



FLORIDA
GULF COAST
UNIVERSITY

DEPARTMENT OF
SOCIAL WORK

MASTER OF SOCIAL WORK (MSW)
STUDENT HANDBOOK

Policies and Procedures

2020-2021

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Foreword

This handbook has been designed to supplement FGCU materials already provided to students. It is organized to provide an overview of the Department of Social Work at FGCU, including its history and mission; the NASW Code of Ethics to which the Department subscribes; information regarding the MSW Program; the Field Curriculum and requirements; and services and opportunities available to MSW students. Every effort is made to keep the information accurate and up to date. However, policies and procedures do undergo development and revision from time to time. Therefore, we reserve the right to alter or change any policy or procedure contained in this manual at any time. The department will inform students and other constituents (i.e., field instructors, faculty, etc.) of any changes made in a timely manner. Inquiries should be directed to:

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Introduction

Florida Gulf Coast University (FGCU), located in the rapidly developing area of Southwest Florida, is the tenth university in the Florida Higher Education System; established in 1991 and opened for classes in 1997. FGCU accepts the leadership challenge and obligation to meet the educational needs of a diverse and rapidly growing region. As a public institution, FGCU pursues regional and community based public service activities and projects.

The University's primary service area consists of Lee, Collier, Charlotte, Hendry, and Glades counties. Just under half of the student population is from these counties. On-campus offerings, distance education, and public and private organizational partnerships enable the university to collaborate with its various constituencies, build on the intellectual heritage of the past, and plan its evolution systematically for the twenty-first century. Each academic unit develops technological, environmental, and international perspectives. Excellence is expected in teaching, research and scholarship, and professional service.

Florida Gulf Coast University's enrollment exceeds 14,800 students, which includes approximately 13,500 undergraduate and 1,300 graduate students. The university offers 53 undergraduate degree programs, 23 graduate degree program, 3 doctoral programs, and 10 certificate programs. More than 500 faculty members share a commitment to the university's teaching mission. Although they spend the majority of their time in the classroom, faculty members also advance the knowledge in their fields through service, research, and scholarly work.

The University integrates technology into every aspect of the institution: All students are given an e-mail account, providing direct communication with faculty and classmates. All classes have a web page with course description, syllabus, assignments, and other information. Most classrooms feature a multimedia teaching podium, which enables instructors to integrate computer presentations, surf the Internet, view videotapes, and run CD ROMs. FGCU provides many courses via distance learning, which offers maximum flexibility for students.

Mission Statements

Florida Gulf Coast University

Florida Gulf Coast University, a regional comprehensive institution of higher education, offers undergraduate and graduate degree programs of strategic importance to Southwest Florida and beyond. FGCU seeks academic excellence in the development of selected programs and centers of excellence in science, technology, engineering and mathematics (STEM) disciplines, health professions, business, and marine and environmental sciences. Outstanding faculty and staff supported by a strong community of advisors prepare students for gainful employment and successful lives as responsible, productive and engaged citizens. FGCU emphasizes innovative, student-centered teaching and learning, promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, and cultivates habits of lifelong learning and the discovery of new knowledge. (<http://www.fgcu.edu/info/mission.asp>)

University Guiding Principles

FGCU is guided by the following principles:

- 1) Student success is at the center of all University endeavors. The University is dedicated to the highest quality education that develops the whole person for success in life and work. Learner needs, rather than institutional preferences, determine priorities for academic planning, policies, and programs. Acceleration methods and assessment of prior and current learning are used to reduce time to degree. Quality teaching is demanded, recognized, and rewarded.
- 2) Academic freedom is the foundation for the transmission and advancement of knowledge. The University vigorously protects freedom of inquiry and expression and categorically expects civility and mutual respect to be practiced in all deliberations.
- 3) Diversity is a source of renewal and vitality. The University is committed to developing capacities for living together in a democracy whose hallmark is individual, social, cultural, and intellectual diversity. It fosters a climate and models a condition of openness in which students, faculty, and staff engage multiplicity and difference with tolerance and equity.
- 4) Informed and engaged citizens are essential to the creation of a civil and sustainable society. The University values the development of the responsible self-grounded in honesty, courage, and compassion, and committed to advancing democratic ideals. Through service learning requirements, the University engages students in community involvement with time for formal reflection on their experiences. Integral to the University's philosophy is instilling in students an environmental consciousness that balances their economic and social aspirations with the imperative for ecological sustainability.
- 5) Service to Southwest Florida, including access to the University, is a public trust. The University is committed to forging partnerships and being responsive to its region. It strives to make available its knowledge resources, services, and educational offerings at times, place, in forms and by methods that will meet the needs of all its constituents. Access means not only admittance to buildings and programs, but also entrance into the spirit of intellectual and cultural community that the University creates and nourishes.
- 6) Technology is a fundamental tool in achieving educational quality, efficiency, and distribution. The University employs information technology in creative, experimental, and practical ways for delivery of instruction, for administrative and information management, and for student access and support. It promotes and provides distance and time free learning. It requires and cultivates technological literacy in its students and employees.
- 7) Connected knowing and collaborative learning are basic to being well educated. The University structures interdisciplinary learning experiences throughout the curriculum to endow students with the ability to think in whole systems and to understand the interrelatedness of knowledge across disciplines. Emphasis is placed on the development of teamwork skills through collaborative opportunities. Overall, the University practices the art of collective learning and collaboration in governance, operations, and planning.

8) Assessment of all functions is necessary for improvement and continual renewal. The University is committed to accounting for its effectiveness through the use of comprehensive and systematic assessment. Tradition is challenged; the status-quo is questioned; change is implemented.

Marieb College of Health and Human Services

The Marieb College of Health and Human Services provides students with health and human service professions education grounded in academic excellence, critical thinking, ethical practice, and interdisciplinary collaboration. The College facilitates active learning, emphasizes evidence-based practice, uses multiple delivery systems, develops interdisciplinary relationships, and cooperates with community partners to prepare competent and caring health and human service professionals who recognize, and demonstrate an understanding of the importance of diversity.

Department of Social Work

The mission of the Department of Social Work at FGCU is to prepare students with knowledge, skills, and values of professional social work practice. Graduates will demonstrate competence in strengths-based generalist practice and advanced clinical practice with diverse individuals, families, groups, organizations, and communities.

Master of Social Work Program

The mission of the MSW program is the preparation of competent and effective professional advanced clinical practitioners able to demonstrate critical thinking skills, promote lifelong learning, advance social work knowledge, and to provide leadership in the development of service delivery systems. The program educates students with specialized skills for advanced clinical practice with diverse client systems of various sizes. The MSW program is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills of the social work profession.

The Master of Social Work (MSW) Program, in accord with the mission of FGCU and the values and ethics of the social work profession, seeks to prepare competent, reflective, and proactive graduates who will promote social welfare and social justice locally, regionally, nationally, and internationally. Southwest Florida represents tremendous economic disparity, cultural diversity, and political inequity. Graduates will know, respect, and build upon the strengths of diverse groups with priority placed on service to the most vulnerable. The MSW Program empowers graduates to become practitioners and critical thinkers who develop, evaluate, and use knowledge selectively. They will use relevant information and communication technologies and social work traditions, methods, values, and ethics to promote a more just social order.

The curriculum rests firmly upon a generalist framework of social work practice, grounded in the liberal arts, and clinical practice that is an integral part of the mission of the Department of Social Work, the Marieb College of Health and Human Services, and Florida Gulf Coast University. The explicit curriculum provides the knowledge base required for demonstration of the core competencies promulgated by the Council of Social Work Education. Field education provides opportunities for students to demonstrate competence under the supervision of a practicing social worker who formally evaluates the student mid-way and upon completion of the field experience. The goal of clinical social work education is to

graduate women and men who are able to practice autonomously, knowing when to seek supervision and consultation.

Given the mission of FGCU and the diversity of the five counties surrounding the university, the Department of Social Work is committed to recruiting and educating a diverse student body for work in ethnically, culturally, economically, socially, and racially varied communities in Southwest Florida. In addition, the Department is committed to educating students for agency-based practice, with special attention to services in the public and not-for-profit sectors. Emphasis is given to faculty and students forging partnerships with vulnerable communities through training, research, and community-based projects to expand knowledge and skills within the field of social work in response to changing social conditions. Furthermore, all Departmental activities seek to provide leadership to enhance the well-being of populations-at-risk including people of color, women, lesbians, gay men, bi-sexual and transgendered individuals, people with disabilities, the poor, and other vulnerable and stigmatized populations in our society.

MSW Program Goals

The MSW Program is housed in the Department of Social Work, which is in the Marieb College of Health and Human Services at FGCU. The presence of the MSW Program within the University permits FGCU to address in a more comprehensive fashion rapidly expanding social service needs of Southwest Florida while emphasizing the importance of community involvement for both faculty and students.

The MSW Program at FGCU is the only public social work program in Southwest Florida and is committed to providing professional social work education to those who otherwise might not have access to graduate social work education. The MSW Program seeks to prepare individuals who have a solid foundation in the liberal arts to become professional competent advanced clinical practitioners. The concentration of clinical practice rests firmly on a generalist framework of social work practice and specialized knowledge and skills needed to practice with individuals, families, groups, communities. The program promotes an understanding of the social functioning needs of people, particularly vulnerable populations such as the poor, racial and ethnic minorities, women, gays and lesbians, the elderly, and people with disabilities.

The goals of the MSW Program are consistent with the mission of the Department of Social Work, the Marieb College of Health and Human Services, FGCU, and the needs of the five counties it serves. These five goals are consistent with the knowledge, skills, values, and ethics for clinical social work practice in the Curriculum Policy Statement of the Council on Social Work Education (CSWE) and with the National Association of Social Work (NASW).

Specifically, the goals of the MSW Program are:

- 1) To prepare social workers for advanced clinical practice in the public and non-profit sector agencies with diverse clients systems of various sizes.
- 2) To prepare social workers for competent agency-based practice with a strong commitment to professional social work values and ethics, promotion of social and economic justice, diversity, alleviation of oppression, and discriminating skills to address ethical dilemmas.

- 3) To prepare students with knowledge and skills for informed practice and including the development of critical thinking and lifelong learning based upon a solid liberal arts foundation.
- 4) To provide students with knowledge and skills to evaluate their own practice and programs based upon critical analysis and assessment.
- 5) To educate students about the behavior of communities and organizations within the social contexts of social work practice, and the dynamics of change from a local, regional and international perspective.

These goals are infused throughout the program. The educational program for clinical social work is implemented through the generalist and concentration curricula that incorporate content of the knowledge, skills, values, and ethics required for competent professional practice. Students are prepared to practice as professional social workers in a variety of settings including, but not limited to, mental health agencies, health care facilities (i.e., clinics, hospitals, and hospices), family service and child welfare agencies, schools, adult and juvenile justice agencies, and residential care facilities.

Students are taught a range of theories and methods such as ecological systems theory and person-in-environment theory for integrating clinical practice with empowerment and clinical activism, in preparation for agency-based practice. Critical appraisal and application of theories for practice are encouraged. Examination of personal values and professional ethics are promoted. Throughout their course of study, students are expected to demonstrate an increasing cultural competency and capacity to understand and work with diverse populations. This includes an understanding of discrimination and oppression; the promotion of social and economic justice; human diversity; the needs and strengths for the economically disadvantaged, women, ethnic and racial minorities, gays and lesbians, people with alternative abilities, the elderly, and others. The Practice Seminar in the final semester of study provides students with a special opportunity to integrate theory and practice while addressing a particular professional social work issue of interest to them and of importance to the profession.

Council on Social Work Education Generalist Competencies

From a liberal arts and person-in-environment perspective, the first year of the MSW program at FGCU introduces students to the knowledge, values, and skills of the social work profession. Focusing on systems of all sizes students learn a variety of theoretical and practice concepts that are demonstrated in practice behaviors observed in the classroom and especially in their field placement. Ultimately, the objective is to prepare competent, entry level social workers who are ready to specialize in the concentration of clinical social work. In order to assure this objective, students are placed in a 500 clock hour field placement at a social service agency under the supervision of a MSW-level social worker who is their Field Instructor. In collaboration with the Field Instructor and the Faculty Liaison, the student creates a learning plan for field education by which s/he is able to demonstrate the ten core competencies of social work practice through performance of specific practice behaviors.

FGCU has chosen to use the core competencies and the accompanying practice behaviors required for accreditation by the Council of Social Work Education. Students completing the first year (generalist) of the MSW program at FGCU shall demonstrate the ability to:

- 2.1.1 – Identify as a professional and conduct oneself accordingly
- 2.1.2 – Apply social work ethical principles

- 2.1.3 – Apply critical thinking to strengthen professional judgments
- 2.1.4 – Engage diversity and differences in practice
- 2.1.5 – Advance human rights & social and economic justice
- 2.1.6 – Engage in research-informed practice and practice-informed research
- 2.1.7 – Knowledge of human behavior and social environment
- 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- 2.1.9 – Respond to contexts that shape practice
- 2.1.10- Engage, assess, intervene, and evaluate individuals, families, organizations, and communities

Generalist Social Work Core Competencies and Practice Behaviors

Competency	Practice Behavior
2.1.1 – Identify as a professional social worker and conduct oneself accordingly.	<ul style="list-style-type: none"> • Advocate for client access to the services of social work; • Practice personal reflection and self-correction to assure continual professional development; • Attend to professional roles and boundaries; demonstrate professional demeanor in behavior, appearance, and communications; • Engage in life-long learning; and use supervision and consultation.
2.1.2 – Apply critical thinking to inform and communicate professional judgments.	<ul style="list-style-type: none"> • Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; • Analyze models of assessment, prevention, intervention, and evaluation; and • Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
2.1.3 – Advance human rights and social and economic justice.	<ul style="list-style-type: none"> • Understand the forms and mechanisms of oppression and discrimination; • Advocate for human rights and social and economic justice; • Engage in practices that advance social and economic justice.

2.1.4 – Apply knowledge of human behavior and the social environment.	<ul style="list-style-type: none"> • Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and • Critique and apply knowledge to understand person and environment.
2.1.5 – Advance human rights and social and economic justice.	<ul style="list-style-type: none"> • Understand the forms and mechanisms of oppression and discrimination; • Advocate for human rights and social and economic justice; and • Engage in practices that advance social and economic justice.
2.1.6 – Engage in research-informed practice and practice-informed research.	<ul style="list-style-type: none"> • Use practice experience to inform scientific inquiry; and • Use research evidence to inform practice.
2.1.7 – Apply knowledge of human behavior and the social environment.	<ul style="list-style-type: none"> • Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and • Critique and apply knowledge to understand person and environment.
2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	<ul style="list-style-type: none"> • Analyze, formulate, and advocate for policies that advance social well-being; and • Collaborate with colleagues and clients for effective policy action.
2.1.9 – Respond to contexts that shape practice.	<ul style="list-style-type: none"> • Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging social trends to provide relevant services; and • Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
2.1.10(a) – Engagement	<ul style="list-style-type: none"> • Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities; • Use empathy and other interpersonal skills; and • Develop a mutually agreed-on focus of work and desired outcomes.

2.1.10(b) – Assessment	<ul style="list-style-type: none"> • Collect, organize, and interpret client data; • Assess client strengths and limitations; • Develop mutually agreed-on intervention goals and objectives; and • Select appropriate intervention strategies.
2.1.10(c) – Intervention	<ul style="list-style-type: none"> • Initiate actions to achieve organizational goals; • Implement prevention interventions that enhance client capacities; • Help clients resolve problems; • Negotiate, mediate, and advocate for clients; and • Facilitate transitions and endings.
2.1.10(d) - Evaluation	<ul style="list-style-type: none"> • Social workers critically analyze, monitor, and evaluate interventions.

Council on Social Work Education Concentration Year Competencies

Students entering the Concentration Year of the MSW program at FGCU will have either successfully completed the first year of the MSW program or graduated from a MSW program accredited by CSWE. They will have adequately demonstrated the practice behaviors for the ten core competencies required for accreditation by the Council of Social Work Education during their coursework and field education placement. The Concentration Year of the MSW program at FGCU focuses on educating clinical social workers.

The clinical curriculum is designed to prepare students to integrate the knowledge, values, and skills of social work practice with individuals, families, and groups. Using the knowledge and practice behaviors developed by Council on Social Work Education (2009) the MSW Program at FGCU has crafted a curriculum that provides students with the opportunity to learn about and demonstrate competency by using these 44 practice behaviors. The competencies remain the same but the knowledge and practice behaviors are specific to the clinical social work concentration. Table B, below, outlines the competencies, knowledge, and practice behaviors for the concentration year of the MSW program.

Clinical Concentration Year Competencies, Knowledge, and Practice Behaviors

Competency	Clinical Practice Behaviors
2.1.1 Identify as a professional social worker and conduct oneself accordingly.	<ul style="list-style-type: none"> • Readily identify as social work professionals. • Demonstrate professional use of self with client(s). • Understand and identify professional strengths, limitations, and challenges.

<p>2.1.2 Apply social work ethical principles to guide professional practice.</p>	<ul style="list-style-type: none"> • Apply ethical decision-making skills to issues specific to clinical social work. • Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights. • Identify and use knowledge of relationship dynamics, including power differentials. • Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being.
<p>2.1.3 Apply critical thinking to inform and communicate professional judgments.</p>	<ul style="list-style-type: none"> • Engage in reflective practice. • Identify and articulate clients' strengths and vulnerabilities. • Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools. • Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats.
<p>2.1.4 Engage diversity and difference in practice.</p>	<ul style="list-style-type: none"> • Research and apply knowledge of diverse populations to enhance client well-being. • Work effectively with diverse populations. • Identify and use practitioner/client differences from a strengths perspective.
<p>2.1.5 Advance human rights and social and economic justice.</p>	<ul style="list-style-type: none"> • Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention. • Advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations.
<p>2.1.6 Engage in research-informed practice and practice-informed research.</p>	<ul style="list-style-type: none"> • Use the evidence-based practice process in clinical assessment and intervention with clients. • Participate in the generation of new clinical knowledge, through research and practice. • Use research methodology to evaluate clinical practice effectiveness and/or outcomes.

<p>2.1.7 Apply knowledge of human behavior and the social environment.</p>	<ul style="list-style-type: none"> • Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice. • Use bio-psycho-social-spiritual theories and multiaxial diagnostic classification systems in formulation of comprehensive assessments. • Consult with medical professionals, as needed, to confirm diagnosis and/or monitor medication in the treatment process.
<p>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p>	<ul style="list-style-type: none"> • Communicate to stakeholders the implications of policies and policy change in the lives of clients. • Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being. • Advocate with and inform administrators and legislators to influence policies that affect clients and service.
<p>2.1.9 Respond to contexts that shape practice.</p>	<ul style="list-style-type: none"> • Assess the quality of clients' interactions with their social contexts. • Develop intervention plans to accomplish systemic change. • Work collaboratively with others to effect systemic change that is sustainable.
<p>2.1.10(a) Engagement</p>	<ul style="list-style-type: none"> • Develop a culturally responsive therapeutic relationship. • Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance. • Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and outcomes.
<p>2.1.10(b) Assessment</p>	<ul style="list-style-type: none"> • Use multidimensional bio-psycho-social-spiritual assessment tools. • Assess clients' readiness for change. • Assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances, and events. • Select and modify appropriate intervention strategies based on continuous clinical assessment. • Use differential and multiaxial diagnosis.

2.1.10(c) Intervention	<ul style="list-style-type: none"> • Critically evaluate, select, and apply best practices and evidence-based interventions. • Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed. • Collaborate with other professionals to coordinate treatment interventions.
2.1.10(d) Evaluation	<ul style="list-style-type: none"> • Contribute to the theoretical knowledge base of the social work profession through practice-based research. • Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.

Structure of the MSW Program

The Master of Social Work (MSW) prepares students for professional clinical social work practice through the acquisition of specialized knowledge and the necessary skills for advanced clinical social work. This forms the base of the empowerment orientation of the curriculum. The curriculum in the MSW Program is delivered through the Full-Time, Advanced Standing, and Part-Time programs.

Regular, Full-Time Program Plan of Study

Through the full-time program, students complete the 60 credit hours required for the MSW degree in a period of two academic years (four semesters): 30 credit hours in the Generalist Year and 30 credit hours in the Concentration Year.

By the end of the Generalist Year, students demonstrate the competencies of a beginning generalist social work practitioner. They will be able to assist in the empowerment of client systems of all sizes in situations of varying complexity. They will be comfortable in situations of cultural diversity and seek to alleviate human oppression and enact social justice along with their client groups.

<i>Fall Semester – 12 Hours</i>		
SOW 6235	Social Welfare and History	3 credit hours
SOW 6105	Human Behavior and the Social Environment	3 credit hours
SOW 6305	Social Work Practice I	3 credit hours
SOW 6532	Field Education I	3 credit hours
<i>Spring Semester – 15 Hours</i>		
SOW 6306	Social Work Practice II	3 credit hours

SOW 6186	Macro Social Work Theory and Practice	3 credit hours
SOW 6405	Research I: Methods	3 credit hours
SOW 6236	Social Policy Analysis	3 credit hours
SOW 6533	Field Education II	3 credit hours

The Concentration Year curriculum is primarily a methods oriented curriculum to support the learning needs of an advanced clinical practitioner and the needs of this region. There are four required specialized methods courses and a course in psychopathology. The Advanced Practice Seminar provides the opportunity for students to integrate advanced practice methodology with generalist social work knowledge and research. Additionally, the clinical course work corresponds to that which is mandated for Florida State licensure.

<i>Fall Semester -12 Hours</i>		
SOW 6616	Advanced Clinical Practice with Individuals	3 credit hours
SOW 6553	Research II: Practice Evaluation	3 credit hours
SOW 6124	Psychopathology Clinical	3 credit hours
SOW 6535	Field Education III	3 credit hours
<i>Spring Semester-12 Hours</i>		
SOW 6611	Advanced Clinical Practice with Families and Couples	3 credit hours
SOW 6344	Advanced Clinical Practice with Groups	3 credit hours
SOW 6369	Advanced Clinical Practice Seminar	3 credit hours
SOW 6537	Field Education IV	3 credit hours

In addition to the above 51 hours, students must take (9) hours of approved social work electives. Electives are offered in the fall, spring, and summer semesters.

Advanced Standing and Part-Time Programs

In addition to the Full-Time program the MSW curriculum is delivered through the Advanced Standing program and the Part-Time Program. These programs have been designed to meet the needs of diverse student populations and to fulfill the mission of the Department of Social Work to the five surrounding counties. Each of these programs differs from the Full-Time program only with respect to the scheduling of courses. The same policies and procedures relating to admission, student advising, and faculty liaison apply to all programs.

Advanced Standing

The Department of Social Work admits MSW students once each year in the spring for the following fall semester. CSWE has mandated that course work at the graduate level not be redundant for MSW

graduates. Applicants with a strong academic record, who have earned a Baccalaureate of Social Work (MSW) degree may apply for admission to the Advance Standing Program. Generalist courses may be recognized, if the applicant meets the following criteria: (1) applicant graduated from a CSWE accredited program within five years of the time of application; and (2) applicant received grades of “B” or above in their MSW courses; and (3) the applicant earned a 3.5 GPA in the last 60 hours of the MSW degree. In some cases, Advanced Standing applicants may be required to take one or more Generalist Year courses for which there was no equivalent in their MSW program.

A copy of the student’s MSW field evaluation is required, and one of three references must be from the field instructor/coordinator. If the student has one or more years of experience, one reference from her/his social work supervisor will suffice for the placement evaluation and field instructor/coordinator reference.

Advanced Standing Full Time		
<i>Fall Semester -12 Hours</i>		
SOW 6616	Advanced Clinical Practice with Individuals	3 credit hours
SOW 6124	Psychopathology Clinical	3 credit hours
SOW 6553	Research: Practice Evaluation	3 credit hours
SOW 6535	Field Education III	3 credit hours
<i>Spring Semester-3 Hours</i>		
SOW 6611	Advanced Clinical Practice with Families and Couples	3 credit hours
SOW 6344	Advanced Clinical Group Practice	3 credit hours
SOW 6369	Advanced Practice Seminar	3 credit hours
SOW 6537	Field Education IV	3 credit hours

In addition to the above 24 hours, students must take (6) six hours of approved social work electives. Electives will be available each semester, including summer semesters.

Advanced Standing Part Time Plan of Study

Advanced Standing Part-Time Generalist Year		
<i>Fall Semester -6 Hours</i>		
SOW 6616	Advanced Clinical Practice with Individuals	3 credit hours
SOW 6124	Psychopathology Clinical	3 credit hours
<i>Spring Semester – 3 hours</i>		
SOW 6611	Advanced Clinical Practice with Families and Couples	3 credit hours

Summer Semester – 2 Hours		
SOW 6533	Field Education II A	2 credit hours

Advanced Standing Part-Time Concentration Year		
Fall Semester – 5 hours		
SOW 6435	Research II: Practice Evaluation with Individuals	3 credit hours
SOW 6570	Field Education II B	2 credit hours
Spring Semester – 8 hours		
SOW 6344	Advanced Clinical Practice with Groups	3 credit hours
SOW 6369	Advanced Clinical Practice Seminar	3 credit hours
SOW 6571	Field Education II C	2 credit hours

In addition to the above 24 hours, students must take (6) six hours of approved social work electives. Electives will be available each semester, including summer semesters.

Part-Time Program

The Part-Time program is designed to increase accessibility of the MSW education for students whose family or work responsibilities do not allow for full-time study or well-qualified individuals who cannot finance full-time study. Both Full-Time and Part-Time students follow the same sequence of courses and must meet the same specific graduation requirements. Applicants admitted to the Part-Time MSW program must meet the following requirements: have a commitment to attain the Master of Social Work degree; meet the admission standards of the Department of Social Work, and demonstrate strong potential for graduate professional education.

In the Part-time program, students complete the Generalist courses and Concentration courses and field education over a 4-year (8 semesters, plus 2 summers) period. This plan includes courses one or two days per week and field instruction one or two days per week. The standard 4-year schedule of courses follows. It is also possible to complete the program in 3 years. Students must request approval from their academic advisors before embarking in a 3-year plan to ensure that courses are taken in the correct sequence and with the correct co-requisite courses. The 4-year plan is:

Part-Time – Four Year Program		
Foundation Year One		
Fall Semester -6 Hours		
SOW 6235	Social Welfare and History	3 credit hours
SOW 6105	Human Behavior in the Social Environments I: Micro	3 credit hours

Spring Semester – 6 Hours		
SOW 6236	Social Policy Analysis	3 credit hours
SOW 6186	Macro Theory and Practice	3 credit hours

Part-Time – Four Year Program Foundation Year Two		
Fall Semester -6 Hours		
SOW 6235	Social Welfare and History	3 credit hours
SOW 6105	Human Behavior in the Social Environments I: Micro	3 credit hours
Spring Semester – 6 Hours		
SOW 6236	Social Policy Analysis	3 credit hours
SOW 6186	Macro Theory and Practice	3 credit hours
Summer Semester – 2 Hours		
SOW 6552	Field Education I C	2 credit hours

Part-Time – Four Year Program Concentration Year Three		
Fall Semester -6 Hours		
SOW 6616	Social Welfare and History Advanced Clinical Practice with Individuals	3 credit hours
SOW 6124	Psychopathology Clinical	3 credit hours
Spring Semester-3 Hours		
SOW 6611	Advanced Clinical Practice with Families and Couples	3 credit hours
Summer Semester – 2 Hours		
SOW 6533	Field Education II A	2 credit hours

Part-Time – Four Year Program Concentration Year Four		
Fall Semester -5 Hours		
SOW 6435	Research II: Practice Evaluation with Individuals	3 credit hours
SOW 6570	Field Education II B	2 credit hours

Spring Semester-8 Hours		
SOW 6344	Advanced Clinical Practice with Groups	3 credit hours
SOW 6369	Advanced Clinical Practice Seminar	3 credit hours
SOW 6571	Field Education II C	2 credit hours

In addition to the above 51 hours, students must take (9) hours of approved social work electives. Electives will be available each semester, including summer

Elective Courses

Students must take three 6000-level social work electives; advanced standing students must take two 6000-level electives. These provide a further opportunity to learn generalist and advanced clinical practice with special populations: older adults, children and families, people with mental and physical challenges, trauma, international social work, and spirituality.

Students generally begin to take their elective courses in the spring semester of the Generalist Year, (under special conditions, students may enroll in an elective during the fall semester, with the permission of the faculty advisor).

All electives meeting MSW degree requirements must be at the 6000 level or above. A selection of elective courses is offered each year depending on student interest and faculty availability. The elective courses offered in this Student Handbook, are not all offered in any one academic year. Topical electives may be added. An elective course will not be offered if fewer than 10 students enroll in the course.

Under certain circumstances, a student may request permission from the Department of Social Work to substitute a course offered by another graduate program for an MSW elective. Students may be motivated to make such a request because a graduate level course offered through another school or department (in this or another university), may be especially applicable to the student's professional social work career goals. The student **must** receive formal approval prior to enrolling in the course. In addition to a completed course substitution form, the student should also include a detailed description of the course—preferably a syllabus. Permission to complete an external course, as a substitute for an FGCU elective, must be approved by the student's Academic Advisor in the Department of Social Work as well as by the Department Chair. Credit is granted for an outside elective course provided:

1. The course is graduate level and offered by an accredited college or university.
2. The course bears direct relevance to Master's level social work education.
3. The student's academic advisor approves the course description and confirms that the rationale for taking the course in another program is pedagogically sound.
4. The course is not similar to courses offered in the Department of Social Work.
5. The course is not used to meet requirements for another degree.
6. The student earns a grade of 'B' or better and provides an official transcript attesting to that fact.

Independent Study

MSW students may seek permission from their faculty advisor to substitute a course of Independent Study under the direction of a member of the graduate faculty of the Department of Social Work for an MSW elective. Independent study affords a student the opportunity to explore a topic not addressed in classroom courses or to examine a subject in greater depth. When the independent study involves research of human subjects, the proposed research project must receive formal approval of the Institutional Review Board (IRB) of FGCU prior to course registration (see below).

The student must submit a signed and completed request to the Coordinator of the MSW Program and receive formal approval prior to registering for the course. The student must also attach to the completed Independent Study Proposal form an outline of the proposed course of study. The outline should follow the format described in the Independent Study Proposal form.

Permission to undertake a course of independent study, as a substitute for an MSW elective, must be approved by the Department of Social Work and credit granted provided:

- The proposed course of independent study bears a direct relationship to professional social work and requires graduate level scholarship.
- A Department of Social Work professor formally agrees to serve as the instructor of the course of independent study.
- The student's academic advisor approves the proposal.
- The course of independent study does not duplicate work done in another independent study course or in classroom courses already part of the MSW curriculum.
- The course of independent study is not to be used to meet requirements for another degree.
- The student earns a grade of 'B' or better for the independent study.

MSW Degree Requirements

Full-time MSW students will be enrolled for 15 credit hours each semester. The program is demanding, with required reading assignments, papers, presentations, class projects, and 16-18 hours a week of field education.

The Department of Social Work requires 60 credit hours for the MSW degree, consisting of:

- 48 hours of classroom work maintaining a 3.0 GPA (B) on a 4.0 grade system
- 12 credit hours of field placement with an "S" for satisfactory performance
- Recommendations of the faculty of the Department of Social Work to the President/Provost of FGCU that the Master's degree be granted.

The following courses are limited to students accepted into the MSW program:

- SOW 6105: Human Behavior in the Social Environment I: Micro (3)
- SOW 6124: Psychopathology in Clinical Practice (3)
- SOW 6186: Macro Social Work Theory and Practice (3)
- SOW 6235: Social Welfare & History (3)
- SOW 6236: Social Policy Analysis (3)
- SOW 6305: Social Work Practice I (3)
- SOW 6306: Social Work Practice II (3)
- SOW 6344: Advanced Clinical Group Practice (3)
- SOW 6369: Advanced Practice Seminar (3)
- SOW 6405: Research I: Methods (3)
- SOW 6435: Research II: Practice Evaluation (3)
- SOW 6611: Advanced Clinical Practice with Families & Couples (3)
- SOW 6616: Advanced Clinical Practice with Individuals (3)

Program Policies

- To graduate from the MSW program, a student must have a 3.0 Grade Point Average (GPA).
- A student with a GPA below 3.0 in any semester will be placed on academic probation.
- A student who does not have a GPA of 3.0 at the completion of the first year may be dismissed from the program. If reinstated following an appeal, a student must repeat all required courses in which they have received a grade lower than B.
- A student who receives a grade of Unsatisfactory (U) for a field education course may be dismissed from the program.
- A student who receives a grade of F or U in a course may be dismissed from the program. The dismissal is effective within 14 days from the date that the student is notified in writing by the Department or at the end of the appeal process if the appeal is denied.
- A student who is not registered in any given semester must request a leave of absence in order to maintain her/his status as an active student in the program. A letter requesting a leave of absence must include a tentative date of return and plan for completion of the program.
- The faculty of the MSW Program reserves the right to dismiss from the program a student who does not meet academic requirements, behavioral expectations, or professional conduct appropriate to a master's level professional as defined by this Handbook, the NASW Code of Ethics, or both.
- A student dismissed from the MSW program may appeal the dismissal to the Marieb College of Health and Human Services Student Affairs Committee. When a student is dismissed from the program, the Department will make reasonable effort to notify the student in writing.
- All generalist and concentration year practice courses (SOW 6305, SOW 6532, SOW 6306, SOW 6533, SOW 6186, SOW 6344, SOW 6369, SOW 6611, SOW 6616, SOW 6124, SOW 6565, SOW

6554, SOW 6552, SOW 6566, SOW 6570, and SOW 6571) are limited to students accepted into the MSW program.

- Students must earn a grade of “B” or better in each practice course in order to proceed to the next level of study. If a student earns a B- or lower in a practice course s/he must retake the course and earn a grade of “B” or better in order to register for subsequent MSW classes or field education. Students must earn a grade of “C” or better in all other courses (non-practice courses) in order to meet FGCU Graduate Studies requirements. IF a student earns a C- or lower in a non-practice course, s/he must retake the course and earn a grade of “C” or better in order to receive the MSW degree.

Time Limit and Matriculated Status

Degree requirements must be completed within four years of the time of initial enrollment in the program (two years for advanced-standing students). Students may intermit (not take courses) for a period of one year without the necessity of readmission. However, the student must request a leave of absence in writing by **February 1** for the following fall semester, in order to maintain her/his status as an *active* student. The letter requesting a leave of absence must include a tentative date of return and plan for completion of the program. In addition, any student who is considering intermitting or withdrawing from the program must consult with her or his adviser. If withdrawing, an **exit statement** must be submitted for the record, indicating the reason for withdrawal.

Minimum Academic Standards

To be in good standing in MSW Program, a student must maintain a graduate grade point average of 3.0 or better in all graduate credit courses and must maintain reasonable progress toward MSW program requirements.

The Department of Social Work MSW Program places a student on probation whose graduate cumulative grade point average ratio falls below 3.0 after 15 graduate credit hours have been attempted. Further academic action may be taken at the end of the following semester of enrollment on the basis of the student’s progress.

Grading Policy

Assignments are graded with attention given to: mastery of content, organization; quality and depth of the written work with emphasis on fluidity and clarity of expression; completeness, and following directions; use of scholarly literature; evidence of critical thinking; grammar, punctuation, and sentence structure; neatness and presentation; timeliness of submission; and, adherence to APA style.

A	= 100-93	B	= 86-83	C	= 76-73	D	= 66-63
A-	= 92-90	B-	= 82-80	C-	= 72-70	D-	= 62-60
B+	= 89-87	C+	= 79-77	D+	= 69-67	F	= 59 or less

- A = Work Exceeds Expectations. Work of distinction that covers all of the above categories in a thorough, articulate, and **outstanding** fashion.
- B = Work Meets Expectations. Work of good quality that reflects all of the above categories in an **adequate** manner.

- C = Work Marginal/Minimally Meets Expectations. Work below the expected standard of a graduate student and **minimally** reflects the above criteria.
- D/F = Work Fails to Meet Minimal Expectations. Work reflects an inability to articulate an understanding of the major content of the assignment/course.

A final course grade of “A” for the course means that assignments, participation and attendance requirements for the class have been surpassed.

A grade of “A” on a paper reflects mastery of content, organization with emphasis on clarity and following directions, use of literature, quality and depth of the written work, quality of practice analysis, creativity, and correctness of grammar, punctuation, and sentence structure. A “B” paper is a work of above average quality and reflects all of the above categories in a more than adequate manner. A “C” paper meets the minimum requirements of the assignment. A “D/F” paper reflects an inability to articulate an understanding of the major content of the covered assignment.

Incomplete Grades

The process to implement a plan concerning an incomplete grade for a course must be initiated by the student prior to the end of the course offering. A student who has not completed all of the required coursework by the end of the term may, with the permission of the instructor, be assigned a grade of “I” (Incomplete). A grade of “I” is not computed in a student’s GPA.

An incomplete grade cannot be assigned to a course if the student fails to attend the course, drops the course after the drop/add period, or withdraws from the university. A student, who registers for a course but fails to meet the course requirements, without officially dropping the course, will receive a grade of “F” in the course.

To initiate consideration for a grade of “I”, a student must contact the instructor before grades are reported. The decision to allow an “I” is solely at the instructor’s discretion. Should a professor decide to assign the incomplete grade, both the student and the professor must complete an Incomplete Grade Agreement form. A copy of this form must be on file in the Office of Registration and Records and should be submitted by the instructor with the final grade roster.

Academic Advising

Academic advising is highly valued by the graduate faculty of the program. Each full-time graduate faculty member serves as academic advisor to MSW students. Immediately upon acceptance into the MSW Program, students are assigned a faculty academic adviser. The faculty advisor assists students throughout their educational career as they prepare to become competent advanced clinical social workers. The advisor monitors student progress, provides consultation in planning a course of study, and assists in problem-solving with regard to both classroom and field education. The faculty advisor serves as *point person* with whom the student may confer regarding any academic issue or concern.

Faculty advisors serve several important functions within the MSW program:

- 1) Helping the student identify and clarify personal career goals in the context of realistic professional opportunities and socialization for the social work profession.

- 2) Fostering and evaluating student academic progress in the context of an educational experience to ensure sufficient number of credits each semester congruent with degree completion requirements and for maintenance of required GPA and individual social work course grades.
- 3) Helping the student identify and use campus and/or community resources when necessary for financial need, personal counseling, academic skill development, and/or other threats to satisfactory academic and professional performance.
- 4) Facilitating grievance and appeal processes for students failing to meet the program's academic and professional requirements.

It is strongly encouraged that students meet with their assigned faculty advisor from the Department of Social Work each semester to ensure that they are on track for successful completion of the MSW program in a timely manner. Faculty advisors will contact their assigned advisees to arrange meetings at set times during the course of the MSW program. However, students should feel that they could contact their assigned faculty advisor from the Department of Social Work whenever they have questions about their status or progress in the MSW program

Student's Rights and Responsibilities

MSW students are viewed as competent adults who have not only the right but also the responsibility to participate in the decision-making process about the educational program in which they have enrolled. Students regularly contribute to the continued development and growth of programs in the Department. Student input is highly valued across the continuum of the program. For example:

- All students enrolled at FGCU have an opportunity at the end of each course to evaluate their instructors. Students are given standardized faculty evaluation forms to complete. These evaluations are confidential. Results are provided to the faculty to use in strengthening content, teaching, and learning methods to facilitate more effective instruction only after final grades for the course have been entered on Gulfline.
- Through their elected and/or volunteer representatives, MSW students provide input to and learn from each of the following committees: Curriculum, Student Affairs and Education Review, Department Meetings, and various others which might be convened throughout the year. Student representatives are viewed as especially valuable members of these committees.
- Students have the opportunity to meet both informally and formally with any candidates being considered for faculty positions. Additionally, a student representative is selected to be a member of any screening committee commissioned in the hiring of new faculty. Students are asked to provide written assessments of each candidate to be included as a part of the recommendation package prepared by the Department for employment purposes.

Social Work Policies

Academic and Scholarly Guidelines

Students admitted to the MSW program at the FGCU Department of Social Work have already demonstrated in their undergraduate or other graduate studies their capacity for superior academic work. Students should be familiar and comfortable with high academic and scholarly

standards. Students are expected to attend classroom and practicum course meetings. Regular attendance is viewed as the personal and professional responsibility of each MSW student. Active participation in course activities is expected. In participating, students are expected to display interest in and respect for their colleagues in a manner that is congruent with the values, ethics, and skills of the profession.

In written assignments, students are expected to prepare documents in a scholarly and professional manner. Submissions should be typewritten in double-space format and carefully edited for spelling and grammar. All direct quotations, paraphrases, empirical research findings and other restatements of the research, scholarship, or creative work of others must be appropriately documented using the standard bibliographic citation methods set out in the Sixth Edition of the *Publication Manual of the American Psychological Association (2009)*. **The APA Manual serves as the guide for style and format of all papers submitted in the MSW program.**

Competent and effective social work practice requires well-developed and refined communication skills, including the use of the written word. Writing well helps social workers communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated on both the basis of the quality of the scholarly content as well as the quality of its presentation.

Policy on Student Misconduct

The FGCU, Department of Social Work may discipline a student for academic misconduct which is defined as any action which could compromise the academic integrity of the University and undermine the educational process.

Academic misconduct includes, but not exclusively, the following:

- *Cheating*
 - The following actions are considered cheating:
 - The use of external assistance on any in-class or take-home examination, unless the instructor specifically has authorized such assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
 - Having another person as a substitute in the taking of an examination or quiz.
 - Collaborating with other persons on a particular project and submitting a copy of a written report that is represented explicitly or implicitly as the student's own individual work.
 - Stealing examinations or other course materials.
 - Allowing others to conduct research or to prepare any work for him or her without advance authorization from the instructor to whom the work is being submitted.
 - Making unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons. Stealing examinations or other course materials
 - Using any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
 - Submitting substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being

- submitted.
 - Altering a grade or score in any way.
- *Fabrication*
 - To falsify or invent any information or data in an academic exercise including, but not limited to:
 - Records or reports, laboratory results, and citations to the sources of information.
- *Plagiarism*
 - To adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgement. A student must give due credit to creativity of others and acknowledge an indebtedness whenever he or she does any of the following:
 - Quotes another person's actual words, either oral or written.
 - Paraphrases another person's words, either oral or written.
 - Uses another person's idea, opinion, or theory.
 - Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.
- *Interference*
 - To steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
 - To give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.
- *Violation of Course Rules.*
 - To violate course rules as contained in a course syllabus or other information provided to the student.
- *Facilitating Academic Dishonesty.*
 - To intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

The faculty of the MSW Program reserves the right to dismiss from the program a student who does not meet academic requirements, behavioral expectations, or professional conduct as defined by this Handbook, the NASW Code of Ethics, or both.

Field Education Policy

It is acknowledged that issues within a field education internship agency arise on occasion. Such issues may include but not be limited to:

- Field Instructor leaving a field education internship agency for any reason;
- Task Supervisor leaving a field education internship agency for any reason;
- Field education internship agency deciding to no longer accept interns; or
- Field education internship agency closing.

In the event a situation as outlined above should occur, the Field Education Coordinator will make every effort to place the student in a new field education internship agency as soon as possible. The student may need to take a grade of 'Incomplete' (I) for the semester in which the field education internship course is completed until such time that all required hours have been successfully completed.

Students in the MSW program will be delayed in their course progression and plan of study should any of the following situations occur:

1) The student receives a grade of 'Unsatisfactory' (U) in a field education internship course at the completion of the given semester in which the field education internship course was completed. In such a case, the student will not be able to progress to the courses outlined on their specific plan of study until such a time that they have successfully completed the field education internship course during the next term it is offered. This usually requires the student to wait one academic year as courses in the MSW program are only offered once per academic year. Any exception to this rule must be approved by the Field Education Coordinator in collaboration with the MSW Program Coordinator.

2) The student is dismissed from their field education placement by their field education agency prior to the end of the given semester in which the field education internship course is being completed. Such a dismissal, based on appropriate documentation from the Field Instructor at the field education internship agency, is considered as the student not successfully completing the field education internship course. In such a case, the student will not be able to progress to the courses outlined on their specific plan of study until such a time that they have successfully completed the field education internship course during the next term it is offered. This usually requires the student to wait one academic year as courses in the MSW program are only offered once per academic year. The student may complete any co-requisite courses of the field education internship course in question. In such a case, the student will not be able to progress to the courses outlined on their specific plan of study until such a time that they have successfully completed the field education internship course during the next term it is offered. This usually requires the student to wait one academic year as courses in the MSW program are only offered once per academic year. Any exception to this rule must be approved by the Field Education Coordinator in collaboration with the MSW Program Coordinator.

In either case outlined above, the following process will be followed to ensure the recommendation of the Field Instructor to dismiss a student or provide a grade of 'Unsatisfactory' (U) is appropriate:

1) The student and Field Instructor will meet to discuss the concerns and a plan of action to address the concerns. This conversation should be documented in writing to the student and their Field Liaison.

2) If the concerns continue or are exacerbated, the student, Field Instructor, and Field Liaison will meet to complete a Corrective Action Plan for the Student. The plan is to include specific objectives and dates by which these are to be attained. The plan is to be signed by all parties. The original will be provided to the Field Education Coordinator to be placed in the student's academic file. Copies will be provided to the Field Instructor, student, and Field Liaison.

3) If the objectives of the Corrective Action Plan are not met by the agreed upon dates or if the student violates the Corrective Action Plan in any way, based on documentation from the Field Instructor, the student may be dismissed from the field education internship agency and/or will receive a grade of 'Unsatisfactory' (U) for the field education internship course.

In some cases, student behavior is considered egregious and may result in the student being immediately dismissed from the field education internship agency. The FGCU Department of Social Work observes the right of the field education internship agency to take such action when deemed necessary by the Field Instructor or other administrative staff of the field education internship agency. Such behavior would include but not be limited to:

Student violation of Federal, State, or agency policy and procedures.

Improper verbal or physical contact with a staff member or client at a field education internship agency.

Student violation of the NASW Code of Ethics.

Illegal activity undertaken by the student while an intern at a field education internship agency.

In the situation outlined above, the following process will be followed:

- 1) The student is to be notified by the Field Instructor in writing of their dismissal and the reason for such action being taken. The Field Liaison should be copied on the written notification to the student.
- 2) The Field Liaison, student, and Field Education Coordinator will meet within five (5) days of the dismissal notification to discuss the situation. This conversation should be documented in writing to all parties above.
- 3) The Field Instructor, Field Liaison, Field Education Coordinator will meet within five (5) days of the dismissal notification to discuss the situation. This conversation should be documented in writing to all parties above.
- 4) Based on the information gathered in the two meetings noted above, the student will be referred for a Program Continuation Review as outlined in the MSW Program Handbook. Possible consequences include suspension or dismissal from the MSW program.

Social Media Policy

The FGCU MSW Program adheres to the social media policy outlined by the FGCU Marieb College of Health & Human Services. If students have questions concerning this policy, they may contact the MSW Program Coordinator for clarity. The policy is provided here for your convenience:

Social media is defined as web-based and mobile technology used for interactive communication. Regardless of the type of social media, students are responsible for content they post, text, and promote. Examples of social media may include (but are not limited to) the following:

- Blogs – Blogger, LiveJournal, Xanga
- Microblogs – Dailybooth, Foursquare, Google Buzz, Posterous, Tumblr, Twitter
- Podcasts – Blubrry
- Social networks – Allnurses.com, Bebo, Facebook, Google+, LinkedIn, MySpace, Orkut, Second Life
- Social news sharing – Digg, Flickr, Instagram, Reddit, Snapchat
- Social bookmarks/social tags – Delicious, Diigo, Google Reader, StumbleUpon
- Video hosts – Vimeo, YouTube

Students in the Marieb College of Health & Human Services have a responsibility to understand the benefits and consequences of participating in social media. Students must consider important concepts and a number of principles when functioning within the virtual world of social media in order to maintain their own reputation and the reputation of the MCHHS and FGCU. This policy encompasses personal and professional social media use.

Students should represent Florida Gulf Coast University (FGCU) and the Marieb College of Health & Human Services in a fair, accurate, ethical, and legal manner while engaging in all social media activities. Official electronic communication regarding FGCU and MCHHS business, academic schedules, and academic classes will occur through University sanctioned channels such as FGCU email, Canvas, listservs, and FGCU websites.

When interacting on social media, students must be cognizant that information may be public for anyone to see and can be traced back to you as the individual. **Students are prohibited from disclosing through social media information such as (but not limited to) the following:**

- Clinical discussions for the purpose of education that include any identifiable information related to patients or clinical institutions and employees.
- Confidential or non-public proprietary information including photos or videos of patients, patient families, students, faculty, staff, and clinical institutions and employees.
- Comments that are damaging to FGCU, other students, faculty, staff, and clinical institutions and employees.
- Comments that are threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.
- Postings that are in violation of any state or federal laws.

Improper use of social media may violate state and federal laws established to protect patient privacy and confidentiality and can result in both civil and criminal penalties. Inadvertently or unintentionally breaching privacy and confidentiality may result in disciplinary action including:

- Failure in a course
- Report/Notification to the Dean of Student Affairs
- Student Conduct Hearing
- Dismissal from the program
- Suspension from the University

Students are legally responsible for any and all communications on social media websites. If you make a mistake, admit it immediately. Faculty and staff can assist you in finding a solution, potentially avoiding any harmful implications.

Policy on Student Continuation, Review, and Dismissal

Educational Requirements

For continuation in and graduation from the program, students are required to:

- Students must earn a grade of “B” or better in each practice course in order to proceed to the next

level of study. If a student earns a B- or lower in a practice course s/he must retake the course and earn a grade of “B” or better in order to register for subsequent MSW classes or field education.

- Earn a grade of “Satisfactory” in Field Education I, II, III, and IV (or Field Education IA, IB, IC, and IIA, IIB, IIC).
- Maintain a 3.0 cumulative GPA in required social work courses and 3.0 overall GPA.
- Carry out professional activity in conformity with the values and ethics of the profession and comply with any Corrective Action Contract that may have been entered into (see below).

Policy on Student Performance Review

All students are admitted with the expectation that they have the potential academic ability and personal suitability for completing the professional program in which they are enrolled. All students in the MSW Program are expected to maintain the standards established by the Department of Social Work and those held by the social work profession. In order to identify possible academic problems, the Department reviews students’ performances periodically.

Standards for professional conduct in the FGCU MSW program include the following:

Professional Behavior

- Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community.
- Appearance, dress, and general demeanor reflect a professional manner.
- Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.
- Works effectively with others, regardless of level of authority.
- Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution.
- Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

Self Awareness

- Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior, and relationships.
- Accurately assesses one's own strengths, limitations, and suitability for professional practice.
- Shows awareness of self and how one is perceived by others.
- Reflects on one's own limitations as they relate to professional capacities.
- Is willing to examine and change behavior when it interferes in working with clients and other professionals.

Communication Skills

- Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.
 - Written: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.
 - Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

Interpersonal Skills

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

Cognitive Skills

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

Stress Management

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

Emotional and Mental Capacities

- Uses sound judgment.
- Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance.

- Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:
 - compromise scholastic and other performance
 - interfere with professional judgment and behavior, or
 - jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the current Codes of Ethics by the National Association of Social Workers and the FL State Board of Social Worker Examiners for Social Work Licensure).

A student dismissed from the MSW program may appeal the dismissal following the Student Conduct Grievance process found online at <http://www.fgcu.edu/studentguidebook/grievance-procedures.html>.

When a student is dismissed from the program, the Department will make reasonable effort to notify the student in writing.

Criteria for Review

Conduct that is not congruent with the values and ethics of the social work profession (i.e., NASW, NAMSU, CSWE) and the Academic Code of Conduct for Students at FGCU constitutes grounds for review. This includes behavior in the student's fieldwork and the classroom that does not conform to the profession's values and ethics such as:

- Behavior that interferes with the student's functioning, or jeopardizes the welfare of those to whom the student has responsibility, such as clients, co-workers, or both.
- Failure to communicate effectively, both verbally and in written form, including interviewing skills and interpersonal skills that permit comfortable interaction with other people.
- Failure to adhere to internship agency policies and professional standards.
- Failure to use sound judgment, both in work with clients and in regard to oneself, such as failure to seek professional help for physical or emotional problems which interfere with professional functioning.
- Having more than one Incomplete at a time in course work, or having received more than two grades of Incomplete in any course after admission to the program.
- Academic dishonesty such as cheating on examinations or plagiarism or otherwise presenting the work of someone else as one's own.
- Grade Point Average falls below 3.0.
- A request by a faculty member for a review due to student's poor course work performance.

Procedures for Social Work Student Performance Review

The Department of Social Work has established mechanisms to respond to requests for students' performance reviews. At the beginning of the academic year, a Performance Review Committee shall be formed. The Chair will be responsible for convening the meeting for the review process. The performance review committee is conceptualized as a mechanism to identify and resolve as early as possible any developing problems with students' academic and/or professional performance.

The functions of the Performance Review Committee will be to:

- Review those students who fall under “Criteria for Review by Performance Review Committee.”
- Receive faculty requests for student performance review.
- Receive student requests for a student performance review.

When a student’s performance is evaluated as deficient, the Committee can recommend the following:

1. *Corrective Action Contract.* In situations where such action is feasible and desirable, a Corrective Action Contract will be created.
 - The contract will set forth problems to be solved, actions to be taken to solve said problems, and a time period for completion of designated actions and re-evaluation of student performance.
 - Consequences for non-performance also will be included in the contract.
 - The Committee will work together with the student, her/his advisor, and other relevant parties.
 - If the student fails to fulfill the contract, or, while working on the contract some serious impropriety or failing academic performance occurs, the Committee may decide that the student cannot continue in the MSW program.
 - Dismissal can occur during any semester of enrollment in the MSW Program, including the last semester of enrollment.
2. *Automatic Probation.* The following circumstances will result in automatic probationary status:
 - Failure to maintain a 3.0 grade-point average or a grade of “C-” (3.0 in practice courses) or below in any social work course.
 - Two incompletes in one semester.
 - Incomplete in Field.
3. *Automatic Dismissal.* Automatic dismissal will occur as a result of the following:
 - Failure to carry out professional activity.
 - In the event of an automatic dismissal, the following notification procedures are followed:
 - The Committee will notify the instructor for the course, the faculty advisor, and the Department Chair.
 - Within five (5) working days of receiving the Dismissal Notification, the Department Chair will send, by certified mail, a written statement to the student indicating that s/he has been dismissed from the program and invite the student to meet with the Department Performance Review Committee to discuss her/his academic plans. A copy of the letter will also be forwarded to the College Student Affairs Committee.
 - The Department Performance Review Committee and faculty advisor will meet with the student, should s/he wish to discuss options and reinstatement procedures.

Appeal Procedures

Decisions rendered by the Department Performance Review Committee may be appealed by following the Grievance Procedure outline in the FGCU Student Guidebook <http://www.fgcu.edu/studentguidebook/grievance-procedures.html>

Individual decisions regarding a student's grade may be appealed to the Marieb College of Health & Human Services Grade Appeals Committee by following the procedure outline by the Office of Student Conduct (<http://www.fgcu.edu/studentguidebook/grade-appeals.html>).

In any instance in which a student wishes to file a formal appeal, the student's academic advisor will assist in the procedure and process.

Students and Governance

The following Meetings and Committees in the Department are comprised of both faculty and student members:

- Curriculum Committee. Reviews issues pertaining to the curriculum and practicum of the program.
- Performance Review Committee. Makes formal recommendation after consultation regarding the academic status of students whose performance in either class or field is being questioned. Reviews requests for grade appeal/change.
- Department Meetings. Primary governing body for policy changes within the Department.
- Faculty Search Committees. Screens candidates for faculty positions and makes formal recommendations to the Chairperson regarding hiring.

Chairs of the various Department committees will recruit student members every fall via the social work student organization and by posting openings in the Department. Students interested in serving on any of these Department committees may also communicate their interest to their advisor who will forward this information to the appropriate committee chair.

Faculty Responsibilities

Course Syllabi

The Faculty of Florida Gulf Coast University, Department of Social Work subscribes to the principle that a course syllabus represents a "contract with students." Therefore, learning activities, experiences, assignments, and evaluation procedures are expected to relate logically to the course objectives described in the syllabus. Significant variations in course content from what is described in the course syllabus would necessarily occur only with full understanding and consent of the students enrolled in the course.

Course/Instructor/Program Evaluations

Faculty members and instructors regularly seek evaluative feedback from students concerning classroom or field instructional learning activities. Toward the end of the semester, formal course/instructor evaluations are distributed to all students via Canvas. When completed, these evaluations are forwarded to the Administration for aggregation, review, and analysis before being _____

forwarded to each instructor. These formal course/instructor evaluations are used for numerous purposes, including promotion and contract renewal decisions, merit raises, and various faculty development activities.

Students will also be asked to complete a "Perception of Program Survey." It will be distributed and collected during the last or next-last class of the final semester prior to graduation. This survey is a necessary component of ongoing assessment of the MSW program for the Council on Social Work Education.

Criteria for Evaluating Academic Work

Written Work: Quality writing is essential for social work practice. Generally, papers must begin with an introductory statement of purpose and an overview of the ideas to be presented. Each aspect of the assignment must be thoroughly addressed and *adherence to guidelines provided by individual instructors is expected*. Citations and references in the *Publication Manual of the American Psychological Association (APA)* format, according to the most recent edition of the publication manual (currently 6th), must be included. APA style resources can be accessed at: <http://owl.english.purdue.edu/owl/resource/560/01/>.

Students must carefully proofread their papers for typographical, grammatical, sentence structure, spelling, and other mechanical errors.

Class Presentations: Presentations are an important part of graduate study. The purposes of the presentation should be clear in the syllabus. Presentations should be well organized and articulately delivered. The presentation should demonstrate practice insights and skills and ample integration of theoretical material from the readings and class discussions. A skillful presenter involves the audience in the presentation. Handouts should be written clearly and include all reference material used to construct the presentation. Use of audio-visual technology (i.e., PowerPoint) can greatly enhance a presentation and is often required by the instructor. As with the use of any technology, it is advisable that training be obtained in developing PowerPoint presentations to enhance their effectiveness.

Attendance and Class Participation: Students in the MSW program are expected to demonstrate performance and behavior appropriate to a graduate level professional. This includes attending each class session, preparing for class and arriving on time. A student who must be late or absent (because of illness, for example), is expected to make a concerted effort to notify the instructor and is solely responsible to ascertain what work was missed.

Oral participation should demonstrate:

- An ability to make conscious, purposeful use of self in interactions within the classroom
- Self-awareness (feelings as well as behaviors)
- Receptivity to feedback and an ability to integrate feedback into behavioral change;
- Respect for difference and for others' feelings, including, but not limited to a nonjudgmental attitude, sensitivity to ethnic diversity and oppressed groups, respect for confidentiality and client self-determination;
- An ability to contribute comments that are clearly stated and immediately germane *to the focal issues under discussion*; and
- An ability to use the group to meet own needs, while respecting and without infringing upon the needs of others.

Policy Concerning Confidentiality

The faculty of the Department of Social Work recognizes the value and importance of each student's right to confidentiality. Students may request that specific information shared with individual members of the faculty, field instructors, and/or academic administrators be kept confidential. Although confidentiality cannot be guaranteed, such information will be kept confidential to the extent permitted by law, the Department of Social Work, the NASW Code of Ethics, and FGCU policies. The Department of Social Work regards faculty, faculty advisors, field instructors, and Department administrators as members of each student's educational team who may be consulted periodically to discuss student progress. Information shared confidentially by a student will be shared with their team members only when a team member deems it necessary to address a student's educational needs.

The faculty of the Department of Social Work acknowledges the value and importance of free and open classroom discussion. Students are encouraged to express opinions relevant to course content. In sharing information about others (e.g., clients in their practice), students are expected to protect the confidentiality of others in the classroom, to the extent possible under the law and college/departments policy. Students are expected to refrain from divulging to others outside of the classroom confidential information shared within the classroom. The confidentiality of classroom discussion cannot be guaranteed because of "duty to protect" and "mandatory reporting" laws and/or policies which may require disclosure.

Students are expected to protect the right to confidentiality of the clients that they meet in field. Therefore, ALL identifiers must be removed when presenting case studies for class assignments. This includes names, addresses and any other demographic information that may disclose the identity of the client. Under **NO** circumstances may a student remove a record from an agency setting, photocopy a record or transcribe any identifying information from a record. **Violations of confidentiality are grounds for immediate dismissal from the MSW program.**

Social Work Organizations

The Department of Social Work recognizes that a significant part of a student's professional education is gained outside the classroom. This aspect of education includes not only class-related activities such as study and library research, but also the broader dimensions of professional associations. Participation in any of the following organizations will make a meaningful contribution to the student's professional development.

Social Work Student Association (SWSA)

All declared social work majors are eligible to become members of the SWSA. This organization provides a format for student discussion of issues, both professional and academic, as well as socialization. The SWSA allows students to come together in the mutual interest of the community and the Department of Social Work. You are strongly encouraged to become involved in this organization.

Social Work Honor Society

Phi Alpha is the national social work honor society. FGCU hosts a chapter of the honor society - Phi Alpha Omicron Iota. The honor society offers social work majors who excel in their academic

performances the opportunity to enhance their knowledge and skill through participation in extracurricular learning experiences and community service projects. An undergraduate student is eligible for membership after achieving the following national requirements and meeting local chapter requirements:

- Declared Social Work as a Major
- Completed 9 semester hours (12 quarter hours) of required social work courses.
- Achieved an overall GPA of 3.0 on a 4.0 scale.
- Achieved a 3.25 GPA in required social workcourses.

To learn more about Phi Alpha, please visit their website at: <http://www.phialpha.org/>

National Association of Social Workers (NASW)

NASW is the professional organization for social workers. Undergraduate students are eligible for associate membership in NASW at reduced rates. This membership entitles the student to national, state, and local NASW publications as well as admission to workshop, lectures, and or seminars at a reduced rate. Applications for NASW membership are available in the Department of Social Work.

To learn more about NASW, please visit their website at: <http://socialworkers.org/>

University Policies

Non-Discrimination, Equal Opportunity, Anti-Harassment, and Sexual Misconduct Statement

The Florida Gulf Coast University Department of Social Work adheres to the university 'Non-Discrimination and Equal Opportunity Statement' (<http://www.fgcu.edu/equity/files/non-discrimination.pdf>) as affirmed on July 1, 2015 and reads:

Florida Gulf Coast University is committed to ensuring equity and fairness for all University employees, students, visitors, vendors, contractors and other third parties. Our commitment to these principles is essential to fostering a campus community that values diversity and inclusion. As such, the University does not discriminate on the bases of race, color, national origin, ethnicity, religion, age, disability, sex (including sexual harassment/assault), gender identity/expression, marital status, sexual orientation, veteran status or genetic predisposition with regard to admissions, employment, programs or other activities operated by the University. This prohibition extends to enforcement of Title IX of the Education Amendments of 1972 and the Genetic Information Non-Discrimination Act.

The University's policies cover access and equity in the administration of education, programs, services and activities throughout all divisions, departments and units of the University.

Questions regarding the University's nondiscrimination statement or compliance with the laws applicable thereto should be directed to person and office identified below:

Precious Gunter
Director and Title IX Coordinator Office of Institutional Equity and Compliance
10501 FGCU Boulevard South
Fort Myers, Florida 33965-6565
(239)745-4366

or TTY: 711
email: pqunter@fgcu.edu

Further, the Florida Gulf Coast University Department of Social Work adheres to the 'Non-Discrimination, Anti-Harassment, and Sexual Misconduct Regulation and Policy' that can be located on the FGCU website at - <http://www.fgcu.edu/equity/non-discrimination.html>

University Notices

Anti-Drug Abuse Act

Students convicted of drug felonies may lose their eligibility for federal financial aid programs. The Omnibus Drug Initiative Act of 1988 gives courts the authority to suspend eligibility for federal student aid when sentencing an individual convicted of possession or distribution of a controlled substance. For a drug possession conviction, eligibility is suspended for one year for the first offense, two years for the second offense, and indefinitely for the third offense. For a drug sale conviction, eligibility is suspended two years for the first offense, and indefinitely for the second offense.

Drug-Free Campus Policy

Federal legislation mandates every individual's right to work and learn in a drug-free environment. Florida Gulf Coast University firmly supports this right in policy and practice. Information regarding university policy is available from the Office of the Dean of Student Services and the Office of Human Resources.

Academic Dishonesty/Cheating Policy

The following statement is included on all university student-oriented materials: all students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found under the student code of conduct. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. This statement and all of the student code of conduct apply to students in field placements; there are no exceptions. Any questions should be directed to the Field Education Coordinator, Lori D. Carroll, MSW, LCSW.

The student is also referred to the document academic policies at a glance, which is produced by the office of registration and records, and to the student handbook for the year in which they matriculate. All policies are applicable to students in field courses and field placements.

NASW Code of Ethics

The Department of Social Work adheres to the NASW Code of Ethics and students enrolled in the MSW Program are expected to adhere to the Code in their interactions with clients, colleagues, the community, and the profession-at-large. The full-text of the NASW Code of Ethics can be accessed at: <http://www.socialworkers.org/pubs/codeweb/code.asp>.