to meet with the Field Education Director to identify possible field placements in their specialized field of practice.

Field Placement Deadline

Students must have confirmed field placements by the fourth week of the fall semester. Students who have not begun their field placement by the end of the fourth week of the fall semester will be required to withdraw from the field practice seminar and the concurrent practice course (SWK 570/SWK 532 or SWK 572) and to enroll again in the fall semester of the following academic year. Failing to meet the field placement deadline will therefore delay the student's anticipated graduation date by a full academic year.

Field Placement Schedules

MSW students complete a total of 1,100 hours of field practice, including a minimum of 500 hours of generalist practice in their first-year field placement (18 hours per week for 30 weeks) and 600 hours of specialized clinical practice in their second-year field placement (20 hours per week for 30 weeks).

MSW students who are admitted with advanced standing (who have already satisfied 400 hours of generalist field practice in an accredited BSW program) must complete 700 hours of specialized field practice (24 hours per week for 30 weeks).

Field placement schedules necessarily accommodate the needs of agencies and their clients. *Students therefore should plan for field placements that are held during weekday hours.* Although some agencies offer clinical services during evenings and weekends, social work interns typically are assigned weekday responsibilities, such as participating in staff meetings, case conferences, and supervision. Students who are not able to commit to weekday field practice hours may be asked to withdraw from the field placement and from the MSW Program.

Background Checks

Students who apply for field practice are encouraged to disclose any criminal history (felony or misdemeanor convictions) in order to assist the field office in identifying appropriate field placements. Students with criminal records may be admitted to the MSW Program; however, previous convictions may limit students' field practice options and their eligibility to apply for social work licensure. Some field placement sites require prospective interns to be fingerprinted and to pass criminal and driving background checks, child welfare background checks, drug tests, and/or physical examinations.

Approval of Field Agencies

The Field Education Office maintains an extensive roster of approved field agencies. Students are welcome to propose new agencies to the Field Education Director for consideration as a new field placement site, however *the field placement must be arranged and approved by the Field Education Office.* An agency that is approved for field placement provides programs and services consistent with the values and goals of social work education and expresses a commitment to:

1. Support the mission and goals of the University and the Social Work Department
2. Abide by University policies and regulations, such as those related to academic honesty, prevention of discrimination and sexual harassment, full inclusion and equal educational opportunity for persons with disabilities, and the research protection program

3. Provide clinical supervision by an approved social work field instructor
4. Assign students with opportunities to develop and to demonstrate required social work competencies
5. Afford students responsibilities for social work practice with client systems of various sizes and with a diversity of client populations
6. Provide students with adequate resources and facilities for field practice and for safety in the field
7. Allow time for the field instructor to provide at least one hour per week of clinical supervision and to participate in the Seminar in Field Instruction (SIFI) for new field instructors.

Approval of Employed Field Placements

Students who wish to use their place of employment as a field placement site must apply to the Field Education Director for an employed field placement. An employed field placement may be approved for one of the student's two field placements. *Students who are admitted with advanced standing may not use their place of employment as their field placement site.*

Employed field placements may be approved for students who are employed with good standing. Students may not apply for employed field placements who are probationary employees or who are subjects of disciplinary action by the agency.

Employed field placements must meet criteria for approval as field practice site, and field instructors must meet criteria for approval as field instructors, including registration in or completion of the Seminar in Field Instruction (SIFI). The student's field instructor must be different from the person who supervises the student's employment.

Employed field placements must afford students with opportunities to meet the social work competencies as specified in the MSW curriculum. Field practice assignments must be separate and distinct from the student's responsibilities as an employee. Evaluations of field practice must be consistent with academic standards and distinct from evaluations of employment responsibilities.

For first-year or generalist field placements, field practice assignments must consist of at least 18 hours per week for 30 weeks, totaling a minimum of 500 hours. For second-year or specialist field placements, field practice must consist of at least 20 hours per week for 30 weeks, totaling a minimum of 600 hours. Field practice hours typically are scheduled in addition to students' hours of employment. Students may use University vacations for field activities.

Approval of Field Instructors

Field instructors are agency-based social workers approved by the Field Education Office to provide clinical supervision to MSW students. Field instructors are approved who:

1. For first-year field placements, hold an accredited MSW degree and have at least three years of post-master's social work practice experience
2. For second-year field placements, hold an accredited MSW degree, clinical licensure preferred, and post-master's social work practice in the student's area of specialization
3. Are authorized to provide resources, to support student safety, to plan orientation, to negotiate field assignments, and to represent the agency in relation to the Field Education

Office

4. Have access to client records and clinical observation as necessary for supervision
5. Are prepared to offer at least one hour per week of scheduled clinical supervision on site at the agency
6. Will be present at the agency for at least twenty-five percent of the student's field placement hours.

In exceptional circumstances, approved field instructors may be allied professionals who do not hold an MSW degree, provided that the agency offers appropriate educational opportunities and the MSW Program can provide supplementary social work supervision.

Responsibilities of Field Instructors

As clinical supervisors for MSW students, field instructors collaborate with students in developing assignments, assessing learning, and evaluating practice. They assume responsibilities to:

1. Support the values and goals of social work education and the professional development of their students
2. Provide orientation, access to resources, and supports for student safety
3. Plan opportunities for students to demonstrate required social work competencies as documented in the field educational contract
4. Assess the student's progress and set goals for the next semester as documented by the field evaluation form
5. Provide at least one hour per week of individualized clinical supervision on site at the agency
6. Submit field education contracts, evaluations, and other documentation to the Field Education Office (field evaluations are submitted via TK20)
7. Complete the Seminar in Field Instruction (SIFI) for new field instructors.

Seminar in Field Instruction (SIFI)

New field instructors must attend the Seminar in Field Instruction (SIFI) offered by Southern or another CSWE accredited social work program. SIFI introduces field instructors to the MSW social work curriculum, the purpose of field education, and the types of educational experiences expected of students. Field instructors enrich their skills in clinical supervision and educational assessment through a process of reciprocal learning and mutual support.

Responsibilities of Students

Students are expected to demonstrate professional standards, including the essential abilities and attributes for social workers; academic standards, including requirements in the field seminar syllabus; and field practice standards, including the social work competencies and behaviors as specified in the educational contract with the field agency.

Students' assignments in field practice vary according to the needs of agencies and clients; types of agencies and programs; and students' preparation and skill for clinical practice. The first-year of field practice consists of 500 hours or 18 hours per week that typically include up to eight direct clinical contact hours. The second-year of field practice consists of 600 hours (700 hours for advanced standing students) or 20 to 24 hours per week that typically include up to 12 direct clinical contact hours.

Additional assignments include responsibilities for process recording and documentation; policy practice and research; staff meetings and professional development; and clinical supervision. All assignments should relate to the development and demonstration of social work competencies and behaviors as specified in the educational contract.

Beyond their particular field practice assignments, students are expected to serve as representatives of Southern Connecticut State University and to promote the purposes, values and ethics of the social work profession, including responsibilities to:

1. Identify themselves as social work interns in interactions with clients and colleagues
2. Respect professional boundaries in the use of electronic communications and social media, including refraining from personal use of cell phones on site
3. Conform to agency policies and regulations, with particular attention to client confidentiality
4. Consult with the field instructor in developing the educational contract, planning assignments related to social work competencies and behaviors, and setting educational goals
5. Prepare process recordings and other documentation as assigned (typically two process recordings per week until the final semester of field practice)
6. Engage actively in supervision, including developing the agenda for weekly supervision at the agency and participating in a peer supervision process in field seminar
7. Collaborate with the field instructor in formative and summative evaluations of practice, including preparation of the field evaluation form.

Attendance

Students are responsible for scheduling, completing, and documenting the required minimum hours for the field placement (500 for first-year; 600 for second-year; 700 for advanced standing), and they should review the calendar with the field instructor at the beginning of each semester to schedule their hours and plan how to document completed hours.

Students typically are not required to attend field practice during agency or University holidays or during the University spring vacation. Should the agency be open on days when the University is closed, then students are expected at the field placement. During the winter intersession between fall and spring semesters, students may take up to two weeks' vacation from the field agency. Students and the field instructor determine the student's vacation schedule in light of agency and client needs.

Students who must miss days from field practice due to illness, a death in the family, or other emergency are responsible for notifying the field instructor and planning for clients. Students do not need to make up excused absences provided that they will meet the total number of required field hours.

Faculty Liaisons

Students in field placements are simultaneously enrolled in a weekly seminar (SWK 570, 571, 572, or 573). The social work faculty member who instructs the field seminar serves as *faculty liaison* between the MSW Program and the field agency. The faculty liaison visits the student and field instructor at the agency twice during the academic year (once in the fall semester and once in the spring semester), with additional consultation as needed. Field instructors and students are welcome to call upon the faculty liaison with any questions or concerns.

Field Evaluations

Field instructors evaluate students' performance in field practice by means of the field evaluation form, which is completed collaboratively with the student and the field instructor. Ratings on the field evaluation influence but do not determine students' field seminar grades. Field evaluation forms are submitted to the University via a database called TK20. Evaluations in TK20 allow the University to aggregate data for purposes of evaluating the MSW Program.

Grades

It is the responsibility of the faculty liaison to grade the field seminar (SWK 570, 571, 572, 573), including students' performance in field practice. Students are graded on a pass/fail basis. Students must earn a passing grade in order to continue in or graduate from the MSW Program.

Agency Evaluations

At the end of the semester, students and faculty liaisons complete evaluations of field instructors and agencies in order to assist the Field Education Director in strengthening the field education program.

Exceptions

Students who request an exception to field education policies may apply to the Field Education Director by means of the "Exception of Field Education Policy" form.

PRIVILEGES FOR FIELD INSTRUCTORS

Library Privileges

Social work field instructors are afforded full privileges to the Buley Library, including access to collections in-person and online. In order to receive a library card, field instructors should bring a valid picture identification to the University Card Office in the Wintergreen Office Building. The Card Office will issue a Hoot Loot ID Card, the University's multipurpose identification card, with an identification number that may be used for borrowing books in person and for online access to journals, databases, and other resources.

Professional Development Opportunities

Field instructors are invited free of charge to various workshops and professional development events that are sponsored by the Social Work Department and the School of Health and Human Services, including the annual Aavo Rakfeldt Memorial Lecture and the annual Graduate Research and Creative Activity Conference, where MSW students may present their capstone research.

APPENDIX A: SOCIAL WORK COMPETENCIES AND BEHAVIORS

MSW graduates demonstrate the following competencies:

Competency 1: Demonstrate ethical and professional behavior
Generalist Behaviors
1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
1.2 Identify and reflect on the intersectionality of one's personal beliefs and social identities within the social context of one's practice
1.3 Use reflection and self-regulation to align one's practice actions with the profession's values
1.4 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communications
1.5 Use technology ethically and appropriately to facilitate practice outcomes
1.6 Identify and assess one's professional strengths, limitations, and challenges; and use supervision and consultation to guide professional growth
Specialist Behaviors
<i>In one's specialized field of practice:</i>
1.7 <i>Demonstrate ethical decision-making with appreciation for the complexity and diversity of practice situations</i>
1.8 Identify and practice within laws, regulations, and policies while upholding ethical obligations to clients

Competency 2: Engage diversity and difference in practice	
Generalist Behaviors	
2.1	Identify how the intersection of diversity and power impacts individual and social well-being and social justice
2.2	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
2.3	Develop and apply cultural humility by presenting oneself as a learner and engaging clients and constituencies as experts of their own experiences
2..4	Apply self-awareness and self-regulation to address personal biases and values that are inconsistent with values of the profession
Specialist Behaviors	
In one's specialized field of practice:	
2.5	Develop and apply cultural humility and understanding (as in the history, traditions, values, beliefs, family systems, artistic expressions, spiritual practices, and community resources) as related to practice with diverse populations
2.6	Communicate effectively with various client populations with attention to language access, literacy levels, and preferred styles of communication

Competency 3: Advance human rights and social, economic, and environmental justice	
Generalist Behaviors	
3.1	Apply understanding of the historical and current contexts associated with social, economic, and environmental injustice to advocate for human rights at the individual level
3.2	Apply understanding of the historical and current contexts associated with social, economic, and environmental injustice to identify patterns of injustice and engage in practices that advance social, economic, and environmental justice at organization and community levels
Specialist Behaviors	
In one's specialized field of practice:	
3.3	Protect the rights and self-determination of persons who are legally incompetent, undocumented, or otherwise disenfranchised

Competency 4: Engage in practice-informed research and research-informed practice	
Generalist Behaviors	
4.1	Use practice experience and knowledge of diversity and oppression to inform scientific inquiry and research
4.2	Use knowledge of research, diversity and oppression to engage in critical analysis of quantitative and qualitative research methods and research findings
4.3	Use and translate research evidence to inform and improve practice, policy, and service delivery
Specialist Behaviors	
In one's specialized field of practice:	
4.4	Participate in community-engaged research related to promoting health, resiliency, and access to services
4.5	Abide by ethical principles and policies for the protection of human and animal participants in research

Competency 5: Engage in policy practice	
Generalist Behaviors	
5.1	Identify the ways that social policy at the local, state, and federal level differentially impacts well-being, service delivery, and access to social services
5.2	Assess how social welfare and economic policies differentially impact the delivery of and access to social services for clients
5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
Specialist Behaviors	
In one's specialized field of practice:	
5.4	Identify the disparate impact of agency policies on diverse client populations or staff populations
5.5	Join with professional and community groups in advocating for policies that advance human rights and social, economic, and environmental justice

Competency 6: Engage with individuals, families, groups, organizations, and communities	
Generalist Behaviors	
6.1	Recognize how one's positionality impacts engagement with diverse clients and constituencies
6.2	Apply knowledge of human behavior and the social environment, diversity and oppression, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
6.3	Use empathy, reflection, cultural humility, and interpersonal skills to engage diverse clients and constituencies
Specialist Behaviors	
In one's specialized field of practice:	
6.4	Communicate effectively for purposes of engagement
6.5	In social work with groups, attend to members' engagement with the group and one another

Competency 7: Assess individuals, families, groups, organizations, and communities	
Generalist Behaviors	
7.1	Apply knowledge of human behavior and the social environment, diversity and oppression, and other multidisciplinary theoretical frameworks to determine what data is required from clients and other participants
7.2	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
7.3	Apply knowledge of human behavior and the social environment, diversity and oppression, and other multidisciplinary theoretical frameworks to assess data from clients and constituencies
7.4	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
7.5	Select appropriate intervention strategies with clients and other participants based on the assessment, research knowledge, and values and preferences of clients and constituencies
Specialist Behaviors	
In one's specialized field of practice:	
7.6	Critically select, apply, and adapt assessment tools and approaches to particular client systems and circumstances

Competency 8: Intervene with individuals, families, groups, organizations, and communities	
Generalist Behaviors	
8.1	Using cultural humility, critically select and implement interventions in collaboration with clients and other participants to achieve practice goals and to enhance capacities of clients and constituencies
8.2	Apply knowledge of human behavior and the social environment, diversity and oppression, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
8.4	Using cultural humility, negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
8.5	Facilitate effective transitions and endings that advance mutually agreed-on goals
Specialist Behaviors	
In one's specialized field of practice:	
8.6	Prepare written reports and documentation that are clear, concise, well-organized, and comprehensive in accordance with agency protocols and needs
8.7	Apply knowledge and understanding of group processes and relationships when facilitating curriculum-based groups
8.8	Critically select and apply current literature and empirically supported prevention strategies, including formal research methodologies, in promoting health and positive development among individuals, families, caregivers, and communities

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities	
Generalist Behaviors	
9.1	In collaboration with clients and other participants, select and use appropriate methods for evaluation of outcomes
9.2	Apply knowledge of human behavior and the social environment, diversity and oppression, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
9.3	Critically analyze, monitor, and evaluate intervention and program processes and outcomes
9.4	Apply evaluation of findings to improve practice effectiveness at the micro, mezzo and macro levels
Specialist Behaviors	
In one's specialized field of practice:	
9.5	Collaborate with evaluators and other researchers to assess the effectiveness of programs and services

APPENDIX B: TECHNICAL STANDARDS



Technical Standards Master of Social Work Program (MSW)

The *MSW Student Handbook and Field Practice Manual* and the *SCSU Graduate Catalog* present the expectations and degree requirements of the MSW Program. The following discussion of technical standards highlights some information in these documents, but is not intended to replace them as whole.

Overview

The MSW Program prepares students for effective social work practice in an area of clinical specialization. The MSW Program is accredited by the Council on Social Work Education (CSWE) and guided by the CSWE Educational Policy and Accreditation Standards (2015). The MSW curriculum consists of academic courses and field practice experiences in which students develop and demonstrate professional knowledge skills, values, and cognitive and affective processes that contribute to specified competencies in social work practice. Students' admission to and continuation in the MSW Program is contingent upon positive ongoing faculty evaluation of their potential, progress, and performance in relation to three sets of standards: 1) professional standards: essential abilities and attributes; 2) academic standards; and 3) field practice standards.

Professional Standards: Essential Abilities and Attributes

The following professional standards describe those abilities and attributes that are essential to professional development as a social worker. Attention to these standards is included in the evaluation of students' performance in all areas of the MSW Program, including classes, field practice, professional activities, and participation in the University community. Failure to demonstrate essential attributes and abilities may lead to students' dismissal from the MSW Program:

1. Professional and Ethical Commitment

Students must demonstrate their commitment to the values, ethics, goals, and standards of the social work profession as specified by the *NASW Code of Ethics*.

2. Diversity and Social Justice

Students must demonstrate an appreciation for the value of human diversity and the ability and willingness to promote social justice principles of equity and inclusion in all aspects of their professional interactions.

3. Self-Awareness

Students must demonstrate the willingness and ability to examine how their values, attitudes, beliefs, biases, emotions, and past experiences may affect their thinking, behavior, and professional interactions and to adjust behaviors that may be inconsistent with professional values, ethics, and goals.

4. Empathy

Students must demonstrate the willingness and ability to seek knowledge and understanding of the experiences, perspectives, and values of others and to use such empathy as a basis for professional relationships.

5. Communication Skills

Students must demonstrate the willingness and ability to communicate effectively and respectfully in all professional interactions, including the ability to express ideas and feelings clearly, to listen to others, and to be aware of the possible impact that personal communication on social media may have in a professional setting. Students must have sufficient proficiency in oral and written English to perform successfully in the program.

6. Interpersonal Skills

Students must demonstrate the interpersonal skills needed to relate effectively in professional interactions. Interpersonal skills are based on the willingness and ability to show compassion, altruism, integrity and respect for and consideration of others.

7. Energy

Students must demonstrate the energy and stamina to fulfill academic and professional requirements of the MSW Program, including academic coursework and field practice responsibilities.

8. Professional Behavior

Students must comport themselves as professionals, including demonstration of timeliness, responsiveness, punctuality, reliability, and appropriate self-presentation in person, electronically, and in social media.

9. Scope of Practice

Students must demonstrate the willingness and capacity to practice within the scope of their developing competencies, to analyze their level of competence, and to make use of feedback from supervisors and other relevant sources.

10. Knowledge Base for Social Work Practice

Students must be guided in their professional activities by the application of relevant biological, psychological, and social knowledge and research, including but not limited to knowledge related to forming relationships, gathering data, assessing persons and situations, intervening, and evaluating practice. Students must demonstrate willingness and ability to pursue continuous learning and professional development as social workers.

Academic Performance

MSW students must have the time, commitment, and physical and emotional stamina to complete a two-year or three-year program plan of full-time graduate study. Students follow advising guides that specify course requirements and the sequence in which courses are taken, including 9 to 15 credits of course work in each fall and spring semester and 1,100 hours of supervised field practice that are completed simultaneously with course work in two academic years.

Students must satisfactorily complete the number of graduate credit hours required on their planned program with a minimum grade point average of "B" (3.0). All courses completed for credit toward a planned program must be passed with a minimum grade of "C" (2.0). Courses completed with a grade of less than "C" will not be counted toward degree requirements but the grade will be calculated in the program and cumulative grade point average.

Field Practice Performance

The MSW field education curriculum consists of two different field placements or internships that each extend through the fall and spring semesters of an academic year. Field practice requirements consist of a minimum of 500 hours of generalist practice in the first-year field placement (18 hours per week for 30 weeks) and 600 hours of specialized clinical practice in the second-year field placement (20 hours per week for 30 weeks); or 700 hours of specialized field practice for advanced standing students (24 hours per week for 30 weeks).

Field placement schedules necessarily accommodate the needs of agencies and their clients and typically require field practice during weekday hours. Students who are not able to perform field practice for the required number of hours per week, including weekday field practice hours, will be asked to withdraw from the field placement and from the MSW Program.

Students apply for field placements according to the policies, procedures, and schedules that are presented in the *MSW Student Handbook and Field Education Manual*. Students who have not begun their field placements by the end of the fourth week of the fall semester will be required to withdraw from the field practice seminar and concurrent practice course (SWK 570/SWK 532 or SWK 572) and to enroll again in the fall semester of the following academic year. Failing to meet the field placement deadline will therefore delay the anticipated graduation date by a full academic year.

Students who apply for field practice are encouraged to disclose any criminal history (felony or misdemeanor convictions) in order to assist the field office in identifying appropriate field placements. Students with criminal records may be admitted to the MSW Program, however previous convictions may limit students' field practice options and their eligibility to apply for social work licensure. Some field placement sites require prospective interns to be fingerprinted and to pass criminal and driving background checks, child welfare background checks, drug tests, and/or physical examinations.

Students' field placements are supported by field practicum seminars (SWK 570, 571, 572, 573) that are taken concurrently with the field placement. MSW students must earn passing grades in the field practicum seminars in order to continue in or graduate from the MSW Program.

Commitment to Non-Discrimination

Southern Connecticut State University is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.

Students with a diagnosed physical, mental, or emotional disability, or a psychiatric disorder may participate in the MSW Program so long as the condition is managed sufficiently with or without reasonable accommodation to permit the student to satisfy the requirements of the MSW Program, including these Technical Standards. Admitted students have a continuing obligation to notify the MSW Program of any changes to their condition that may affect their ability to satisfy MSW Program requirements, including these Technical Standards. Students who may no longer be able to satisfy requirements of the MSW Program with or without reasonable accommodations are required to meet with the MSW Program Coordinator in order to review their status in the program.

Students who seek reasonable accommodations for disabilities must contact the Disability Resource Center (DRC). The Disability Resource Center will determine a student's eligibility for and recommend appropriate accommodations and services. The DRC and the MSW Program will coordinate in providing reasonable accommodations to the student. For further information, please visit: <http://www.southernct.edu/student-life/support/drc/contact.html>.

Agreement to Technical Standards

I, the undersigned student, have reviewed the above Technical Standards. I have also reviewed the *MSW Student Handbook and Field Education Manual*. I understand and agree that my admission to and continuation in the MSW Program is contingent upon my ability to meet the terms of the Technical Standards and those of the *MSW Student Handbook and Field Education Manual*.

Student's Name (Please print): _____

Student's Signature: _____ Date: _____