

**LONG ISLAND UNIVERSITY  
LIU POST & LIU BRENTWOOD**

The Bachelor of Science in Social Work (BSSW)

**STUDENT HANDBOOK**  
The Standards & Procedures



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## Preface

On behalf of the Department of Social Work faculty, we welcome you to our program. We designed this Student Handbook to help you understand the Baccalaureate Social Work Program at LIU Post and LIU Brentwood. Our faculty and counseling staff are available to answer any questions you have regarding your academic and career plans. Please feel free to come and plan your academic schedule. The *University undergraduate Bulletin* is the official and binding document governing all programs in the University, and you should also read all relevant material following this link: <http://www.liu.edu/CWPost/Academics/Bulletins/Undergraduate-Bulletin>

We believe that our program has all the essentials for an exciting academic experience, which will enhance your professional career. The curriculum is carefully constructed to lead to successful generalist social work practice. The faculty is committed to effective teaching and research. We are all committed to excellence in preparing our students with the knowledge, values and skills they will need in pursuing professional social work careers. We look forward to helping you meet your academic goals. Best wishes for a rewarding educational experience.

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## **LONG ISLAND UNIVERSITY**

Long Island University (LIU) has approximately 16,000 credit-seeking and continuing education students enrolled at five campuses in the greater New York metropolitan area (Brooklyn, Brookville [Post], Brentwood, Riverhead, and Hudson) as of fall 2017. In addition to its residential and regional campuses, the LIU Global College provides students the opportunity to study abroad in China, Costa Rica, Australia and Europe.

The greater New York City area, also geographically known as the Tri-State Area, consists of New York City, Long Island, and parts of Connecticut and New Jersey. With a population exceeding 19 million, it is the most populous area in the United States, and one of the most densely populated areas in the world. New York is a destination for people from all over the world and is home for individuals from over 200 countries. All the world's major religions are practiced in New York City, with more than 200 languages spoken.

### **Accreditation and Program Registration**

LIU is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. The degree and certificate programs also are approved and registered by the New York State Department of Education.

## **BACCALAURATE SOCIAL WORK**

### **Mission Statement**

*The LIU Post Bachelor of Science of Social Work (BSSW) Program prepares students within a liberal arts perspective, to be competent professionals with the knowledge, skills and values for entry-level generalist social work practice.*

The mission of the LIU Post BSSW Program is firmly rooted in the purpose and values of the social work profession. The purpose of the social work profession, as defined in the current Educational Policy and Accreditation Standards (2015 EPAS) of the Council on Social Work Education (CSWE) is:

*“to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.”(2015)*

The BSSW Program prepares students to promote human and community well-being. The BSSW program with its options at LIU Post and LIU Brentwood offers educational access to a diverse student body. The communities our students and graduates serve have significant need of social work intervention at the micro, mezzo, and macro levels.

### **The values of the social work profession, as defined by EPAS are:**

*“Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry” (CSWE, 2015).*

We developed our mission with a focus on the social work values of social justice, human rights, and service. The mission of the LIU Post BSSW Program is consistent with the institutional missions of Long Island University, LIU Post and the School of Health Professions and Nursing.

### **Long Island University Mission Statement**

*Long Island University's mission is to provide excellence and access in private higher education to people from all backgrounds who seek to expand their knowledge and prepare themselves for meaningful, educated lives and for service to their communities and the world.*

### **LIU Post Mission Statement**

*At its core a liberal arts institution, LIU Post is dedicated to meeting the needs and expanding the horizons of all our students, whether in the arts and sciences, or professional schools or through life-long learning. We at LIU Post are committed to providing highly individualized educational experiences in every department and program from the freshman year through advanced doctoral research in selected areas. The emphasis on the student learner is evident; in our faculty's devotion to excellence in teaching, our intensive advisement system, and our encouragement of experiential*

*learning through cooperative education, internships, practice, **community** service, **study abroad**, research projects, and artistic performance. Our students benefit as well from the campus's participation in one of the nation's largest private university systems, and from our ability to draw on the unparalleled cultural and professional resources of New York City and Long Island. Graduates of LIU Post will have developed strong critical and expressive abilities, **civic** responsibility, and a mature understanding of the ideas, events and forces shaping the modern world.*

***The School of Health Professions and Nursing Mission Statement***

*The School of Health Professions and Nursing (SHPN) is dedicated to educating students from diverse backgrounds to address the health and social needs of individuals, families, communities and society, as well as to develop skills for best practice, based on humanistic values, interprofessional skills, scientific knowledge and evidence.*

The mission of the baccalaureate program located in the Department of Social Work of the School of Health Professions and Nursing at the LIU Post and LIU Brentwood of Long Island University, fit very well with every aspect of its context. The program's mission and vision are highly consistent with Long Island University's mission statement. Consistent with LIU's mission of access and excellence, the program offers two locations, LIU Post and LIU Brentwood.

Long Island University (LIU) was founded on the principle of educating and empowering men and women from all walks of life. Through our mission of *Access* and *Excellence*, the LIU community remains committed, above all else, to the educational needs and interests of our diverse student body. We strive to cultivate and expand academic, professional, artistic, and co-curricular opportunities, enabling students to realize their full potential as ethically grounded, intellectually vigorous, and socially responsible global citizens. <http://liu.edu/About-LIU/History>. The University's mission to educate people toward lives of service to their communities and the world is a highly fitting context for a social work program based on person-and-environment and global perspectives and intent on training students to serve individuals, families, groups, organizations and communities. The University's emphasis on empowering students to effect change toward a more peaceful and humane world, improve health and quality of life, advance social and economic justice, protect human rights and reduce poverty is exactly what we envision in our social work program.

The mission of the social work baccalaureate program is also highly consistent with the mission of LIU Post, with its emphasis on liberal arts, commitment to professional education and related experiential learning in the field as well as the development of critical thinking and understanding of the world from multiple perspectives - see the following link on the LIU website:

<http://liu.edu/CWPost/Academics/School-of-Health-Professions-and-Nursing/Academic-Programs/Social-Work>

LIU Post supports a climate of education in which the BSSW Program is able to flourish. The BSSW Program is housed within LIU Post's School of Health Professions and Nursing. The School is composed of programs, which like social work, are dedicated to establishing

professional competence in careers that address society's social and health care needs and prepare individuals for entry and leadership in their fields. The school's learning environment integrates academic and field instruction, providing students with an outstanding educational foundation for professional practice, research and community service.

### ***Program Context & Program Options***

The mission of the LIU Post BSSW Program is consistent with the program context.

#### **Program Context, as defined by EPAS is as follows:**

*"... encompasses the mission of the institution in which the Program is located and the needs and opportunities associated with the setting and Program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research."* (CSWE, 2015).

The context of the LIU Post BSSW Program is distinctive. It is able to draw our students from a large geographic area, in one of the most diverse regions of the world, which provides our program with a richness that is unlikely to be found in any other program.

To meet the needs of our diverse student body, the LIU Post BSSW Program has two program locations. The program serves students through program options at two physical campuses, LIU Post and LIU Brentwood. The LIU Post campus offers a traditional schedule of classes designed to meet the needs of residential and commuter students. At the LIU Brentwood campus, social work classes are offered in the evening to accommodate students who are working during regular business hours. The students attending LIU Brentwood are graduates of Suffolk County Community College (SCCC) and enter the social work program which is offered on the same campus.

#### **Vision statement of LIU Post BSSW Program:**

*With social work educators who are committed to shaping the profession's future, generating new knowledge and exercising leadership in the professional community, the program is committed to:*

- *Student-faculty collaboration embedded in the University's mission of access and excellence.*
- *An educational experience that is grounded in the social work profession's history, purpose and philosophy and emphasizes the promotion of both human and social well-being.*
- *Access for a diversified body of students to generalist social work education involving work with individuals, families, groups, organizations and communities to enhance clients' well-being.*
- *Socializing students to commit to the profession's values and become lifelong learners who lead and participate in practice to promote human rights and social and economic justice.*



- *Providing a liberal-arts foundation including knowledge of biological, psychological, socio-cultural and global theories to enrich students' understanding of the person and environment.*
- *Preparing students for practice with diverse populations, including the oppressed and discriminated against, in a variety of fields and settings using a wide range of methods.*

**Fit with the profession's purpose and values and the program's context**

The program's mission and vision are clearly consistent with the profession's a) purpose of promoting human and community well-being; b) emphasis on the person-and-environment and global perspectives; c) knowledge based on scientific inquiry and practice wisdom; d) respect for human diversity and e) promotion of social and economic justice. The liberal arts basis of the program is designed to enrich students' understanding of the person and environment conceptual framework guiding professional social work practice. It provides an understanding of one's cultural heritage in the context of other cultures, a broad understanding about such expressions of culture as art, history, science, and philosophy. It also offers knowledge of the social, psychological and biological determinants of human behavior and the impact of diverse social conditions on human development.

The mission and vision statements indicate that the program is dedicated to the enhancement of social work knowledge and leadership in the development of service delivery systems. They affirm the Program's intent to help students develop the foundation of knowledge, values and skills related to the competencies identified by the Council on Social Work Education (CSWE, EP 2.1).

The components of the vision statement are grounded in social work values. *Service* is evident in the vision statement's point indicating the program's commitment to offering students access to training for work that is dedicated to enhancing human and social well-being. *Social justice* and the pursuit of *human rights* are clearly stated in the vision statement's point indicating the program's expectation of educating students who lead and participate in practice to promote social and economic justice. A commitment to educating for practice that respects *human dignity and worth* is specified in the vision statement's point referring to the enhancement of well-being of clients including the oppressed and discriminated against because of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. It is also reflected in the commitment to allow access to a diverse student body. The *importance of human relationships* is reflected in the vision's emphasis on student-faculty collaboration and the mission statement's indication that education for generalist practice – with its emphasis on human relationships – is what the program is about. *Scientific inquiry* underlies the vision statements' commitment to scientific knowledge as a basis of practice.

The program's mission, as indicated earlier, is to prepare competent professionals for generalist social work practice. We have adopted the 9 competencies below as identified by CSWE (2015) to define generalist practice ability:

**2015 Educational Policy & Accreditation Standards (EPAS)**

*Competency 1: Demonstrate Ethical and Professional Behavior*

*Competency 2: Engage Diversity and Difference in Practice*

*Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice*

*Competency 4: Engage In Practice-informed Research and Research-informed Practice*

*Competency 5: Engage in Policy Practice*

*Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities*

*Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities*

*Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities*

*Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*

### **LIU Post BSSW Program Goals**

The goals of the BSSW program are to educate students who are ready to:

1. *Apply critical thinking and engage in evidence-based practice with individuals, families, groups, organizations and communities to promote human and social well-being. (Competencies 4 and 6).*
2. *Identify as professional social workers and practice according to the principles, values and ethics of the profession. (Competency 1)*
3. *Engage in culturally sensitive practice that recognizes how diversity, as the intersectionality of multiple factors, affects human functioning. (Competencies 2 and 3).*
4. *Apply knowledge of biological, psychological, sociological and spiritual theories in assessment and intervention and respond proactively to changing contexts of practice. (Competencies 7, 8 and 9).*
5. *Influence social policies to advance social well-being and remove impediments to social and economic justice. (Competency 5)*

The competencies, as defined by CSWE in the 2015 EPAS, will enable our students to join the workforce or continue their education at the graduate level. The goals are consistent with the profession's purpose, values, and its emphasis on promotion of both human and social well-being. As explicated in the vision statement, courses and field experience are designed to educate students to identify with the values and norms of the profession, advocate for social and economic justice, analyze and influence social policies that promote human rights and combat oppression and discrimination, respect diversity, rely on research findings and practice wisdom to guide professional decisions and evaluate their own practice.

Consistent with the program's mission and vision statements, the goals specify that the program will prepare students to serve individuals, families, groups, organizations and communities to enhance the well-being of clients. They further specify the program's intent to prepare graduates who are particularly committed to improving the well-being of the oppressed and discriminated against because of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. The

goals also clearly indicate that, as stated in the vision, students are expected to apply scientific knowledge of biological, psychological and socio-cultural determinants of human behavior and development in their practice.

Thus, on the basis of the program's mission, vision and goals, we developed classroom and field experiences through which our students are prepared to pursue careers in social work fields such as child and family services, aging, mental health, health/medical care and drug/alcohol abuse treatment. With access to state of the art technology and the most current scientific knowledge, they are also prepared to continue graduate studies at LIU's Master of Social Work program or elsewhere.

### **Program Competencies**

As reflected in its mission, the LIU Post/Brentwood baccalaureate program is dedicated to preparing students for generalist practice and its goals cover all 9 competencies identified by CSWE. Our program prepares professionals whose education is grounded in the liberal arts and who can apply theoretical knowledge from various disciplines including biology, psychology, sociology and philosophy to understanding human behavior and the social environment as well as respond proactively to the changing context of practice. The program prepares students to promote human and social well-being using multiple methods, recognizing client strengths, assuming a great variety of roles, using research to select interventions and addressing systems of all levels including individuals, families, groups, organizations, and communities. Our students are expected to identify with the profession and apply its principles, values and ethics. They are prepared to engage in practice with cultural sensitivity and advocate for human rights and social and economic justice. The program prepares students to influence social policy to combat poverty, oppression and discrimination.

The LIU BSSW Program prepares students to demonstrate the following nine competencies and practice behaviors:

1. Demonstrate ethical and professional behavior.
  - a. Recognize and manage personal values in a way that allows
  - b. professional values to guide practice
  - c. Make ethical decisions by applying standards of the National Association of Social Workers' Code of Ethics
  - d. Tolerate ambiguity in resolving ethical conflicts
  - e. Apply strategies of ethical reasoning to arrive at principled decisions
  
2. Engage diversity and difference in practice.
  - a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
  - b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
  - c. Recognize and communicate their understanding of the importance of difference in shaping life experiences
  - d. View themselves as learners and engage those with whom they work

as informants

3. Advance human rights and social, economic, and environmental justice.
  - a. Understand the forms and mechanisms of oppression and discrimination
  - b. Advocate for human rights and social and economic justice
  - c. Engage in practices that advance social and economic justice
4. Engage in practice informed research and research informed practice
  - a. use practice experience to inform scientific inquiry and
  - b. use research evidence to inform practice.
5. Engage in policy practice.
  - a. Analyze, formulate, and advocate for policies that advance social
  - b. well-being
  - c. Collaborate with colleagues and clients for effective policy action.
6. Engage with individuals, families, groups, organizations and communities.
  - a. Continuously discover, appraise, and attend to changing locales,
  - b. populations, scientific and technological developments, and
  - c. emerging societal trends to provide relevant services
  - d. Provide leadership in promoting sustainable changes in service
  - e. delivery and practice to improve the quality of social services
7. Assess individuals, families, groups, organizations, and communities.
  - a. Distinguish, appraise, and integrate multiple sources of knowledge,
  - b. including research-based knowledge, and practice wisdom
  - c. Analyze models of assessment, prevention, intervention, and
  - d. evaluation
  - e. Demonstrate effective oral and written communication in working
  - f. with individuals, families, groups, organizations, communities, and
  - g. colleagues
8. Intervene with individuals, families, groups, organizations, and communities.
  - a. Substantively and effectively prepare for action with individuals,
  - b. families, groups, organizations, and communities
  - c. Use empathy and other interpersonal skills
  - d. Develop a mutually agreed-on focus of work and desired outcomes
  - e. Collect, organize, and interpret client data
  - f. Assess client strengths and limitations
  - g. Develop mutually agreed-on intervention goals and objectives
  - h. Select appropriate intervention strategies
  - i. Initiate actions to achieve organizational goals
  - j. Implement prevention interventions that enhance client capacities
  - k. Help clients resolve problems
  - l. Negotiate, mediate and advocate for clients

- m. Facilitate transitions and endings
- 9. Evaluate practice with individuals, families, groups, organizations, and communities.
  - a. Critically analyze, monitor, and evaluate interventions.

### **The Social Work Degree Program**

The Bachelor of Science Program in Social Work focuses upon the preparation of generalist social workers. Courses include field instruction that permits students to practice what they learn in the classroom at various social agencies. Students can be creative and pursue wide areas of interest. Legal agencies, student health-counseling, community service centers, youth bureaus, preschools, charitable organizations, and hospitals are among field placement sites.

#### **Degree Requirements**

Satisfactory completion of 120 credits in the Liberal Arts Core and Competencies, the Social Work Major (foundation, and related requirements) and Free Elective Areas is required for the Bachelor of Science Degree in Social Work.

#### **Curriculum**

The degree combines a strong liberal arts core with extensive foundation courses in the social work major. The following outline gives an overall perspective of the curriculum:

#### **Liberal Arts Requirements and First Year Seminar (Minimum of 60 credits)**

Co-related required liberal arts and science courses included in the minimum of 60 LA credits.

- ECO 10 Introduction to Microeconomics (3 credits)
- PHI 13 Human Values (3 credits)
- PSY 101 General Psychology (3 credits)
- SOC 1 Introduction to Sociology (3 credits)
- BIO 1 or BIO 7, Foundations of Biology I or Human Anatomy & Physiology I (4 credits)

#### **Social Work Requirements (53 credits)**

- SWK 1 Introduction to Social Work and Social Welfare (3 credits)
- SWK/HPA 18 Research Methods (3 credits)
- SWK/HPA 19 Statistics for Administrators (3 credits)
- HPA 20 Computer-Based Management Systems (3 credits)
- HPA 40 Organizational Leadership (3 credits)
- SWK 50 Social Welfare Programs and Policies I (3 credits)
- SWK 51 Social Welfare Programs and Policies II (3 credits)
- SWK 60 Human Behavior in the Social Environment I (3 credits)
- SWK 61 Human Behavior in the Social Environment II (3 credits)
- SWK 70 Social Work Practice I (3 credits)
- SWK 71 Social Work Practice II (3 credits)
- SWK 75 Diversity-Sensitive Social Work Practice (3 credits)
- SWK 79 Introduction to Field Instruction (1 credits)
- SWK 80 Field Instruction I (4 credits)

SWK 90 Field Instruction II (6 credits)  
SWK 91 Field Instruction III (6 credits)

**Social Work Electives (3 credits)**

**Choose from the following:**

SWK 30, 385, 386, 389, 390      PSY 25, 26, 29, 30, 32, 63, 70, 121  
SOC 2, 3, 15, 22, 24, 33, 70      ANT 1, 2  
PHI 8, 14, 19

**Free Electives (4 credits)**

**Total - 120 credits**

**Optional Focus in Healthcare**

Students interested in healthcare as a future field of practice can enhance their generalist social work education with a focus on the healthcare system. Those who elect this path will be placed in a healthcare-related setting for their senior year internship and will take social work electives in connection with the health sciences department. The two required courses are:

- HSC 101 – Introduction to Health Professions
- SWK 30/HSC 102 – Interdisciplinary Helping Professions

**Admission and Advancement Requirements**

The processes of admission into the program and advancement in it are described below.

**Requirements for declaring social work as a major in the Freshman or Sophomore year**

1. Entering freshmen must have a minimum high school average of 80 and must be ranked in the upper half of their class.
2. LIU Post/Brentwood students and transfer students (who have completed more than 24 college credits) must have a grade point average (GPA) of 2.75 or higher.

**Requirements for advancement or transfer to the Junior year (fall semester) as a Social Work major**

A. LIU Post/Brentwood students

1. Must have completed the required core courses and the major's pre-requisites with a GPA of 2.75 or higher. The pre-requisites include:
  - PSY 101 General Psychology
  - SOC 1 Introduction to Sociology
  - BIO 1 Foundations of Biology or BIO 7 Human Anatomy & Physiology I
  - PHL 13 Human Values
  - ECO 10 Introduction to Microeconomics
2. Must have completed the following major courses with a GPA of 2.75.
  - SWK 1 Introduction to Social Work & Social Welfare
  - SWK 50 Social Welfare Programs & Policies

B. Transfer students must have a GPA of 2.75 or higher

### **Advancement to field placement**

Field placement, which begins in the spring semester of the Junior year (for full-time students, or after taking SWK 79 for part-time students), requires students to function as professionals and often involves direct client contact. Therefore, the Social Work Program invests heavily in insuring that the students who progress to field placements are ready to assume the serious responsibility it entails. Prior to field placement, students take foundation courses in social work and a field instruction seminar. The instructors teaching these courses are committed to helping identify students' learning needs as early as possible and assisting them so that they will be able to meet the requirements to proceed to the field. In addition, the Program Director and faculty meet regularly during the fall semester to review students' academic performance and professional behavior. Students are subsequently informed about any concerns and are assisted in addressing them (see section on *Faculty Obligations for Assisting Students* on page 15 for details and Appendix A for learning agreement).

### **Advancement to Field requires:**

1. Completion of pre-requisites:
  - PSY 101 General Psychology (3 credits)
  - SOC 1 Introduction to Sociology (3 credits)
  - BIO 1 Foundations of Biology I, or BIO 7 (4credits)
  - PHI 13 Human Values (3 credits)
  - ECO 10 Introduction to Microeconomics (3 credits)
  
2. Completion of the following Social Work courses:
  - SWK 1 Introduction to Social Work (3 credits)
  - SWK 50 Social Welfare Programs and Policies 1 (3 credits)
  - SWK 60 Human Behavior in the Social Environment 1 (3 credits)
  - SWK 70 Social Work Practice 1 (3 credits)
  - SWK 79 Introduction to Field Placement (1 credit)
  
3. A GPA of 2.75 or higher overall and in the major
  
4. Commitment to follow all policies and procedures as documented in the student handbook and field manual (see Appendix F).
  
5. Completion of a short self-assessment essay that is submitted two weeks prior to the end of the fall semester of the Junior year (or the semester in which the student takes SWK 79).
  
6. A performance review meeting with faculty. Each student meets with an Academic Performance Review Committee (APRC) during the final exam period of the Junior Fall semester (or the semester in which the student takes SWK 79). The meeting is focused on reviewing students' academic and professional performance based on feedback from all faculty members who serve as their instructors. The committee and the student discuss his

or her strengths as well as the issues that may have been raised during the semester and for which the student was offered help in remediating (see page 15 for *Faculty Obligations for Assisting Students* and Appendix A for learning agreement). Upon completion of the review, students are advised that the committee will make its recommendation regarding advancement after the grades are submitted for the semester, and they will be notified about the decision in writing. Readiness for field internship is based on the above listed criteria (1-6) as well as the following criteria:

- a) Attitude towards learning, as represented in openness to new ideas and seriousness in learning.
  - b) Classroom attendance, alertness and performance.
  - c) Timeliness in submission of assignments and evidence of effective writing skills (spelling, grammar, and sentence structure).
  - d) Professional demeanor as characterized by language as well as respect for peers and faculty.
  - e) Adherence to the university's academic conduct policies  
<http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards>
  - f) Behavioral criteria described throughout this handbook.
7. Formal notification by the program director regarding the final decision reached by the faculty committee. The committee may reach the following decisions:
- a. *Approval for advancement* to the field if the student meets all the required criteria
  - b. *Conditional approval for advancement* to the field, in very rare circumstances, when a student fails to meet a standard but excels on other standards. The faculty committee specifies the criteria that need to be met (e.g. meeting GPA requirements or improving professional behavior) by the end of the spring semester and the student signs a learning contract with remediation steps to address them. The student is thus on probation for one semester and his or her performance is closely monitored and re-evaluated during the spring semester in which he or she is first in the field and taking SWK 80. The learning contract that the student signs specifies that failure to remediate the difficulties outlined during the spring semester will result in an evaluation by the APRC and he or she may be terminated from the program.
  - c. *Rejection of advancement* to the field due to failure to meet eligibility requirements, if a student fails to meet the advancement to field criteria. Because rejection from field means inability to remain in the social work program, the Program Director convenes the full APRC to make the final decision about the student's status in the program. If the APRC determines that the student cannot continue in the major, the student is counseled by the Program Director or a designated faculty member regarding choices such as an alternative major with social work as a minor (with proper GPA) or a leave of absence and request to return to social work at a later date. The student is advised that he or she may appeal the decision with the Social Work department chairperson. If still not



satisfied, the student can appeal to the Dean of the School of Health Professions and Nursing following the procedures outlined on page 20.

### **Students' Rights and Responsibilities**

LIU Post policies regarding students' rights and responsibilities are found in the University's Student Handbook <http://www.liu.edu/CWPost/Campus-Life/>. The Social Work Program adheres to the University's overall policies on students' rights and responsibilities.

#### ***Student Assistance, Evaluation, Grievance, Appeal and Termination Procedures***

The program has developed criteria to evaluate student academic and professional performance and is committed to assisting students who experience difficulties. The program also developed procedures for grievance, appeal and termination to insure that graduates of our program are competent social work professionals who had full access to due process. Below we will describe faculty commitment to assisting students who experience difficulties and the criteria for evaluation of students' performance.

#### ***Faculty Obligations for Assisting Students Who Are Experiencing Difficulty in Academic and/or Professional Areas of Performance***

Faculty members are committed and obligated to assist students with classroom or field difficulties. For example, social work faculty members respond to students' assignments with detailed feedback and comments regarding ways to improve performance. In many courses students have the option to submit drafts for review or resubmit assignments within a designated period.

The BSSW faculty routinely reviews Juniors' and Seniors' (upper-division students') progress around the mid-term and toward the end of each semester. Concerns regarding a student's performance or readiness to graduate are shared with the student and plans for addressing the issues are made.

The BSSW was also designed to offer students extensive support in their field internships. The practicum experience is linked to a seminar that meets weekly and allows the instructor, who is also the field liaison, to closely follow and track the students' experience. The seminar also allows students a weekly forum to raise issues related to field and get feedback from their peers as well as the instructor. The instructor/field liaison also makes regular visits to the field agency to discuss students' performance with their field supervisors, reports regularly to the Director of Field Education about students' performance in the field, and reviews field issues at the BSSW faculty meetings.

If students have difficulties related to academic conduct violations, the instructor will follow university policy as described in:

<http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Disciplinary>.

If a student is having academic or professional performance (as defined in the section above) difficulties, the issue will be addressed as follows:

**A) In non-field-related courses**

- The course instructor will bring the concern to the student's attention and advise the student on the corrective actions required.
- If the difficulties persist, the instructor and student sign a written learning agreement (see Appendix A).
- If the difficulty continues, the instructor informs the Director of the Baccalaureate Program and the director works with the student and instructor to resolve the issue and review the learning agreement. The instructor may also request that the Program director convene the APRC to discuss the student's difficulties.
- If the student does not fully satisfy the course requirements despite the assistance offered, he or she may subsequently fail the class.
- Students who receive a grade of F have the option of repeating the course
- A student who wishes to contest the failing grade can follow the appeals procedures listed below in the section on *Grievance, Appeal and Termination Procedures* (p. 20).

**B) In Field courses**

- A student who is having difficulties in the field is required to inform the field liaison about the issue as soon as possible.
- The liaison will work with the student to decide how the situation should be handled and will consult with the Director of Field Education if necessary. Possible resolutions include the student approaching the field supervisor directly and/or the field liaison intervening to resolve the situation with the field supervisor.
- If the problem is irresolvable at the field liaison level (e.g. there are inadequate learning opportunities), the Director of Field Education will be informed and may re-contract with the agency.
- If the problem is related to student difficulties (see criteria for professional behavior pp.17-20), the field liaison and the field supervisor will devise a plan of action with the student (see the form in Appendix B).
- If the student fails to comply with the plan of action, the field liaison and field supervisor may recommend failure in the course. The field liaison will inform the field director and request the Program director to convene the APRC.
- If an agency removes a student from field placement in the middle of a semester, the field liaison will inform the Field Director and request the Program Director to convene the APRC.
- Because the field practicum and the related seminar are inseparable components of the field courses, students may not attend one without the other. If a student misses more than 4 weeks of fieldwork or 4 seminar classes the field liaison will inform the field director and request the Program director to convene the APRC.
- The APRC will make the final determination about the student's status in the program, The APRC may recommend allowing the student to repeat the course on probation, with clear remediation instructions. If the APRC judges that the student's

performance issues present serious violations of professional behavior, it has the power to make the decision to terminate the student from the major.

### *Criteria for Evaluating Students' Performance*

The Program makes every attempt to assist students and address their difficulties, in both the classroom and the field, before the problem affects performance. These efforts are described above. The criteria listed below inform the students about expectations and guide the faculty in identifying difficulties. At the course level, criteria for performance are indicated in:

- Each syllabus, and include behavioral expectations as well as grading policies.
- The Student Handbook
- The University's academic conduct standards (LIU Post Academic Conduct **and** LIU Post Standards of Conduct).

At the program level, the criteria for performance are:

- Students must maintain an overall cumulative GPA of 2.75 or higher
- Students must maintain a cumulative GPA of 2.75 in the foundation and related social work courses to retain standing in the program. One semester of probation is granted to students to bring up grades to the designated standards. Students who do not meet the GPA requirements by the last semester of the senior year are not allowed to graduate unless courses are repeated and the GPA requirements are met.

The Social Work Program strives to assure that students entering the profession not only demonstrate competence in the required social work knowledge and skills, but also identify with the values and ethics of the profession and are able to deliver services in a professional manner.

The following are indicators of students' failure to meet professional performance standards:

1. Lack of Identification with the values of the profession, as demonstrated in a lack of adaptation to the goals of the Social Work Program.

Students may demonstrate, through behavior and attitudes expressed in the classroom or with faculty, field instructors or clients, little or no commitment to the social work profession. For example, prejudices may present themselves that are irreconcilable with the profession's dedication to promoting social justice and celebration of diversity. If students cannot separate personal attitudes and behaviors from professional attitudes and behaviors, and demonstrate a willingness to adapt to the goals of the profession, these students will be encouraged to seek another major and may be terminated from the program. The behavior of such students will be carefully monitored in the field for the protection of clients. Any indication that these attitudes are interfering with work with clients is grounds for termination.

2. Inadequate Interpersonal Relationship Skills

Social work requires the ability to relate to others through non-judgmental communication and with warmth and compassion. Students will be evaluated in terms of their ability to relate genuinely

and openly to clients, classmates, faculty and field instructors. A persistent failure to relate to others in a non-judgmental and genuine manner will result in termination.

### 3. Personal Problems

Students may have problems that interfere with self-awareness and the development of professional attitudes and behaviors. These problems may manifest themselves in a variety of concrete ways, including, absenteeism, lack of participation in class discussions, failure to complete assignments in a timely manner and belligerent behavior. Personal problems may also manifest themselves in inappropriate behavior such as lack of boundaries or over-identification with personal issues. Students are counseled upon identification of personal issues that impede their progress in the program and are referred for appropriate help. If help is not accepted and/or problems persist, students will be terminated from the program.

### 4. Violation of Norms and Ethics

Students' educational lives are governed by a number of different codes, including the National Association of Social Workers (NASW) Code of Ethics, Campus Code of Conduct, and the Social Work Program's Criteria for Professional Performance. Violations that may result in termination from the program include:

#### a. Behavior judged to be in violation of the NASW Code of Ethics.

There is an on-going assessment of students' identification with the values of social work profession as outlined in the NASW Code of Ethics. These values include respect for the confidentiality of clients as well as for self-determination and non-discrimination. The NASW Code also identifies obligations to colleagues and to the advancement of professionalism and the social goals of the profession, primarily the commitment to the promotion of social justice. The NASW Code includes standards of propriety or personal conduct and criteria for measuring competence and professional development. Students are expected to be knowledgeable about the requirements and behave accordingly. See *Appendix Y* of the *BSSW Field Manual* for relevant sections of the NASW Code. Any conduct that is contrary to the NASW Code is subject to scrutiny and may serve as grounds for termination.

#### b. Behavior judged to be in violation of the Criteria Set Forth in this Document; and, the following specific behaviors identified by the Program's Social Work Advisory Council (2/26/98), which relate to field experience. These include:

- Dating a client
- Having sexual relations with a client
- Talking with a client about the agency or supervisory problems
- Giving out personal phone number, unless approved by field supervisor as part of the field assignment.
- Going to a client's home unless approved by field supervisor as part of the field assignment.
- Any provocative or seductive nonverbal/verbal behavior, including mannerisms, facial expressions, touching etc. between student and client or supervisor and student

- Stealing from clients/supervisor/colleague/agency
- Any conscious and willful violation of agency rules, regulations, norms and protocols.
- Any verbal/nonverbal demonstrations of disrespect toward client, supervisor/agency or staff.
- Insubordination or refusal to take directions from a supervisor.
- Failure to terminate appropriately with the client and/or agency.
- Putting the agency or client in jeopardy.
- Defiance: intentionally refusing to follow supervisor's appropriate recommendations
- Cursing, name calling, hitting, racist, elitist, discriminatory, and/or otherwise inflammatory judgmental comments.
- Repeated irresponsible behavior toward supervisor or client; not showing up or canceling appointments, failure to follow-up, complete administrative tasks, etc.

Behavior in violation of the Campus Code of Conduct (as stated in the **Campus Student Handbook**) <http://www.liu.edu/CWPost/Campus-Life/>

1. Violence or threat of violence, including behavior that jeopardizes the safety or well being of other persons and sexual assault and sexual abuse.
2. Verbal or physical harassment of members of the campus community or their guests, including discriminatory or racist behavior.
3. Forgery and falsification of any official campus records.
4. Illegal possession of keys; Unlawful entry.
5. Vandalism of campus property or destruction of property of another person.
6. Violation of Smoking Policy
7. Possession or use of weapons and dangerous items.
8. Violation of Campus Traffic Regulations.
9. Theft and/or Possession of Stolen Property.
10. Misuse of fire prevention apparatus or failure to respond to a fire alarm.
11. Hazing, including Violation of State Law on Hazing.
12. Solicitation and or commercial activities by an on-campus or off-campus organization unless approved by the Office of Student Activities.
13. Illegal Gambling
14. Use of computers for the violation of personal privacy or the committing of crimes.
15. Violation of Alcohol and Substance Abuse Policy.
16. Failure to cooperate with Campus Officials, e.g. providing false or misleading information.

Conduct unbecoming a student

The Campus has its own disciplinary sanctions for violations of Campus community norms, standards and policies. Sanctions consist of a verbal and written warning, suspension for repeated infractions, a period of disciplinary probation, denial of use of certain facilities, permanent dismissal from the residence halls or, in extreme cases, expulsion from Campus. In addition, the Campus follows a judicial process that includes a preliminary investigation, filing of charges and hearing and decision. The judicial process also includes an appeals procedure. Decisions that result in sanctions against social work students might result in termination from

the Social Work Program, even if the student is not expelled from the Campus. This would occur in cases where the behavior conflicts with the Program's Criteria for professional performance.

### ***Grievance, Appeal and Termination Procedures***

Faculty members are expected to make student-related decisions and evaluations on the basis of consistent, fair, and equitable application of clearly articulated standards and procedures outlined in course syllabi and documents such as the BSSW student handbook and field manual as well as University policies. Students have the right to grieve and appeal faculty decisions/evaluations that deviate from the expectations listed in syllabi as well as program and university policies. They can do so at many levels, following the protocols of the BSSW program, the School of Health Professions and Nursing and LIU Post. To give students proper due process, a decision of termination from the program can only be made by the full APRC.

Students wishing to submit a grievance/appeals must follow the procedures below:

A. Students contesting decisions regarding violations of academic conduct policy must follow the procedures outlined by the university:

<http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Appeals>.

B. Procedures for contesting a decision/evaluation (not related to academic conduct policies):

- A student who wishes to contest an instructor's decision/evaluation must make first an effort to resolve the matter with the professor. The student must contact the instructor within 10 business days of the issue.
- The instructor will meet with the student to discuss the concern within 5 business days of being contacted.
- If there is no resolution, the student may file a formal written grievance ( **SHPN Grievance Form**) with the Chair/Program Director of the department within 10 business days after meeting with the instructor/faculty member.
- A Chair/Program director will schedule a meeting with the student within 5 business days of his/her receipt of the student grievance.
- The Chair/Director will contact the faculty member/instructor to request a written description of the problem and attempts to resolve it. If resolution is not reached, the Chair/Program director will convene the APRC, which is comprised of 4 faculty members of Social Work and related departments. The APRC will review the documents and if it is deemed that the grievance is of merit, may meet with the student and the faculty member to further discuss the issue and reach a resolution. The Chair/Director must advise the student in writing of the APRC decision within 10 business days of the meeting with the student.

If the student is not satisfied with the decision, he or she can further appeal it to the Dean of the School of Health Professions and Nursing subject to the procedures outlined below (The student may appeal the decision to the Dean of the School of Health Professions and Nursing within 10 business days of the issuance of the Chair/Director's decision. The student must submit a written appeal to the Dean indicating (1) the basis of the appeal and (2) all methods used to date to resolve the problem.

- The Dean will review the case and, if she/he believes the appeal has merit, will refer the matter to the Dean’s Academic Standing Committee. A meeting of the Academic Standing Committee will be convened within 10 business days of receipt of the referral.
- The Academic Standing Committee will hear statements from both the student and faculty/department.
- The Academic Standing Committee will make a recommendation to the Dean within 5 business days after the conclusion of its meeting.
- The student will be notified by the Dean in writing of the decision within 10 business days of the dean receiving the recommendation from the Committee.
- The Dean’s decision is the final decision making body within the School of Health Professions and Nursing. If the student wishes to appeal the Dean’s decision, the student must submit an Appeal Request Form to the Office of the Vice President of Academic Affairs within 5 business days after receipt of the Dean’s letter.

### **Program of Study**

Lower-division Freshman and Sophomores are considered pre-professional students. For students who fulfill the necessary requirements, professional education and field placement begin in the Junior year. Students must maintain a 2.75 overall and major GPA to remain in the program. Residential students at LIU Post must be registered full-time for the final two years of the program to fulfill course and field requirements. Students, in cohorts, take their major courses in the sequence specified in the plan of study. Courses in the social work major are not offered each semester and require attendance to fulfill course requirements. In addition, field requirements include 100 hours per semester in the 2nd semester of the Junior year and 400 hours in the Senior year. Under special circumstances, and with the program director’s approval, students might take less than a full load of courses and delay the start of field placement. Students who are not beginning their field placements cannot register for field seminars (SWK 80, 90, & 91) and cannot take practice courses, which are tied to field experience (SWK 70, 71, & 75). Full-time students at LIU Brentwood and transfer students for the Junior year at LIU Post follow the two year upper-division plan of study which allows them to catch up on degree requirements. LIU Brentwood students may follow a 3-year or 4-year part-time schedule.

### **Suggested 4 Year Plan of Study in Social Work (B. S.)**

#### Freshman Year (28 credits)

##### ***Fall Semester***

SWK 1	Introduction to Social Work	3 credits
CORE	Ethics, Self, and Society Cluster	
	(Required: PSY 101 Introduction to Psychology I)	3 credits
ENG 1	Freshman Composition	3 credits
CORE	Quantitative Reasoning (Mathematics)	3 credits
FYS 1	Freshman Year Seminar	<u>1 credit</u>
		<b>13 credits</b>

##### ***Spring Semester***

SWK 50	Social Welfare Programs & Policies I	3 credits
SOC 1	Introduction to Sociology	3 credits

ENG 2	Composition: Argument and Analysis	3 credits
CORE	Creativity, Media, and the Arts Cluster	3 credits
SWK Elective	See list**	<u>3 credits</u>
		15 credits

Sophomore Year (32 credits)

***Fall Semester***

SWK 51	Social Welfare Programs & Policies II	3 credits
SWK 60	Human Behavior in the Social Environment I	3 credits
CORE	Additional Course from 1 Cluster (Required: PHI 13 Human Values)	3 credits
ELECTIVE	Free Liberal Arts Elective	3 credits
CORE	Scientific Inquiry & the Natural World Cluster (Required: BIO 1 Foundations in Biology I <b>OR</b> BIO 7, Human Anatomy & Physiology I	<u>4 credits</u>
		16 credits

***Spring Semester***

SWK 61	Human Behavior in the Social Environment II (WAC)*	3 credits
ELECTIVE	Free Liberal Art Elective	4 credits
ELECTIVE	Free Liberal Art Elective	3 credits
ELECTIVE	Free Liberal Art Elective	3 credits
ELECTIVE	Free Liberal Art Elective	<u>3 credits</u>
		16 credits

Junior Year (30 credits)

***Fall Semester***

SWK 70	Social Work Practice I	3 credits
SWK 79	Introduction to Field Placement	1 credit
HPA 40	Organizational Leadership (WAC)*	3 credits
CORE	Power, Institution, & Structures Cluster (Required: ECO 10 Micro Economics	3 credit
ELECTIVE	Free Elective	<u>4 credits</u>
		14 credits

***Spring Semester***

SWK 71	Social Work Practice II	3 credits
SWK 80	Field Instruction I	4 credits
SWK/HPA 18	Research Methods (WAC)*	3 credits
ELECTIVE	Free Liberal Arts Elective	3 credits
CORE	Perspectives on World Cultures Cluster (Recommended: SPANISH I)	<u>3 credits</u>
		16 credits



Senior Year (30 credits)***Fall Semester***

SWK 90	Field Instruction II	6 credits
SWK 75	Diversity Sensitive Social Work	3 credits
HPA 20	Computer-Based Mgmt. Systems	3 credits
ELECTIVE	Free Liberal Arts Elective	<u>3 credits</u>
		15 credits

***Spring Semester***

SWK 91	Field Instruction III	6 credits
HPA/SWK 19	Statistics for Administrators	3 credits
ELECTIVE	Free Liberal Arts Elective	3 credits
ELECTIVE	Free Liberal Arts Elective	<u>3 credits</u>
		15 credits

**Total**                      **120 credits**

\* *Note: WAC indicates "Writing Across the Curriculum" (writing-intensive course).*

**Social Work Electives**

PSY 25 Developmental Psychology: Childhood  
 PSY 26 Developmental Psychology: Adolescence  
 PSY 29 Developmental Disabilities  
 PSY 30 Personality, Research & Theory  
 PSY 32 Social Psychology  
 PSY 63 Abnormal Psychology  
 PSY 70 Developmental Psychology: Adulthood & Aging  
 PSY 121 Human Growth & Development Across the Lifespan  
 PHI 8\* Beginning Philosophy  
 PHI 14 Symbolic Language  
 PHI 19 Medical Ethics  
 SOC 2\* Social Institutions  
 SOC 3 Social Problems  
 SOC 15 Social Changes  
 SOC 22 Sociology of Families  
 SOC 24 Sociology of Adolescence & Youth  
 SOC 33 Deviant Behavior  
 SOC 70 Sociology of Poverty  
 SWK 30 Interdisciplinary Helping Professions (cross listed with HSC 102)  
 SWK 385, 386, 389, 390 (Honors Thesis)

ANT 1\* Development of the Human Species, Culture & Society  
 ANT 2\* Human Society

\* *Note: WAC indicates “Writing Across the Curriculum” (writing- intensive course)*

**LIU BRENTWOOD PLAN OF STUDY\*\*\***

Fall 1 Junior (13 SWK credits)	Spring 1 Junior (17 credits)
SWK 79 Introduction to Field Placement SWK 50 Social Welfare Programs & Policies I SWK 60 Human Behavior in the Social Env. I SWK 70 Social Work Practice I SWK 01 Introduction to Social Work** **unless transferred in	SWK 61 HBSE II SWK 71 Social Work Practice II SWK 80 Field Instruction I SWK 18 Research Methods Liberal Arts Elective (4 credits)
Fall 1 Senior (15 Credits)	Spring 1 Senior (15 credits)
SWK 90 Field Instruction II SWK 51 Social Welfare Programs & Policies II SWK 75 Diversity Sensitive Social Work Practice POL 80 Administrative Behavior*	SKW 19 Statistics for Administrators SWK 91 Field Instruction III SWK Elective HPA 20 Computer-Based Management Systems

\*POL 80 is cross-listed to HPA 40 Organizational Leadership

**\*\*\*Students at the Brentwood Campus must take at least 3 credits of the degree requirement on the Post residential campus.**

**Social Work Course Descriptions**

SWK 1 Introduction to Social Work and Social Welfare

This course presents Social Work as a helping profession that has a unique combination of values, knowledge and skills with the purpose of improving the well-being of people and creating a more just society. Students are introduced to the various fields of practice where social workers address client needs and social problems. The course offers discussions of current events from the multiple perspectives of social work and case studies of social workers serving individuals, families, groups, communities and organizations. There are also guest presentations of professionals who are engaged in activities such as combating hunger, assuring equal access to mental health services and assisting those involved in domestic violence. The course aids students in determining whether social work is a possible career choice for them. *Every semester, 3 credits.*

HPA/SWK 18 Research Methods

This course provides an overview of the scientific method as it applies to social work. In this writing intensive course students learn to read and interpret quantitative and qualitative research reports and to design sound and ethical research to increase the profession's knowledge base with respect to human behavior and service development and delivery. Students learn to use research to guide their professional practice and to employ research methodology to evaluate their individual and their program's effectiveness. Social work majors should take in the Spring semester of the Junior year.

*Spring Semester (Prerequisite: Junior Status), 3 credits.*

HPA/SWK 19 Statistics

Statistical procedures, research design, sampling techniques, descriptive statistics, frequency distributions, measures of central tendency, dispersion, correlation, regression, tests of significance and reliability are all discussed as they apply to the specific needs of the health and human services.

*Fall Semester, (Prerequisite: HPA/SWK 18) 3 credits*

SWK 30/HSC 102 Interdisciplinary Helping Professions (elective)

The purpose of this course is to provide students with an introduction to relationship building as the key to effective helping across the health and social service professions. The model of relationship-centered care (RCC) and the narrative medicine approach will provide the conceptual and methodological frameworks for interdisciplinary collaborative care delivery by professions such as social work, speech therapy, recreational therapy, occupational therapy, physical therapy, nutrition, medicine and nursing. The course is focused on four domains critical to successful health care: the practitioner/patient (client) relationship, the practitioner/practitioner (interdisciplinary team) relationship, the practitioner-community (community of care) relationship and the practitioner-self relationship. It emphasizes the need to attune to and act on the narratives of suffering and strengths of those who seek care as well as all others involved in caregiving, including the clinician, for effective practice of healthcare. Students engage in dyadic and small group exercises designed to develop effective practice skills. *(Junior or Senior status) 3 credits*

SWK 50 Social Welfare Programs & Policies I

SWK 50 provides information about the development of social work as a profession including its tradition of advocacy, reform and commitment to policies inherent in the values of the profession. Students will gain an understanding of historical and contemporary social welfare services and examine how economic, political, and organizational systems influence social policies and diverse and at-risk populations. This course also provides students with knowledge of distinct social issues, and social service programs. It challenges students to interpret basic characteristics of social programs and policies in order to improve services for clients. Throughout the semester students explore inequitable treatment of specific groups and learn of the need for social justice to meet social needs. In addition, this course provides a basic understanding of the specific role of the social worker in policy practice. Course should be taken by freshmen or sophomores planning to major in social work, Junior transfers should take the course in the first Fall semester and non-

majors can take at any time. *Every semester (prerequisite SOC 1 for social work majors only) 3 credits.*

SWK 51 Social Welfare Programs & Policies II

SWK 51 has two major foci: a) how and under what circumstances the definition and typification of social problems trigger policy responses and b) social work's role in analyzing, evaluating and influencing policy. Students conduct an analysis of a policy that responds to any social problem of their choosing, and then deconstruct the historical, theoretical and ideological forces shaping the policy as it affects a population at risk. The uniquely-related class, age, gender, racial and cultural issues of oppressed populations and the barriers they experience when confronting the political and organizational processes that influence policy development are at the core of this semester's inquiry. Social work majors should take in the Fall semester of the Senior year.

*Fall Semester (Prerequisite: Junior or Senior Status), 3 credits.*

SWK 60 Human Behavior in the Social Environment I

The first in the two-sequence course on understanding human behavior in the social environment, this course provides foundation knowledge of the multiple theoretical perspectives required for generalist social work practice. The focus is on understanding individual behavior across the life-span from conception through adolescence within the context of social systems including families, groups, organizations and communities. Biological, psychological, social and spiritual factors that affect human growth and development are examined along with problems including, child abuse/neglect, oppression, marital conflicts, mental illness, developmental disabilities, addictions and deviant behaviors. Special attention is given to social and economic justice and diversity variables including gender, ethnicity, culture and class as related to individuals' ability to reach or maintain optimal health and well-being. Case material is introduced throughout the course to illustrate theoretical concepts.

*Fall Only (Prerequisite: Junior Status; Soc 1, Bio 1 or 7, PSY 1, 2, SWK 1, 50. Junior transfers can take as co-requisites), 3 credits.*

SWK 61 Human Behavior in the Social Environment II

This writing intensive course is the second in the human development sequence and covers the understanding of individual behavior from young adulthood through old age within the context of social systems including families, groups, organizations and communities (SWK 60 covered infancy through pre- adolescence). Based on the theories learned in SWK 60, biological, psychological, social and spiritual factors that affect human growth and development are examined along with social problems including, substance abuse, domestic violence and elder abuse. The focus is on normal developmental challenges and growth, but the course also addresses common mental health difficulties. Special attention is given to social and economic justice and diversity variables including gender, ethnicity, culture and class as related to individuals' ability to reach or maintain optimal health and well-being. Case material is introduced throughout the course to illustrate theoretical concepts.

*Spring Semester (Prerequisite: SWK 60 for social work majors only), 3 credits.*

SWK 70 Social Work Practice I

The first of a two-course sequence, this course is designed to provide students with the knowledge, skills and values essential for beginning generalist social work practice and entry into field

placement. The course presents a generalist approach to social work practice with individuals, families, groups, organizations and communities. This course emphasizes generalist practice with individuals and organizations and the knowledge and skills applicable to intervention with these two target systems. The beginning phase of the helping process is highlighted.

*Fall Semester (Prerequisite: Junior Status; SWK 1 & 50, co-requisite for Juniors; SWK 79 is a co-requisite), 3 credits.*

### SWK 71 Social Work Practice II

The second of a two-course sequence, this course is designed to continue teaching the knowledge, skills and values essential for beginning generalist social work practice. Whereas the first course focused on practice with individuals and organizations, this course concentrates on practice with families, groups and communities. Social Work Practice II identifies variations in engagement, assessment and contracting with these three types of systems. All levels of intervention are discussed as they apply to practice with families, groups and communities. The middle and ending phases of the helping process are highlighted.

*Spring Semester (Prerequisite: SWK 70; SWK 80 is a co-requisite), 3 credits.*

### SWK 75 Diversity Sensitive Social Work Practice

This course is designed to draw a bridge between generalist social work practice and the impact of ethnicity, social class, and minority status. Students will be provided with the tools to make ethnic sensitive social work assessments and interventions. The focus of this course will be on examining the problems that face diverse cultures and populations at risk for discrimination and oppression as they attempt to negotiate their environment and to ameliorate the stressors that they confront. Through the use of the case method model of learning, students will be presented with material that presents dilemmas faced by diverse populations as they strive to function and survive in the United States. This course makes a linkage between material on diverse cultures and the social work role and demonstrates the connection between cross-cultural values, beliefs and the profession. *Spring semester, (Prerequisite: Senior Status; SWK 71), 3 credits*

### HPA 20: Computer Based Management Systems

This course is a comprehensive review of computer concepts and usage in health and public sectors. It covers the types of computers that are appropriate and the storage devices needed. Students learn to create programs, and to evaluate packaged software for its applicability to their department's needs. *Fall semester, 3 credits*

### HPA 40: Organizational Leadership

This course is about understanding an essential component of the leadership role: the behavior of people – both those you interact with and your own – in the workplace. The course covers concepts of organizational behavior from the perspective of leaders, with an emphasis on understanding those concepts through the lens of your own experiences. Organizations – collections of individuals working together with a specific task or goal in mind – are the media through which all activity in the public, non-profit, and private sectors occurs. We rely on these organizations to achieve more than we could possibly do alone. For that reason, understanding how individuals and groups behave in organizations becomes important to increasing our chances of improving performance and achieving the outcomes we want. This course will examine behavior within organizations from several perspectives. Specifically, this course will

blend concepts from organization theory (for example, organizational structure, culture) and concepts from organizational behavior (for example, decision-making, leadership, teamwork and group behavior, motivation, job satisfaction) to better understand how individuals behave in an organizational setting.”

*Spring semester, (Prerequisite: Senior Status), 3 credits*

### POL 80 Administrative Behavior

The purpose of this course is to acquaint students with the origins of and current trends in administrative and organizational behavior. Students read classical articles, written by major organizational theorists and material from the text that addresses current administrative practices for improving organizational effectiveness. Topics include individual and group behavior, foundations of organizational structure, leadership, technology and work design. The assigned readings will provide a basis for in-class writings, discussions, experiential exercises and viewing related films.

*Spring semester, (Prerequisite: Senior Status), 3 credits*

## **Field Work Requirements**

Field work is a critical part of the Social Work educational experience. The program offers intensive field experience and supervised individual and group instruction. *See the Field Instruction Manual for a comprehensive description of the field experience.* (The following field courses are also social work foundation courses.)

### SWK 79 Introduction to Field Placement

The purpose of this class is to orient junior level social work majors to the field practicum. The course requires one interview with the field director and at least one to two field agency interviews. SWK 79 prepares students for entry into the field practicum experience, and the concurrent Field Seminar class (SWK 80), by anticipating and responding to common concerns among entry-level students, explicating field program policies, and practically preparing the student for the agency selection and initial interviewing process. Students are introduced to and acquainted with the various roles and responsibilities of each of the field team members. In addition, the field contract, task/ assignment form, the learning contract, the process recording, the supervisory process, diversity and cultural competence issues in the field and the qualifications and challenges of developing ethical and professional behavior are explored. In preparing students for the “mechanics” of fieldwork, the seminar also takes time to validate the developmental challenges that students experience in mastering the demands of the field placement.

*Fall semester, (Prerequisite: Junior Status; SWK 1 & 50, co-requisites for Junior transfers; SWK 70 is a co-requisite), 1 credit*

### SWK 80 Field Instruction I

Field Experience involves placement of the student in a social service agency or social work department of a larger institution. The student is required to intern for a minimum of 100 work hours during the standard spring semester of the Junior year. The student is required to offer social work service to diverse clients or client systems under the direct, regular supervision of an agency field instructor agreed upon by the agency and the program.

The instructional techniques in the seminar parallel processes students will be utilizing in the field as a student and as a social worker. Students' field experiences are processed using the problem-solving process. Developmental tasks are partialized or deconstructed into manageable parts; agency analysis, the supervisory process, the formulation of learning goals, struggles with diversity and ethical dilemmas, etc. These tasks are processed through journals and assignments that require reflection on the intersection between experience, knowledge, skills, and self. In class, students are also encouraged to collectively utilize the problem-solving process to help their peers' in the resolution of learning dilemmas. Students are also continually reinforced to prepare agendas and actively assert their own learning needs in class and in supervision.

*Spring semester, (Prerequisite: SWK 79; SWK 71 is a co-requisite), 4 credits*

### SWK 90, 91 Field Instruction II & III

Taken during the senior year (approximately 400 hours), these two courses provide students with opportunities to test in the field setting the principles and concepts learned in the classroom. Students are assigned to social work agencies or social work programs. Students receive on site field supervision from a professional social worker and participate in individual and group faculty advisory seminars.

*Fall and Spring Semester, (Prerequisite: SWK 80 for SWK 90, SWK 90 with a grade of C+ or better for SWK 91), 6 credits each.*

### **Honors College Requirements for social work majors**

Honors students will be conducting their honors work in coordination with their senior research project for the social work major and thus the SWK 90 and SWK 91 professor(s) will serve as honors advisor(s).

Junior year guidelines:

- In the fall semester of the Junior year, the honors student will contact the BSSW program director to make an appointment and review the guidelines documented in the social work program's handbook.
- Early in the spring semester of the Junior year, the honors student will contact the field director to insure that field placement for the Senior year allows research into his/her honors-related topic of interest.
- Early in the spring semester of the Junior year, the honors student will contact the SWK 90 professor/Honors advisor to identify as an Honors student and describe his or her topic of interest.
- After meeting with the SWK 90 professor/Honors advisor, the student will submit the tutorial paperwork (a very brief description of the intended field of study) to the honors college.
- With the approval of the honors college, the student will sign up to take SWK 385 (3 credits) during the fall semester of the senior year when he/she takes SWK 90.

Senior year guidelines:

- As soon as the fall semester begins, the student will contact the SWK 90 professor to begin work on the research proposal and annotated bibliography.
- During the fall semester of the Senior year, the student will work with the honors advisor to produce a 25-page annotated bibliography/literature report that constitutes an expansion of the literature review conducted for the SWK 90 research proposal.
- The honors advisor will accept the final research project generated in SWK 91 (25 pages) to satisfy the Honors' Thesis requirements. Students *do not* need to sign up for a separate honors thesis course.

**The Minor in Social Work**

The minor in Social Work provides students with understanding of the profession's emphasis on human relationships and social justice. Students learn the bio-psycho-social-spiritual aspects of human behavior and development, the dynamics of social systems including family, group, community and organizations as well as social policy analysis and advocacy. The minor is designed for students in related disciplines such as psychology, sociology, health sciences, health care and public administration, art therapy and education. Completion of this minor will help students to broaden their skills in counseling as well as delivery of health and social services, and allow the determination if pursuing graduate study in social work is the right career path for them. The social work field and practice-related courses are open only to students majoring in social work. However, all other courses are open to non-majors. The courses contained in the Social Work Minor consist of both required and elective courses from the major.

A student minoring in Social Work must take the 18 credits below and maintain a 2.5 GPA:

- SWK 01 Introduction to Social Work & Social Welfare (3 credits)
- SWK 50 Social Welfare Programs and Policies I (3 credits)
- SWK 51 Social Welfare Programs and Policies II (3 credits)
- SWK 60 Human Behavior in the Social Environment 1 (3 credits)
- SWK 61 Human Behavior in the Social Environment 1I (3 credits)
- HPA 40 Organizational Behavior (3 credits) **OR**
- SWK 30/HSC 102 Interdisciplinary Helping Professions (3 credits)

**Grading Practices/Grading Policy**

There are ten possible grades a student may receive at the completion of each course:

93-100	A	(4.00)	76-79	C+	(2.33)
90-92	A-	(3.67)	73-75	C	(2.0)
86-89	B+	(3.33)	70-72	C-	(1.67)
83-85	B	(3.0)	65-69	D	(1.0)
80-82	B-	(2.67)	< 64	F	(0)



## **Unsatisfactory GPA**

A student whose grade point average drops below 2.75 in the major is given one semester to raise it to that minimum. In rare circumstances and at the discretion of the APRC, if the grade point average remains below 2.75, the student might be allowed to repeat classes until the grade point average increases to 2.75 or better.

## **Incomplete**

To receive a grade of Incomplete (INC), a student must sign the BSSW Incomplete Grade agreement with the Instructor (see Appendix C). A student who receives a grade of "Incomplete" has one semester following the semester in which the course was registered for to complete the work and receive a grade. The INC grade will automatically convert to "F" at the conclusion of the semester following the one in which the grade was assigned (i.e., an outstanding INC earned in a fall course will automatically change to an "F" at the conclusion of the next spring term). If an unusual extension of time becomes necessary to complete the work beyond the one semester granted, the student must file the University's Incomplete Grade agreement which must be approved by the faculty member, the chairperson and the dean (see Appendix D). The grade "I" is printed on the transcript along with the final earned grade and the date the work was completed. [LIU Post Campus of Long Island University Undergraduate Bulletin]

## **Transfer Credits**

The Department may accept up to 12 credits transferred from an accredited under-graduate social work program. The courses must be appropriate to the area of social work course requirements. Transfer credits will not be considered unless a grade of B or better was given for the course. Course outlines will be evaluated by the Program Director or designated faculty member for compatibility with the courses offered in our program.

## **Leave of Absence**

Students who opt for a leave of absence or require a medical leave of absence have to follow university policy as specified in the following link:  
<http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Undergraduate/Policies#loa>

## **Academic Credits**

Academic credit will not be given for life experience or previous work experience in lieu of courses to be taken in the social work major and in the field practicum.

## **Plagiarism**

Plagiarism is unacceptable in the program and will result in severe penalties up to and including a failing grade for the course and possible dismissal from the program as well as potential expulsion from the university. In case of plagiarism, the program follows university policy as

described in the following link:

<http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Disciplinary>

## **Academic Advisement**

The social work department works closely with academic advisors and LIU Promise/Success coaches who are dedicated to supporting students and guiding them in achieving their goals. The coaches are available students as the point of contact for everything from academic and career counseling to campus activities and financial aid.

## **Student Services**

### **Financial Aid**

Several scholarships and financial aid packages are available to Social Work majors. Financial Aid is available through scholarships, grants, loans, and part-time employment. All financial aid awards from federal, state, and university sources are awarded on a funds available basis. All students must file the Free Application for Federal Student Aid (FAFSA). Continuing Post students will complete the Renewal Free Application for Federal Student Aid. First year aid applicants are also requested to file the Financial Aid Profile Form from College Scholarship Service for consideration of University assistance. Residents of New York State are expected to apply for the full amount of Tuition Assistance Programs Award (TAP) for which they are eligible. Students are advised to plan ahead, anticipate costs, budget resources, and contact the Office of Enrollment Services for payment options. The University's Office of Financial Aid and the program's academic advisors are ready to help students obtain the appropriate tuition assistance. For further information call the Offices of Financial Aid (516-299-2338 at Post and 631-287-8510 at Brentwood).

### **Support Services**

Students are encouraged to avail themselves of health-related, disability support and remedial services. The University has many service offices that will assist students with their concerns. These include: The Center for Healthy Living, 299-2345 (Post Hall); The Learning Support Center, 299-2397 (Post Hall) and the Writing Center (Humanities Bldg., 2<sup>nd</sup> Floor). For further descriptions of services see the L.I. University, LIU Post Campus Student Handbook or Bulletin. Or check the LIU Post website at: <http://www.liu.edu/CWPost/StudentLife/Services.aspx>

### **Social Work Club**

Through the "Be the Change Club" at LIU Post and the social work club at Brentwood, students are encouraged to expand their learning as a group and engage in community service activities such as taking part in walks for social causes. Students have the opportunity to collaborate with their peers on projects that include identifying populations at risk as well as evaluating service needs of disadvantaged groups and individuals. The clubs can further enhance students' knowledge by inviting speakers on timely topics. The clubs' agendas are defined by the members and gives students an opportunity to meet with peers, gain support in the program, and network for potential job opportunities.

### **Phi Alpha Honor Society**

LIU Post sponsors **Lambda Eta**, a chapter of the Phi Alpha National Honor Society. LIU Brentwood sponsors the **Psi Omega** Chapter. The purpose of Phi Alpha is to foster high standards of education for social work and to invite into membership those who have attained excellence of scholarship and distinction of achievement as students of social work. See Appendix E for the Chapter's constitution.

### **Non-discrimination Policy**

It is the policy of Long Island University that no person shall be subject to discrimination on the basis of race, ethnicity, age, gender, sexual orientation, disability or any other individual or cultural characteristic in any area of policy and procedure, including student admissions, termination and faculty recruitment. The program supports the principles of affirmative action and due process in hiring, admissions, retention and termination decisions affecting both students and staff.

**Appendix A**

**Baccalaureate Social Work Program: Learning Agreement**

I, (Student Name) \_\_\_\_\_, attended a meeting with \_\_\_\_\_  
\_\_\_\_\_ On \_\_\_\_\_

Regarding \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I acknowledge that \_\_\_\_\_  
\_\_\_\_\_

The issue will be addressed by (actions and timeframe) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I understand that the deficiencies described above constitute a failure to meet the programs' requirements, and if not corrected as indicated above may result in my inability to remain in the social work program.

\_\_\_\_\_  
**Student signature/date**

\_\_\_\_\_  
**Faculty member signature/date**

**Appendix B: Plan of Action**

**Baccalaureate Social Work Program: Plan of Action for Field**

I, (Student Name) \_\_\_\_\_, attended a meeting with \_\_\_\_\_  
\_\_\_\_\_ On \_\_\_\_\_

Regarding (be specific including people/agency involved and dates)

\_\_\_\_\_  
\_\_\_\_\_

I acknowledge that:

\_\_\_\_\_  
\_\_\_\_\_

This issue will be addressed by (action and timeframe): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

I understand that the deficiencies described above constitute a failure to meet the programs' requirements, and if not corrected by me as indicated above may result in my inability to remain in the social work program.

\_\_\_\_\_  
**Student signature/date**

\_\_\_\_\_  
**Field Supervisor signature/date**

\_\_\_\_\_  
**Field Liaison signature/date**

cc: Director of Field Education

Date: \_\_\_\_\_

### Appendix C: BSSW Incomplete Grade Agreement

#### Baccalaureate Social Work Program: Incomplete Grade Agreement

I, \_\_\_\_\_, have earned a grade of Incomplete in:

Course: \_\_\_\_\_

Semester Taken: \_\_\_\_\_

1. I acknowledge that I have read the Long Island University Academic Policies, a copy of which is annexed hereto. The *Grading Policy* states:

*A student has until the end of the following semester to make up incomplete coursework. When, due to extenuating circumstances, a student needs additional time to complete the course, he or she must submit a written request to the appropriate faculty member, chairperson and dean for an extension. After completion of an incomplete (INC) course, a grade of (I) is retained on the transcript along with the final earned grade and the date.*

2. Accordingly, the work for the course(s) listed above will be completed by me by:

3. The missing work includes:

---

---

---

4. In the event that the work cannot be completed in this time frame due to extenuating circumstances such as illness or significant personal hardship, I understand that I must submit a **written request for an extension** to my instructor ten (10) days before the completion date listed above. This extension request must be approved by the faculty, department chair and dean.
5. I acknowledge that no further extensions will be provided.
6. The grade INC will automatically convert to an F on my transcript if the work is not completed by the date listed in item 2 above.
7. Additionally, if the grade of INC converts to an F or I do not earn a passing grade upon completion of the course, I understand and accept that I will have to register (and pay) for the course again if the course is needed.

---

Student signature/date

---

Instructor signature/date

**Appendix D**  
**University Incomplete Grade Agreement**

***THE TERMS OF THE AGREEMENT ARE:***

1. I acknowledge that I have read the Long Island University Academic Policies, a copy of which is annexed hereto. The *Grading Policy* states:

*A student has until the end of the following semester to make up incomplete coursework. When, due to extenuating circumstances, a student needs additional time to complete the course, he or she must submit a written request to the appropriate faculty member, chairperson and dean for an extension. After completion of an incomplete (INC) course, a grade of (I) is retained on the transcript along with the final earned grade and the date.*

2. Accordingly, the work for the course(s) listed below will be completed by me by the end of the end of the following semester: Fall \_\_\_\_\_ Spring \_\_\_\_\_.

\_\_\_\_\_

3. The missing work includes:
4. In the event that the work cannot be completed in this time frame due to extenuating circumstances such as illness or significant personal hardship, I understand that I must submit a **written request for an extension** to my instructor ten (10) days before the end of the term listed in item 2 above. This extension request must be approved by the faculty, department chairperson and dean.
5. I acknowledge that no further extensions will be provided.
6. The grade of INC will automatically convert to F if the work is not completed by the date listed in item 2 above.
7. Additionally, if the grade of INC converts to an F or I do not earn a passing grade upon completion of the course, **I understand and accept that I will have to register (and pay) for the course again if the course is needed.**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Faculty Signature**

\_\_\_\_\_  
**Chair Person Signature**

\_\_\_\_\_  
**Dean Signature**

Date: \_\_\_\_\_

## **Appendix E: Phi Alpha Constitution**

### **By-Laws**

#### **Lambda Eta (Post) & Psi Omega (Brentwood) Chapters**

**Effective Date April 3, 2008**

**Phi Alpha Honor Society**

**LIU Post**

**720 Northern Blvd., Brookville, NY 11548**

### **CHAPTER 1**

#### **Officers of the Executive Committee**

Section 1. The officers of the organization shall consist of a President, Vice-President and Secretary-Treasurer to be elected by a majority vote of the membership.

Section 2. The President shall preside at meetings of the chapter; appoint such committees as may be provided for by Chapter Constitution or By-Laws or by vote of the chapter; call special meetings of the chapter; be responsible for all Chapters reports; perform the duties or ritual chair at initiation ceremonies, and promote the welfare of the Society and Chapter.

Section 3. The Vice-President shall perform all duties of the President in the latter's absence or disability and any other duties assigned by the President.

Section 4. The duties of the Secretary-Treasurer shall be as follows:

- a. To forward to the Treasurer of the Executive Council the following the national initiation fee for each student and faculty initiate prior to his or her acceptance into membership.
- b. Fulfill such additional duties as may be required by the Executive Committee or by the Chapter Constitution, the By-Laws, resolutions, or vote of the Chapter membership.

Section 5. A faculty member in the undergraduate or graduate social work program shall serve as the faculty advisor.

### **CHAPTER II**

#### **Organization and Procedures**

Section 1. The Executive Committee shall consist of the President, Vice President, and



Secretary-Treasurer.

Section 2. The Chapter shall meet in official sessions at least twice each year.

Section 3. Standing Committee may be appointed by the President with the approval of the Executive Committee.

Section 4. Special committee may be appointed by the President.

Section 5. The Chapter year shall begin on July 1 and end on June 30.

Section 6. The Chapter shall maintain adequate and accurate records of its membership activities and finances. Such records shall be kept in such a way as to serve as a permanent and historical record.

Section 7. Qualified persons may be inducted into membership anytime of the year.

Section 8. Election of officers shall be held once each year and at other times when a vacancy occurs.

### **CHAPTER III**

#### **Membership**

Section 1. An undergraduate student is eligible for active membership after achieving the following National minimum requirements and meeting local Chapter requirements:

- a. Declared social work as a major.
- b. Achieved senior status in the social work program.
- c. Achieved an overall grade point average of 3.0 on a 4.0 scale.
- d. Achieved a 3.25 grade point average in required social work courses.
- e. Students with an incomplete in any social work required course are ineligible
- f. Students must be active members of the Social Work Club.

Section 2. A faculty member may be granted membership by invitation of the Executive Committee and approval of the Chapter membership.

Section 3. The Executive Committee with the approval of the membership, may grant Honorary Membership to a maximum of two individuals per year who have made outstanding contributions to the field of social work. Honorary members shall not be assessed membership dues.

Section 4. The method of granting membership shall be in accordance with procedures established by the local chapter.

Section 5. Any member may be denied initial membership or expelled from existing membership for reasons of academic or personal conduct unbecoming a student of social work, by a three-fourths vote of the Academic Performance Review Committee of the Social Work Department. Dismissal from the Social Work program or College/University is cause for automatic recommendation for expulsion.

## **CHAPTER IV**

### **Dues**

Section 1. The initiation fee shall be of sufficient amount to include the following:

- a. The initiation fee required by the National Society.
- b. The initiation fee required by the local chapter.

Section 2. Annual chapter dues shall be established in accordance with chapter needs by action of the Executive Committee and a three-fourths vote of the chapter membership present.

Section 3. Special fees may be levied by the Executive Committee with a three-fourths vote of the chapter membership present.

## **CHAPTER V**

### **Amendments**

These By-Laws may be amended by a majority vote of the Executive Committee and upon ratification by a three-fourths vote of the membership.

## **AFFIRMATIVE ACTION STATEMENT**

Membership shall be available to all eligible persons without regard to age, gender, color, race, creed, ethnic or national origin, political or sexual orientation, or disability.

**Signature Page**

**Year:** \_\_\_\_\_

President: \_\_\_\_\_  
(Print)  
\_\_\_\_\_/\_\_\_\_\_  
(Signature) (Date)

Vice President: \_\_\_\_\_  
(print)  
\_\_\_\_\_/\_\_\_\_\_  
(Signature) (Date)

Secretary/Treasurer: \_\_\_\_\_  
(Print)  
\_\_\_\_\_/\_\_\_\_\_  
(Signature) (Date)



Members:

## Appendix F: Orientation Agreement

LIU Post  
LIU Brentwood

### Baccalaureate Social Work Program: Orientation Agreement

I, (Student Name) \_\_\_\_\_, have agreed to carefully review the BSSW Program's handbook and field manual as they appear on the university web site (click on links in the right column menu)

<http://liu.edu/Post/Academics/~link.aspx?id=1D68AAE37AB3482C81621DFA0E8B7597&Z=Z>

I hereby state my commitment to following all policies and procedures as documented in the student handbook and field manual.

I understand that strict adherence to the program's policies as described in the documents listed above is a condition for proceeding to field placement and remaining in the social work program.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date