

MONMOUTH UNIVERSITY

SCHOOL *of*
SOCIAL WORK

School of Social Work Handbook and Field Manual
BSW and MSW Programs

Monmouth University School of Social Work
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Introduction

Welcome to Social Work at Monmouth University! As you enter the School of Social Work, you will be participating in a dynamic, people-oriented, academically rigorous program of preparation for a profession calibrated to present realities and complexities relevant to social work practice today.

This Handbook is intended to assist you as you become a student in the School of Social Work. It contains information about the various academic programs, a summary of the School of Social Work policies and procedures, and student rights and responsibilities.

So that we might offer you a social work education that is intellectually challenging and professionally sound, the School of Social Work at Monmouth University is under continuous evaluation and revision. The Monmouth University Social Work alumni attest to the quality of the Social Work Program. This is further supported by our graduates having outstanding success finding social work positions shortly after graduation and many are employed before they graduate.

Even the most complete handbook cannot tell the whole story. After studying this information, please feel free to ask questions. The Social Work faculty, administration, and staff are available to help you. Many questions can also be answered on our School website: www.monmouth.edu/socialwork.

Program History

Social Work as an undergraduate major was introduced at Monmouth University in 1968. The baccalaureate Social Work Program was established in response to diverse needs with a common theme: a growing awareness of an economy of human welfare. This was represented by an ever-increasing demand within the social work community for efficient and accountable uses of resources.

Since that time, Social Work at Monmouth University has grown to meet the changing demands of its student body and of the social welfare system by providing a curriculum of expanded breadth and quality. The School of Social Work encompasses both a Bachelor of Social Work (BSW) and a Master of Social Work (MSW) degree program.

The BSW Program began with the hiring of a part-time faculty member in 1968 and was committed to seeking recognition as a Council on Social Work Education (CSWE) accredited program with the hiring of a full-time faculty member in September 1973. A second full-time Social Work faculty member was hired in September 1975. Faculty were hired to bring complementary skills to teaching, with one member hired primarily to teach courses in the practice sequence including field work coordination, and the other faculty member to teach the social welfare policy, planning and research courses. Initial accreditation occurred for the BSW Program in 1977. Since that time, the BSW Program has been re-accredited in every 8-year cycle.

During academic year 1997-98, Social Work received notice that the MSW Program was accepted into candidacy for accreditation by the Council on Social Work Education (CSWE). The fall semester of 1998 saw the first MSW class enrolled in the program. In June of 2001, the Program received full accreditation (retroactive to the first graduating class of 2000) from the Council on Social Work Education. In July of 2008, President Paul Gaffney elevated the Department of Social Work, located in the Wayne D. McMurray School of Humanities and Social Sciences to the Monmouth University School of Social Work.

The Social Work Programs at Monmouth University have been designed to provide an understanding of human rights, human diversity and society as well as prepare students for careers in social work that advance social justice and human rights. In the spring of 2006, the department received full reaccreditation for the combined BSW/MSW programs for the full eight-year cycle; both the BSW and the MSW program have been continually accredited since this time.

Program Mission, Goals, and Objectives

Our mission is to prepare graduates for professional social work practice that strives to secure Human Rights by advancing social, economic, and environmental justice for vulnerable populations. Through this mission we emphasize our social work values of service, social justice, dignity and worth of the person, the importance of human relationships, integrity and competence.

The BSW Program prepares students for generalist professional social work practice. The BSW Program also prepares social work students for graduate social work education. The educational process and curriculum are grounded in the liberal arts, along with the knowledge, values and skills of the social work profession.

The MSW Program at Monmouth University prepares graduates for advanced social work practice in one of two specializations, Clinical Practice with Families and Children, or Global & Community Practice.

The School of Social Work's mission is guided by Monmouth University's mission. "Monmouth University is an independent, comprehensive institution of higher education committed to excellence and integrity in teaching, scholarship, and service. Through its offerings in liberal arts, science, and professional programs, Monmouth University educates and prepares students to realize their potential as leaders and to become engaged citizens in a diverse and increasingly interdependent world".

The School of Social Work utilizes a foundation in the liberal arts tradition of educating and preparing students to realize their potential as leaders and to become engaged citizens in a contemporary world.

The curriculum supports the University and School missions through three perspectives: social, economic and environmental justice through the advancement of human rights, strengths-based

empowerment, and practice with families within a global context. Families within a global context define the initial focal social unit for all social work practice at Monmouth University.

Social, economic and environmental justice requires fairness in practice on the institutional and interpersonal levels. Human rights stand as an operational definition of social and economic justice committed to building a world in which the dignity of each human being and their community is inviolable. Fairness and dignity are the core values that guide all Monmouth University School of Social Work professional and academic endeavors.

The strengths perspective is envisioned by the Monmouth University School of Social Work as an approach to engagement and assessment that accesses the capabilities and assets of families, individuals, organizations, communities, and nations. Strengths-based engagement and assessment demand a different way of collaborating with families, individuals, organizations, communities, and nations. All are seen in the light of their capabilities, talents, competencies, possibilities, visions, values, and hopes, however marginalized and disenfranchised they may have become through domination, oppression, and trauma.

Empowerment is envisioned as the process of increasing personal, political, educational, and/or economic power so that families, individuals, communities, organizations and nations can take action to improve their situations. It is a process through which people claim the power and gain the resources necessary to shape our world and reach their full, human potential as members of families in a global context. The principles of empowerment include intervention strategies intended to achieve social, economic and environmental justice by advancing human rights, celebrating and benefiting from the diversities of humanity, and transforming self and society to welcome and support the voices, the potential, the ways of knowing, and the energies of us all.

Practice with families within a global context recognizes that at this juncture in history, societal constructs no longer solely define families. The definitions of families are expanding to include biological, legal, spiritual, and families of choice. The perspective of practice with families in a global context acknowledges that some individuals are without families by choice or circumstances or may be in transition towards a new family of creation. Globalization and internationalization are encroaching upon the basis of social identity. These three perspectives inform our BSW and MSW programs as they contribute to the development of students' knowledge, values and skills. Along with the practice behaviors they are manifest in all facets of our programs.

Goals:

Social work graduates will:

1. Conceptualize and contribute to social work theory, knowledge, values, and skills on a generalist level for BSW students, and on an advanced specialization specific level for MSW students through three interrelated perspectives: social, economic, and environmental justice; strengths-based empowerment; and practice with families within a global context.

2. Critically apply knowledge, values, skills, research, and ethics in their work with families, individuals, organizations, and communities, of diverse cultural contexts working collaboratively toward the prevention and solution of social problems.
3. Collaborate with and on behalf of vulnerable populations through advocacy, social action, volunteerism, service, education, and consultation, working from a strengths-based empowerment approach for social, economic, and environmental justice and human rights.

Nondiscrimination Statement

The BSW and MSW Programs embrace and uphold all of the nondiscrimination and affirmative action policies of Monmouth University. It is the policy and practice of Monmouth University to comply with the laws, regulations, and orders that provide for and impose obligations on employers with respect to the management of their equal employment opportunities and affirmative action programs.

Pronoun Policy

Monmouth University School of Social Work is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity and encourages a climate that values and nurtures human rights and social justice. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression. Asking each individual student to confirm their pronouns and preferred name helps to normalize the practice and foster acceptance for those students who may wish to be identified by pronouns not corresponding with the sex assigned to them at birth.

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. Instructors will gladly honor a request to address students by an alternate name or gender pronoun. Please advise of this preference early in the semester so that appropriate changes may be made to the roster.

Monmouth University Anti-Racist Statement

MUSSW denounces systems of racism and structural oppression that produce visible and invisible violence and allow hatred and horrific brutality to persist. We stand in solidarity with Black Lives Matter and other movements to end the dehumanization of people based on the color of their skin and to promote equitable and humane treatment for all people. Racism has been interwoven into U.S. systems and structures since enslavement and colonization, with longstanding consequences to Black, Indigenous and People of Color and their families and communities. We stand ready to advance the fight to promote equitable and humane treatment for all people as an expression of our ongoing commitment to human rights and social justice and will facilitate the active advancement of antiracism in the classroom and field.

BSW and Foundation Year Curriculum Objectives

The baccalaureate program in social work prepares students for generalist practice. Generalist practice is grounded in the liberal arts and the person-in-environment framework. Generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice (CSWE, 2015).

Using a curriculum that concentrates on generalist social work practice, the primary mission of the undergraduate Social Work program is to prepare students for beginning professional level social work practice. Secondary goals include introducing other students in the college and individuals in the surrounding community, to relevant social work and social welfare issues, and preparing social work students for graduate social work education. The program aims to inoculate students with the knowledge, values, skills and ethics necessary for the competent practice of the Social Work profession.

Building upon the liberal arts base, the social work curriculum incorporates and integrates content in five professional foundation areas: Human Behavior and the Social Environment, Social Welfare Policy and Services, Research, Social Work Practice and Techniques, and Field Placement. In each of these five areas, content on professional ethics and values and oppressed populations is included. In addition to the core social work courses, there are supporting classes which supply additional knowledge and background to aid in the effective training of competent social workers. These courses come from the areas of Psychology, Economics, Political Science, Statistics, Sociology, and Anthropology.

The BSW and Foundation year competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use technology in social work practice.

Generalist practice social workers:

- a) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- c) Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication;
- d) Use technology ethically and appropriately to facilitate practice outcomes;
- e) Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Generalist practice social workers:

- a) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- b) Present themselves as learners and engage clients and constituencies as experts of their own experiences;
- c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social Workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods and responsibilities are

distributed equitably, and that civil, political, environmental, economic, social and cultural human rights are protected.

Generalist practice social workers:

- a) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
- b) Engage in practices that advance social economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Generalist practice social workers:

- a) Use practice experience and theory to inform scientific inquiry and research;
- b) apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
- c) Use and translate research findings to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Generalist practice social workers:

- a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- b) Assess how social welfare and economic policies impact the delivery of and access to social services;
- c) Apply critically thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families,

groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Generalist practice social workers:

- a) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
- b) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Generalist practice social workers:

- a) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- c) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
- d) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of the social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including

individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional team work and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaborations.

Generalist practice social workers:

- a) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- c) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- d) Negotiate, mediate, and advocate with and on behalf of clients and constituencies;
- e) Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes and practice effectiveness.

Generalist practice social workers:

- a) Select and use appropriate methods for evaluation of outcomes;
- b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- c) Critically analyze, monitor, and evaluate intervention and program processes and outcomes;
- d) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Clinical Practice with Families and Children Specialization

Clinical social work builds on professional values, ethics, principles, practice methods, and the person-in-environment perspective of the profession. It reflects the profession's mission to promote social and economic justice. Clinical social work practice shares with all social work practice the goal of enhancement and maintenance of physical, psychological (mental and

emotional), cultural, social and spiritual well-being and functioning of individuals, families, small groups and communities.

Clinical social work services consist of engagement; assessment; diagnosis; intervention, including psychotherapy and counseling; client-centered advocacy; consultation; and evaluation addressing psychosocial challenges and/or impairment including emotional, mental, and behavioral disorders and addictions. Interventions responsive to all dimensions of diversity are utilized within the context of the therapeutic relationship guided by best practices and evidence-based guidelines.

The Clinical Practice with Families and Children (CPFC) specialization at Monmouth will teach you how to work with a variety of different populations of individuals and families at risk in ways that facilitate their empowerment. Through a selection of strengths-based approaches, the specialization addresses family- and child-focused concerns across a level of needs from poverty and homelessness to communication and interpersonal counseling.

Students choosing the CPFC specialization have a variety of practice settings to choose from, such as school social work, mental health settings, child abuse prevention, family and child centered clinical practices, and substance abuse settings.

CPFC Clinical EPAS and Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior: Students of Clinical Social Work serve as representatives of the profession, its mission, and its core values. They have knowledge of and understand the NASW Code of Ethics. They are knowledgeable of ethical issues and dilemmas, including ethical concerns with technology, and seek supervision to assure ethical behaviors and practice. Students of clinical social work value the professional use of self and professional behavior. They are self-reflective and dependably seek supervision/consultation to critically process their professional use of self in clinical social work practice.

Students of Clinical Social Work:

- a) Identify ethical issues and make decisions by applying the standards of the NASW Code of Ethics, ethical decision-making and utilizing supervision;
- b) Demonstrate appropriate professional use of self and use reflection to identify and manage personal values to maintain professionalism in practice situations;
- c) Understand and use technology/social media ethically and appropriately.

Competency 2: Engage Diversity and Difference in Practice:

Students of Clinical Social Work value the importance of diversity and difference. They are knowledgeable about how diversity and difference shape life experiences and how these experiences may influence the therapeutic relationship. Students of clinical social work are culturally self-aware and use a client-centered collaborative process grounded in cultural humility to understand how diversity and difference may influence the clinical relationship. Students of clinical social work understand the dimensions of diversity as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability, ethnicity,

gender, gender identity and expression, immigration status, political ideology, race, religion/spirituality, sex, and sexual orientation. Students of clinical social work appreciate that as a consequence of difference a person, family, or groups' life experience may include oppression, poverty, marginalization, and alienation or create privilege, power, and acclaim.

Students of Clinical Social Work:

- a) Demonstrate an understanding of the complexities and diversities amongst various populations;
- b) Demonstrate self-regulation and cultural humility and how personal bias may result from of one's own life experiences, culture and history;
- c) Recognize the importance of intersectionality with respect to diverse populations.

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

Students of Clinical Social Work understand that every person has fundamental human rights. Students of Clinical Social Work recognize the interconnections of oppression and human rights violations. They are knowledgeable about historical, contemporary, and structural influences that impede human rights and social justice for individuals, families, groups especially those that are oppressed and marginalized. Students of Clinical Social Work understand the importance of advocating for human rights and social, economic, and environmental justice through their work across multiple levels of practice.

Students of Clinical Social Work:

- a) Demonstrate an ability to recognize social injustices in the clinical practice setting;
- b) Demonstrate an ability to advance human rights and socially just practice by examining practice behaviors, policies that effect clinical practice, and organizational structure;
- c) Advocate for equity and justice through the delivery of clinical services at individual and organizational levels.

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

Students of Clinical Social Work understand quantitative and qualitative research methods and that practice experience informs research. They understand that there are multiple ways of knowing and use multidisciplinary and interprofessional sources to increase their knowledge of evidence-based practice, practice-informed research, and research-informed practice. Students of clinical social work reflect on and use culturally informed ethical inquiry to critically evaluate their practice and interventions. They use research to advance professional knowledge, expand therapeutic and clinical skills, and improve social service delivery.

Students of Clinical Social Work:

- a) Utilize clinical practice research and evidence-based practice knowledge to provide assessment, intervention planning and practice evaluation;
- b) Utilize clinical knowledge and professional literature to formulate, evaluate and reevaluate practice outcomes.

Competency 5: Engage in Policy Practice

Students of Clinical Social Work are knowledgeable about factors that influence policy development and implementation within the clinical practice settings. Using critical policy analysis skills, students of Clinical Social Work have knowledge of and recognize public and agency policies that influence service delivery across system levels for individuals, families, and groups. They advocate to change socially unjust policies that contribute to discrimination and unequal access and delivery of clinical services and resources.

Students of Clinical Social Work:

- a) Demonstrate an understanding of how micro, mezzo, and macro policies effect clinical service availability, access, and delivery;
- b) Advocate for policies that promote human rights and social and economic justice in clinical practice settings.

Competency 6: Engage with Individuals, Families and Groups

Students of Clinical Social Work understand that engagement is a dynamic and enduring component of social work practice. They value the principles and importance of human relationships. Using the lens of a strengths-based perspective, they are knowledgeable about human behavior and the social environment and theory-based person-in-environment strategies and skills to engage with diverse populations of individuals, families and groups in social welfare and practice settings. They value interprofessional collaboration. Students of clinical social work understand how their personal experiences and affective reactions may impact their abilities to engage with diverse populations that experience oppression and marginalization. Students of clinical social work engage in self-reflection and self-regulation and seek supervision and/or consultation to process and critique their cognitive and affective reactions enabling professional and authentic facilitation of culturally responsive ethically informed engagement with clients, constituents, and other professionals.

Students of Clinical Social Work:

- a) Demonstrate theory-based engagement skills such as: empathy, non-judgmental approach, respect, dignity and worth of a person.
- b) Demonstrate the ability for inter-professional collaboration.

Competency 7: Assess Individuals, Families and Groups

Students of Clinical Social Work understand that assessment is a dynamic and enduring component of social work practice. They value the principles and importance of human relationships and collaboration with and on behalf of diverse populations of individuals, families, and groups. Students of clinical social work value the importance and process of interprofessional collaboration. Using the lens of a strengths-based perspective, they critically evaluate and apply knowledgeable of human behavior and the social environment as well as theory-based person-in-environment skills and techniques to assess diverse populations of individuals, families and groups in social welfare and practice settings. Students of clinical social work understand how their personal experiences and affective reactions may impact their abilities to assess individuals, families and groups especially those populations that experience oppression and marginalization. They engage in self-reflection and self-regulation and seek

supervision and/or consultation to process and critique their cognitive and affective reactions enabling facilitation of theoretically informed, culturally responsive, and ethical decision-making in their assessment and collaboration of and with individuals, families, and groups seeking social work services in a practice setting.

Students of Clinical Social Work:

- a) Collect and organize data on an ongoing and collaborative basis and apply critical thinking to interpret information;
- b) Demonstrate the ability to formulate a theory driven and person-in-environment informed assessment.

Competency 8: Intervene with Individuals, Families and Groups

Students of Clinical Social Work understand that intervention is a dynamic and enduring component of social work practice. They value collaboration with and on behalf of individuals, families, and groups seeking clinical social work services. Students of clinical social work understand the importance of mutually agreed upon intervention goals thereby engaging individuals, families, and groups in the goal setting process. Students of clinical social work value the importance and presence of interprofessional collaboration when intervening with individuals, families, and groups seeking clinical services. Using the lens of a strengths-based perspective, they critically evaluate and apply evidenced-based and best practice interventions. Students of clinical social work understand how their personal experiences and affective reactions may impact their interventions with individuals, families and groups especially those populations that experience oppression and marginalization. They engage in self-reflection and self-regulation and seek supervision and/or consultation to process and critique their cognitive and affective reactions enabling facilitation of theoretically informed, culturally responsive, ethical decision-making in their interventions with individuals, families, and groups seeking social work services in a practice setting.

Students of Clinical Social Work:

- a) Develop mutually agreed upon intervention goals and objectives;
- b) Critically choose and implement theoretically informed interventions to achieve agreed upon goals;
- c) Demonstrate recognition and planning for termination within clinical practice.

Competency 9: Evaluate Practice with Individuals, Families and Groups

Students of Clinical Social Work understand that intervention is a dynamic and enduring component of social work practice. They utilize knowledge from theories of human behavior and the social environment, person-in-environment, and evidenced-based and promising practices in their critical evaluation of practice effectiveness. Students of clinical social work understand the ethical obligation to engage in ongoing practice evaluation. They are knowledgeable about quantitative and qualitative methods to evaluate treatment outcomes. Students of clinical social work use social work values to critically design, culturally informed, socially just evaluation methods that respect diversity and difference. Students of clinical social work use practice

evaluation outcomes to evaluate and advance clinical practice with individuals, families, and groups seeking clinical services across practice settings.

Students of Clinical Social Work:

- a) Select and use appropriate methods for evaluation of outcomes
- b) Analyze the outcomes of evidenced based interventions to evaluate practice effectiveness.
- c) Use evaluation findings to modify client interventions and/or improve program /organization effectiveness.

Global and Community Practice Specialization

Global and Community Practice augments generalist social work practice and is grounded in the values of the profession: service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. Community practice involves taking planned action to build and strengthen capacity to address unjust systems and collective concerns of people in communities, groups, and organizations through supporting and developing local and global leadership. Community practitioners engage and collaborate with local and global stakeholders to meet their community's needs and to thrive in the context of shifting social, economic, and environmental arrangements.

Global and community practice encompasses macro and mezzo dimensions of social work practice in communities; this specialization is referred to as a form of macro social work practice. The curriculum provides the practice skills, knowledge and experience necessary for practice emphasizing the interconnectedness of local and global communities such as advocacy, community organizing, program planning and development, and administrative leadership.

Global and Community Practice EPAS and Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Students of Global and Community Practice demonstrate the capacity, integrity, and commitment to act in an ethical manner that promotes inclusive participation in decision-making, research, public policy, and community building in local and global contexts. They are fully familiar with the NASW, IFSW, and IASSW Code of Ethics and how these codes apply to their professional practice. They represent the profession's values in interactions with clients, inter-professional colleagues, policymakers, and community stakeholders. To ensure ethical practice, GCP students use self-reflection, supervision, consultation, and lifelong learning to address how their attitudes, values and biases influence their personal and professional identity and their practice with individuals, families, groups, organizations, and communities.

Students of Global and Community Practice:

- a) Use self-evaluation, professional values, reflection and supervision to critically navigate competing personal and professional values that enhance or limit their ability to work effectively with groups, organizations or communities;

- b) Demonstrate professional demeanor in professional behavior, appearance in all oral, written, and electronic communication;
- c) Plan for engaging in life-long learning to enhance knowledge and skills for work with groups, organizations and communities;
- d) Demonstrate ability to apply NASW, IFSW and IASSW Codes of Ethics in practice in group, organizational and/or community settings;
- e) Demonstrate critical understanding of the ethical implications of the use of emerging technologies.

Competency 2: Engage Diversity and Difference in Practice

Students of Global and Community Practice engage with a variety of stakeholder groups, organizations, communities to collaboratively build, promote and sustain inclusive and supportive environments informed by an intersectional understanding of social identities including race, gender, gender identity, sexual orientation, age, income or class status, religion, culture, ability, ethnicity, and documentation status. They are highly skilled at communicating with those holding different perspectives and worldviews, recognizing the complexities and contradictions at times in addressing multiple oppressions and disparities. They work with, and on behalf of, constituents to change oppressive organizational practices, community conditions and social policies. They are committed to individually and collectively addressing the ways in which power, implicit and explicit bias, privilege, and oppression are manifested in the social work profession and their own practice.

Students of Global and Community Practice:

- a) Apply decision-making techniques that are grounded in democratic principles and inclusive of differences to create a climate of inclusion that builds on the strengths of diverse constituencies and integrates diverse points of view;
- b) Formulate inclusive strategies of collaboration based on an intersectional analysis of systems of power, privilege and oppression both within and outside organizational, community and policy contexts;
- c) Identify explicit and implicit organizational practices that reflect institutionalized oppression and suggest effective ways to eliminate these practices.

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

Students of Global and Community Practice advance human rights and social, economic, and environmental justice in local and global contexts with, and on behalf of, groups, organizations and communities informed by the United Nations Declaration of Human Rights. They recognize that the legacies of colonization, oppression and discrimination and challenge social policies and practices that tolerate or promote racism, sexism, heterosexism, and other discriminatory treatments of people based on social identities including age, disability, class, gender expression, immigration status, religion, and national origin. They understand that the realization of human rights, social, economic and environmental justice is interconnected, indivisible and mediated by local, state, federal, and global policies/agreements such as the United Nations Sustainable Development Goals.

Students of Global and Community Practice:

- a) Engage members of society in designing and promoting programs and services that address human rights to access resources that work towards social, economic and environmental equity for all populations;
- b) Contribute to the development and implementation of policies, funding, and/or programs that advance human rights and social, economic and environmental justice;
- c) Contribute to the efforts of the management and leadership of the organization or community in which they are engaged to infuse this competency into the implementation of the mission, vision, programs, and values of the organization.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Students of Global and Community Practice recognize environmental, sociocultural, and historical factors that affect the inclusion of underrepresented populations in research and understand how this research enhances service delivery and contributes to broader knowledge building within social work practice. In collaboration with key program stakeholders and those directly affected by social problems, GCP students build culturally informed knowledge from practice and research to promote human rights and social justice for vulnerable and oppressed populations. They understand that many types of evidence, from personal narrative to analysis of large data sets, inform the development, analysis, and critique of social policies and interventions. They communicate research-based arguments to inform policies and programs and translate research findings into actionable planned change efforts and policies.

Students of Global and Community Practice:

- a) Critically assess the range of information based on ethics and research evidence and practice strategies that will be incorporated in planning for programs and services to improve human well-being;
- b) Utilize culturally informed practice experience and evidence-based practice knowledge to provide assessment, intervention planning, and program evaluation;
- c) Identify and adapt local and global evidence-informed programs, practices and policies to the organizational, community or policy setting.

Competency 5: Engage in Policy Practice

Students of Global and Community Practice examine how historical, political, social, economic, and cultural factors shape the policy environment and use this knowledge to recognize and capitalize on opportunities for reform that advance human rights; racial and gender equity; access to high-quality, comprehensive social welfare services; and social, economic, and environmental justice. They appreciate the complexity of policy issues; understand legislative and policy-making processes; and critically analyze the varied dimensions of power as they affect individuals, families, groups, organizations, and communities. They engage and build the capacity of affected constituencies to participate in advocacy and direct and indirect lobbying, including working through coalitions, to advance evidence-informed policies that support well-being.

Students of Global and Community Practice:

- a) Demonstrate the ability to analyze and seek solutions for intended and unintended consequences of local and global policies and humanitarian initiatives on organizations, programs, and populations-at-risk;

- b) Demonstrate knowledge about the ways in which community stakeholders can participate meaningfully in the development of collaborative strategies for problem solving in program and policy formulation;
- c) Analyze issues, develop cogent arguments and communicate persuasively with multiple audiences using effective written and oral formats and media platforms to disseminate information about unmet needs and program accomplishments including the use of research evidence, practice wisdom, stories of lived experience and lenses of race, class and gender.

Competency 6: Engage with Groups, Organizations and Communities Students of Global and Community Practice recognize local and global interconnections and interdependencies between micro, mezzo, and macro systems and are adept at moving across these systems to engage community members, organizations, policymakers, and other community leaders. They create and nurture authentic relationships with stakeholders at the grassroots and inter-organizational levels for a common purpose to improve social, economic, and environmental well-being. They manage conflict and disagreement with respect, seek common ground, and interact effectively with both allies and opponents while maintaining a commitment to social justice and the needs of vulnerable populations. They reflect on the reasons why their engagement strategies were successful and unsuccessful and document the lessons learned to ensure robust collaborations in their future work.

Students of Global and Community Practice:

- a) Apply an understanding of advocacy, mutuality, and humility in reaching out for expert knowledge in fields outside one's experience and expertise, in order to plan effective organizational strategies that will include the well-being of communities;
- b) Critically reflect and document lessons learned on successful and unsuccessful engagement strategies;
- c) Use interpersonal skills and relationship building to gain credibility with allies, clients, and constituents at the grassroots level in defining and communicating community and organizational needs in advancing potential solutions with decision-makers.

Competency 7: Assess Groups Organizations, and Communities

Students of Global and Community Practice use appropriate theories, frameworks, models, and strategies to examine and assess groups, communities, organizations, and policies using a strength-based, anti-oppressive lens. In doing so, they critically analyze the historical, social, economic, and cultural context in which macro practice takes place; the current political landscape, including political viability, potential levers for change, and relevant power dynamics; the strengths and needs of affected individuals, groups, families, organizations, and communities; and the social policies and other structural, social, and community forces that create and perpetuate discrimination and oppression. GCP students have strong collaboration skills in working with diverse stakeholders and constituencies and are able to synthesize data-driven approaches with multiple ways of knowing, acknowledging and respecting that indigenous knowledge is essential for effective assessment and lays the groundwork for capacity building.

Students of Global and Community Practice:

- a) Assess and analyze assets, needs, benefits, gaps in services, rights, and the inequitable distribution of resources and power to identify appropriate macro interventions;
- b) Develop, select, and conduct assessments using appropriate analytical methods, frameworks, and tools, including primary data sources, secondary data sources, and the lived experience of affected individuals, families, groups within organizations and policy arena;
- c) Collaborate with community members, professional colleagues and political stakeholders throughout the assessment process.

Competency 8: Intervene with Groups, Organizations, and Communities

Students of Global and Community Practice use research-informed evidence to address the root causes of social problems and incorporate indigenous knowledge of affected populations, groups, communities, and organizations with their participation. Using collaborative and interdisciplinary processes, macro practitioners design and implement positive change interventions that are innovative, strategic and reflect the profession's values of social, economic, and environmental justice. They work to ensure that interventions combat systemic oppression and injustice that permeate our organizations and society and that often become institutionalized through social policies. GCP students build power and capacity for positive social change by effectively managing human service organizations and delivery systems; educating, mobilizing, and organizing for community planning and development; and shaping social policies.

Students of Global and Community Practice:

- a) Define paths for program and organizational development that incorporate inclusive structures and programs and take a leadership role to promote human rights and social justice;
- b) Apply leadership and management skills necessary to facilitate the effective functioning of human services and community-based organizations;
- c) Develop strategies to solve or mitigate social problems using social innovations.

Competency 9: Evaluate Practice with Groups, Organizations, and Communities

Students of Global and Community Practice use research methods to evaluate programs, interventions, groups, organizations, communities, and policies by using multiple sources of knowledge including professional experience, practice knowledge, and stakeholder input. They consider research and theories on organizational, community, and political processes in addressing the causes and consequences of social problems, inequality, and systematic oppression. Students of Global and Community Practice evaluate the processes and outcomes of change efforts to ensure that evaluation findings are used to promote social, political, and economic justice, sustainable and accessible services and programs, and evidence-based practice. They ensure that evaluation design, measurement, implementation, and use of findings are customized to the target population and diverse settings and that they are culturally responsive, accurate, and timely. They strive to include the perspectives, input, and participation of stakeholders and community members throughout the evaluation process.

Students of Global and Community Practice:

- a) Select and use appropriate evaluative questions and methods to facilitate documenting, improving, or changing organizational programs, policies, and community performance processes and outcomes;
- b) Critically analyze, monitor, and evaluate program processes and outcomes;
- c) Integrate theoretical and conceptual frameworks into evaluation strategies that facilitate an understanding of group, community, organizational and policy dynamics and outcomes.

MSW Advanced Core Curriculum

During the specialization year, all MSW students, regardless of their specialization, take two unique classes together to advance human rights and social justice into their professional social work practice:

SW 627 Implications of Social Justice and Human Rights

SW 669 Applications of Social Justice and Human Rights

The purpose of this two-course sequence is to guide students in their understanding and analysis of the principles and theories of social justice and human rights, and the implications of those principles and theories for social work professional knowledge, values and skills. Building on the School of Social Work's theme of strengths-based empowerment practice, students examine the dynamics of power and the structural conditions that enhance or constrain human capabilities. This course culminates in students' implementation of a project that advances social justice and human rights for a population of their choosing as appropriate to their specialization area and practice interests.

This course explicitly focuses on the implications of the UN Universal Declaration of Human Rights, Article 25:

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and **necessary social services**, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

SW 627 develops students' knowledge of social justice and human rights principles and theories. Students analyze the implications of those principles and theories for the profession of social work as they develop a proposal for the implementation of social justice and human rights in either an agency based, creative, or research focused project.

SW669 guides students in the practice and application of social justice and human rights theories within their concentration-specific engagement with social work. Within this course students undertake the implementation of a project that advances social justice and human rights as appropriate to their concentration area and practice interests.

In accordance with the Council on Social Work's Education Educational and Accreditation Standards, the following core competencies and practice behaviors are critical to successful outcomes in these courses:

Competency 2 - Engage Diversity and Difference in Practice

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

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

BSW Curriculum Plan and Degree Requirements

The Social Work curriculum is designed to prepare students for beginning professional level practice and continued graduate study. The Social Work curriculum builds upon a liberal arts base that is standard for the entire University. The curriculum is consistent with the Educational Policy & Accreditation Standards for Undergraduate Social Work Programs established by the Council on Social Work Education.

In order to graduate from Monmouth University, students are required to complete 120 semester credit hours.

Building upon the liberal arts base, the social work curriculum incorporates and integrates content in five professional foundation areas; human behavior and the social environment, social welfare policy and services, research, social work practice and techniques, and field. In addition to the core social work courses, there are supporting classes required which supply additional knowledge and background to aid in the effective training of competent BSW social workers. These courses come from the areas of psychology, economics, political science, biology, sociology and anthropology.

The content of the curriculum reflects social work's perspective with a person in the environment approach. The curriculum is designed to equip beginning-level generalist practitioners with the knowledge, values and skills they need to function in their roles as they assist families, individuals, and communities toward improving the quality of their own lives. The liberal arts core requires students to complete courses in technological literacy, reading and writing, literature, reasoned oral discourse, historical perspectives, aesthetics and creativity, cross-cultural and global understanding, foreign language, natural sciences and mathematics, social science and interdisciplinary perspectives.

BSW students must also complete a volunteer experience and a series of field internships. They complete a 30-hour volunteer experience with an aging services organization attached to the first Human Behavior course (SW 223), they complete a 100-hour internship attached to a Spring semester Junior year practice course (SW 342) and they complete 224 hours for each of two semesters in their Senior year Field Seminars (SW 421 and SW 422) for a total of 448 hours. The total number of volunteer and internship hours required is 578 hours.

The BSW curriculum chart and course sequence chart can be found on our School website here: <https://catalog.monmouth.edu/undergraduate-catalog/social-work/bsw-bachelor-social-work/>

Social Services Minor

Social Services Minor – Undergraduates at Monmouth not majoring in social work have the option to complete a minor in social services. This minor consists of 16 credits and allows students to gain familiarity and perspective with social work practice and policy issues.

Monmouth undergraduates who complete the Social Services minor can use 12 credits towards the MSW degree at Monmouth. They can waive 12 credits of the 24 credits in the Generalist (500 level) requirements if their courses received a B or better. They get graduate credit for taking: SW223, SW342, SW326, SW341. The list of courses that are required for the social service minor are listed here:

<https://catalog.monmouth.edu/undergraduate-catalog/social-work/social-service-minor/>

MSW Curriculum Plan and Degree Requirements

The MSW curriculum is designed to prepare students for advanced practice in social work, specializing in either Clinical Practice with Families and Children (CPFC) or Global and Community Practice (GCP). The curriculum is a total of 54 credits, 24 credits in the first year comprising the foundation curriculum and 30 credits in the second year comprising the advanced curriculum. Students with a bachelor's degree in Social Work from a CSWE accredited program can apply for Advanced Standing in the MSW Program. If accepted, Advanced Standing students are placed into their second year of graduate work and must fulfill 30 credits to receive the master's degree.

The core courses provide the theoretical foundation for understanding human behavior in the social environment; for understanding the history of social welfare and developing a framework for policy analysis; for understanding, implementing, and evaluating the theories and methods of social work practice; for developing skills in the application of scientific reasoning and research methodology. Infused throughout each of the core courses is material to also provide the students with a foundation in social work values and ethics; in understanding and appreciating human diversity; in understanding the dynamics and consequences of social and economic injustice, and in developing the skills to promote social change towards individual and collective social and economic justice; and in the theoretical and practice content about the patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression, especially as they impact people of color, women, gay, lesbian, bisexual and transgendered persons, and individuals and families distinguished by age, ethnicity, culture, class, religion, and physical or mental ability.

Students must also complete a field practicum in a placement related to their specialization. For Regular Admission students, 500 hours for the first year and 500 hours for the second year of field practicum will be completed for a total of 1,000 hours in the internships. For Advanced Standing students, 500 hours total will be completed in the internship.

The Liberal Arts Perspective in the MSW Curriculum

The liberal arts perspective of the School of Social Work builds on the humanities and social sciences. The MSW Program views the humanities as a source of insight into aspects of thought, values, and achievement in all times and places. The social sciences contribute an understanding of men and women living in varied cultural and social contexts. Together, these areas provide a foundation for the MSW Program's preparation of professional social work practitioners.

The School ensures that all graduate students have obtained this perspective prior to admission to the MSW Program by careful review of applicant's transcripts for successful completion of appropriate coursework. These requirements include human biology and courses in the humanities, including English (skills in writing and literature), history, courses in the social sciences, including sociology, psychology, anthropology, foreign language and/or cross-cultural studies, global understanding, economics, and political science. The School also reviews student's personal statements for evidence of the liberal arts perspective within the applicant's self-presentation.

Definitions of Practice Areas

Generalist Social Work Practice (BSW and Foundation Year)

Generalist practice is grounded in the liberal arts and the person-in-environment framework. Generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Clinical Practice with Families and Children (MSW Specialization Year)

Clinical social work builds on professional values, ethics, principles, practice methods, and the person-in-environment perspective of the profession. It reflects the profession's mission to promote social and economic justice. Clinical social work practice shares with all social work practice the goal of enhancement and maintenance of physical, psychological (mental and emotional), cultural, social and spiritual well-being and functioning of individuals, families, small groups and communities.

Clinical social work services consist of engagement; assessment; diagnosis; intervention, including psychotherapy and counseling; client-centered advocacy; consultation; and evaluation addressing psychosocial challenges and/or impairment including emotional, mental, and behavioral disorders and addictions. Interventions responsive to all dimensions of diversity are utilized within the context of the therapeutic relationship guided by best practices and evidence-based guidelines.

The Clinical Practice with Families and Children (CPFC) specialization at Monmouth will teach you how to work with a variety of different populations of individuals and families at risk in ways that facilitate their empowerment. Through a selection of strengths-based approaches, the specialization addresses family- and child-focused concerns across a level of need spectrum from poverty and homelessness to communication and interpersonal counseling.

For students who choose the CPFC specialization, assessment, intervention, and evaluation skills in working specifically with families and children are developed. Students learn to apply culturally competent practice theory and research particular to that client system. Students learn not only counseling and therapeutic techniques particular to families and children, but also develop greater understanding of the patterns of interaction and conflicts that occur at the interface between families and society.

Family centered practice is concerned with the transactions among person, family, and environment which affect individuals, families, groups, communities, nations and the global environment within which families are enmeshed. In the CPFC specialization, the family is the center of focus for social work practice. As a result, practice at this level examines how people who are living together relate to one another and how their dynamics affect the other members of their home.

There are four CPFC specialization courses:

- SW 605 Advanced Social Work Practice with Families
- SW 645 Seminar in Advanced Family Practice
- SW 665 Advanced Practice with Children
- SW 626 Practice Evaluation

The sequence of these courses will prepare you for advanced social work practice with individuals, couples, families and groups, as well as macro practice in advocacy and family centered policy. These courses will help students concurrently taking their field practicum apply techniques and intervention strategies learned in the classroom to their internships.

As a student in the CPFC specialization, you'll have the opportunity to apply your classroom learning to a field placement geared specifically to your chosen specialty.

Many direct-practice roles are available including counseling in school-based programs and in non-traditional schools, counseling in hospitals and specialty healthcare facilities, counseling in addiction recovery programs, counseling in therapeutic nursery schools with post trauma children and their families, and more.

Internships are available locally, all over the State of New Jersey and in the Philadelphia and New York City areas.

The curriculum and course sequence charts for the CPFC specialization, both full and part-time are available here: <https://www.monmouth.edu/graduate/msw-social-work/clinical-practice-with-family-children-concentration/>

Global and Community Practice (MSW Specialization Year)

The Global and Community Practice (GCP) specialization augments generalist social work practice and is grounded in the values of the profession: service, social justice, the dignity and

worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. Community practice involves taking planned action to build and strengthen capacity to address unjust systems and collective concerns of people in communities, groups, and organizations through supporting and developing local and global leadership. Community practitioners engage and collaborate with local and global stakeholders to meet their community's needs and to thrive in the context of shifting social, economic, and environmental arrangements. In 2020, the Global and Community Practice specialization became an online offering.

Global and community practice encompasses macro and mezzo dimensions of social work practice in communities; this specialization is referred to as a form of macro social work practice. The curriculum provides the practice skills, knowledge and experience necessary for practice emphasizing the interconnectedness of local and global communities such as advocacy, community organizing, program planning and development, and administrative leadership.

Students who choose the GCP specialization will gain skills in social work assessment, planning, intervention, and evaluation particular to working with larger groups and in a global context. Classes focus on preparing students to understand and critically evaluate the intersection of local, national, and international policies and the quality of life of persons and communities in various settings. Students learn theories and study in depth some of the challenges affecting communities around the world. They also study successful community interventions and social innovations from around the world.

Global and community practice, whether in the United States or abroad, involves working in partnership with people and communities to take planned action to deal with the common concerns of people who share a geographic locality, cultural or philosophical identity, or crucial social and economic relationships. It involves the growth and strengthening of political power and community structures so that social networks and economic arrangements function to include the most vulnerable individuals, groups, organizations, and communities and enable them to take effective action on their own behalf.

There are five GCP specialization courses:

SW-613: Social Work Leadership and Management

SW-615: Advanced Global and Community Practice

SW-617: Environmental Justice and Sustainable Development in Social Work

SW-623: Social Innovations

SW-625: Program Planning and Evaluation

The sequence of these courses will prepare you for advanced social work practice with groups at the global and community levels. These courses will help students concurrently taking their field practicum apply engagement, assessment, intervention, and evaluation theories and strategies learned in the classroom to their internships.

In your field placement, you may develop effective programs, advocate for policy changes, work with community groups to build capacity, develop peer-based support systems, design and

implement social media campaigns, raise funds through grant-writing, plan and implement events, provide prevention education and community outreach, and more.

Internships are available locally, throughout New Jersey, and in the Philadelphia and New York City areas. In the spring semester of the specialization year, students can go abroad for their field internship to Costa Rica, Vietnam, Guatemala, Sierra Leone, and Ireland. Information on this field abroad option is presented in the next section of the handbook on the Office of Field and Professional Education.

The curriculum and course sequence charts for the Global Community Practice specialization, both full and part-time are available here: <https://www.monmouth.edu/graduate/msw-social-work/global-and-community-practice-concentration/>

Office of Field and Professional Education

The Office of Field and Professional Education (OFPE) is designed to provide opportunities for advancing professional development for our students and for the larger social work community. The OFPE works with a total philosophical commitment to the idea of partnership. Field supervisors, professional education participants, and students are all engaged in a mutual partnership that values the wants and needs of every member. A partnership with the office as a fulcrum, but with the office operating and making decisions based on what best serves the partnership.

As the curriculum advances student's knowledge base, field experience provides opportunities for the integration of the academic and the practice. The Professional Education Program (PEP) provides opportunities for life-long learning. Field and PEP operate as a single program that is interconnected, mutually supportive and synergistic. PEP provides ongoing continuing education for professional social workers seeking continuing education units (CEU) and to students seeking to expand their professional development through intense interactive, expert delivered seminars. PEP workshops are a staple offering for our field supervisors who regularly receive incentives, discounts, and free CEU opportunities. PEP workshops are planned with regular participant input and are designed in the spirit of the notion of continuing education not merely to the letter of the law. The workshops provide a convenient forum for continuing education but also provide an opportunity to maintain relationships, to communicate, catch up, and connect with all of Monmouth University's partners, and all of our various partners with each other.

Field is the signature pedagogy. Field education is that central tenet which makes social work education the unique experience and preparation that it is. The field program makes competency-based education its core. From learning agreements to field evaluations, to supervisor training, the concept of competency-based field education is reinforced. It is this commitment to partnership that serves to support the achievement of, and further mastery of, the core competencies, in a field and professional education model dedicated to excellence in all forms of professional development. Central to the core of field as the signature pedagogy is the social work internship.

Field Internship Sequence

Overview

There are nine courses in the field curriculum between the BSW program and the MSW program. Below is a very brief description of the internship related requirements attached to each.

BSW Field

Sophomores have an opportunity to complete a 30-hour volunteer experience as part of their SW 223 Human Behavior in the Social Environment class. This volunteer experience allows students to acquire some beginning experience in a field agency to be sure that social work is the profession they would like to pursue. This 30-hour requirement is completed in an agency with an aging focus, such as a nursing home, assisted living facility, or adult day facility. Faculty teaching this class assist the students in procuring their volunteer experience.

Social Work Practice with Individuals and Families (SW 342) is typically taken in the Spring semester of the Junior year. It is a three-credit course that carries with it a 100-hour internship requirement. This usually translates into one, full eight-hour workday for the duration of the semester, but this can vary based on the student's schedule, agency availability, and need. Students are expected to begin to develop competency in the practice behaviors that will prepare them for their senior internship. Interviewing, prevention education, case management, and other similar activities are common junior internship responsibilities. There are a diverse range of practice opportunities available to SW 342 students.

Field Practice in Social Work (SW 421), and Advanced Field Practice in Social Work (SW 422), are always taken consecutively in the Fall and Spring semesters of the senior year. Each course carries with it a 224-hour internship obligation. Together, they will carry a total of 448 hours of internship, which translates to about two full days each week in internship throughout the entire senior year. That works out to be around sixteen hours per week. Schedules are determined between students and supervisors, but typically a BSW student is in field Tuesday and Friday. There are a diverse range of practice opportunities available to senior field students.

Senior BSW students are expected to function as entry level, generalist practice social workers. More advanced interviewing, counseling, group work, family work, case management, an introduction to crisis intervention, and negotiating social services are common senior internship responsibilities. Given that BSW degree holders are eligible to apply for Advanced Standing, their duties should be comparable to those of a first year (foundation level) MSW student.

Field and Practice Course Restriction

The School of Social Work at Monmouth University restricts enrollment in the Social Work Practice sequence and the Field Practice courses to Social Work Majors and minors as appropriate.

Baccalaureate Child Welfare Education Program (BCWEP)

Monmouth University Social Work undergraduate juniors have the opportunity to apply for acceptance into the Baccalaureate Child Welfare Education Program (BCWEP). This is a statewide, multi-university program designed to expose and attract social work students to the state of New Jersey's child protection system. BCWEP is a competitive entry program. Students who are accepted receive a stipend for their senior internship hours, and a tuition reduction or remission incentive in exchange for a two-year commitment to work for the NJ Department of Child Protection and Permanency. Interested students should inquire with the Campus Academic Coordinator in the Office of Field and Professional Education during the Spring semester of their junior year. BCWEP is available only to students eligible to enter the Senior Field Seminar course (SW 421/SW 422). Requirements and benefits are the purview of BCWEP and are subject to change.

MSW Field

Field Practicum I (SW 510) and Field Practicum II (SW 520) are the foundation level field sequence. They are always taken consecutively in the Fall and Spring semesters. Each course carries with it a 250-hour internship obligation. Together, they will carry a total of 500 hours of internship in a single placement, which translates to a little more than two full days each week in internship throughout the entire year. That works out to be around eighteen to twenty-one hours per week. Schedules are determined between students and supervisors, but typically an MSW student is in field Monday, Wednesday, and Thursday. Expectations for first year MSW students are generally the same as for those listed above for BSW seniors. Duties may be more advanced based on the experience level of the student and the supervisor's discretion.

Field Practicum III FC (SW 630) and Field Practicum IV FC (SW 640) are the specialization level field seminar courses for the CPFC concentration. They are always taken consecutively, for full time students in the Fall and Spring semesters and for part time students in the Summer and Fall semesters. Each course carries with it a 250-hour internship obligation. Together, they will carry a total of 500 hours of internship in a single placement, which translates to a little more than two full days each week in internship throughout the entire year. That works out to be approximately eighteen to twenty-one hours per week. Schedules are determined between students and supervisors, but typically a MSW student is in field Monday, Wednesday and Thursday. Practice settings will correspond with the specialization curriculum. This is a "clinical/micro" social work specialization in which students are studying various theories and intervention skills in classes, many of which utilize case studies from practice scenarios and social work literature to enable students to readily apply the material to practice.

Students are expected to demonstrate competency in the specialization specific practice behaviors. CPFC interns are expected to be exposed to and perform individual, family and group counseling, assessment, referral, crisis intervention, clinical case management, client advocacy, and casework documentation. The internship should provide the opportunity for the student to be an integrated member of the agency staff/team including some exposure and activity involving agency functioning, training, and professional collaboration.

Field Practice III CI (SW 631) and Field Practice IV CI (SW 641) are the specialization level field seminar courses for the GCP specialization. They are always taken consecutively, for full time students in the Fall and Spring semesters and for part time students in the Summer and Fall semesters. Each course carries with it a 250-hour internship obligation. Together, they will carry

a total of 500 hours of internship in a single placement, which translates to a little more than two full days each week in internship throughout the entire year. That works out to be around eighteen to twenty-one hours per week. Schedules are determined between students and supervisors, but typically an MSW student is in field Monday, Wednesday and Thursday. Practice settings will correspond with the concentration curriculum. This is a “macro” social work concentration where students are studying domestic and international social welfare issues, domestic and international non-governmental organizations (NGO’s), and community practice areas, relevant programs of the United Nations and UN affiliated agencies, and domestic and international social and economic development.

Students are expected to demonstrate competency in the specialization specific practice behaviors. Students learn about traditional macro social work areas such as social welfare policy, research, program evaluation, community organizing, advocacy, administration, and community economic development framed in both the international and domestic context. Students also learn about emerging issues related to community and international social work practice including environmental concerns, economic literacy, and international relations. Students are expected to be exposed to and perform duties related to these areas that support the work of the agency/organization while providing a quality learning experience in “macro” social work. The internship should provide the student the opportunity to be an integrated member of the agency/organization including some exposure and activity involving agency functioning, training, and professional collaboration. Students in the GCP concentration have the option of performing one quarter (125 hours) of their internship (typically from mid-February through mid-April for eight to ten weeks) overseas in approved “macro” social work internship positions.

Sonia Field Placement Software System

The School of Social Work use Sonia, a web-based field placement platform, to support the administrative functions of field education. The system streamlines procedures and organizes placement information. The platform provides a confidential site to share forms viewable by the student, teacher and site supervisor. Students entering field will use Sonia to complete required forms, track attendance and schedule meetings with field advisors. Field seminar teachers use Sonia to review placement information, students’ time sheets, learning agreements and evaluations. Site supervisors use Sonia to update placement information, access students’ forms and complete evaluations.

Objectives of Specific Field Programs

Generalist Practice

The first-year graduate generalist practice/senior year field practicum engages students in supervised social work practice and provides them the opportunity to integrate course work with developing practice skills. Students are expected to develop an understanding of the broad base of professional social work. Students apply a generalist empowerment-based approach that is grounded in the strength’s perspective.

At Monmouth University, generalist social work practice is conceived as grounded in an ecological systems framework and employs a strengths-based empowerment process to aid and

support clients in their efforts to access needed resources, to achieve greater individual and collective empowerment, and to work for social and economic justice.

Clients and interventions are situated at every practice level: individual, family, group, community, national, and international. Further, within their practice, generalist social work practitioners consider the interplay of personal and collective issues and work with a variety of human systems, societies, communities, neighborhoods, complex organizations, formal groups, informal groups, families and individuals to create changes which maximize social functioning. Generalist social workers are engaged in practice in a variety of settings. These may include hospitals, mental health facilities and community development corporations. They engage with people to improve the quality of life for individuals, families, groups, and communities. Also, by developing the ability to use professional supervision, students will gain self-awareness and begin to identify their own learning needs. It is in the application of theory, intertwined with supervision and seminar level field instruction, that students engaged in the signature pedagogy explore this level of intervention and develop the associated competencies.

Advanced Practice

In the specialization year, students will develop advanced competencies for work with individuals, families, groups, communities, and nations with emphasis on either of the two specializations offered, CPFC or GCP.

Students will continue to focus on issues related to diversity, values and ethics, professional development, vulnerable populations, social and economic justice, and human rights. Building on their generalist foundation, students will use theories from the classroom, apply them with discretion, and evaluate their appropriateness and effectiveness. The students will use supervision maturely, continuing the application of theory, intertwined with advanced level supervision and seminar level field instruction. Students engaged in the signature pedagogy explore specialization level intervention and develop the associated competencies. At the advanced level, students will demonstrate the ability to criticize and evaluate their own practice in a professional manner and take responsibility for future growth as independent practitioners and lifelong learners.

Clinical Practice with Families and Children

This area is related to both the public and private sector of child and family services, and could include direct clinical work with families who present as survivors of abuse, neglect, violence, and drug or alcohol addiction. It begins with the family at the center of the unit of attention. Many families struggle with the individual and systemic myriad of devastating circumstances and are part of several vulnerable populations, such as immigrants, racial or ethnic minorities, those with disabilities, or those in poverty. Field assignments occur at the local level with intervention focused on individuals, families, and small groups and provide opportunities to demonstrate the associated competencies.

Global and Community Practice

This area is related to community development practice at the local through international level. International social work focuses upon social work practice between nations or cultural groups, as well as practice in international social services, non-governmental, and grass roots

organizations. Field assignments occur at the local level with community organizations or with agencies whose service area include international issues and provide opportunities to demonstrate the associated competencies. Students in this concentration have the option of selecting an internship experience abroad.

International Field Placement

Students who select the GCP specialization have the opportunity to perform field work abroad. Typically, this includes an eight-to-ten-week placement in an agency with a community development, policy, research, or community organizing focus. Potential field sites are evaluated by the School of Social Work and have executed contracts for placement with the University. Under no circumstances will a student be placed in a setting without an executed agreement between Monmouth University and the appropriate agency/University personnel.

In addition to the criteria for Admission to the Field Practicum, students who intend to do an international field placement understand that:

1. Prior to leaving for the international placement, they will write an additional five-page paper, which includes the contact information and overview of their agency (including supervisor's e-mail address). The paper will also list all assignments the student is presently working on by course and will include a "completion plan" related to the submission of all their remaining work. The student must specify how the work will be submitted including verification of a laptop computer and e-mail address.
2. Upon returning to Monmouth University, all students are expected to do a presentation on their experience which is open to the University community.
3. Students must sign a Waiver of Liability for Monmouth University.
4. Students must be prepared to sign a financial capacity and accountability contract with the School. A financial capacity contract is designed to ensure that a student understands the expected cost of the placement and is prepared to undertake the project through completion without significant fiscal constraints. Accountability assumes that a student clearly understands they are an ambassador of Monmouth University while in international field placement. All aspects of personal and professional comportment should reflect an understanding of the student's position and the impact of her or his comportment on future student placement.
5. Additional requirements for international field are part of SW 631 and SW 641.

The forms that must be filled out by students in the GCP specialization who decide to utilize the field abroad option can be found in the Appendix E of this Handbook.

Procedures and Policies of Field Practicum

Professional Ethics

Students are responsible for understanding and complying with the NASW Code of Ethics and the IFSW Statement on Ethical Principles and Professional Practice. Students receive copies of both Codes of Ethics in their courses, and they are included in this manual. All behavior in the field setting must meet the ethical standards detailed in the Codes. In addition, students are required to act in a manner consistent with the principles put forth in the UN Universal Declaration of Human Rights.

In order to comply with the NASW Code of Ethics, students in the field agencies must identify themselves as being in training for a specific period of time. They should never be asked to represent themselves as staff workers of the agency inappropriately.

Policy on Social Media and Professional Communication

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, etc.) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos of using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work and/or the NASW Code of Ethics. (Adapted from The University of Texas at Austin).

Assignment to the Field Agency

Prior to enrollment in the field practicum, students are required to complete and submit an electronic Field Practicum survey, which allows students to identify their practice interests for their respective field internship. Following the completion of this survey, students meet with the Director of Field and Professional Education or Assistant Director of Field Education to discuss their learning objectives and agency choice for their field site. Students will be given two to three agencies at which to interview. These interviews involve a mutual decision-making process whereby the student assesses the expectations and functions of the agency while simultaneously, agency representatives are engaged in a similar process. If the student interviews

with the three agencies and is unable to secure a field placement, two additional agencies will be provided to the student. If a student fails to secure a field placement after interviewing with five agencies and/or the field practicum course enters into approximately the fourth week of the term, the student will be withdrawn from the field practicum by the Program Director or Dean. The placement deadline for Fall semester internships is October 1st, for Spring semester internships the deadline is approximately the 4th week of the semester and for Summer internships the deadline is June 17th. Significant disruption to the student's schedule and anticipated graduation date may occur. Refunds will be granted only and strictly in accordance with University policy.

Once interviews are completed, students finalize the practicum selection with the Director or Assistant Director through the submission of the online Field Confirmation Form. Students are never assigned to a practicum setting without an agency interview or without interviewing with the Director or Assistant Director of the OFPE.

The student's field supervisor receives an official confirmation of the internship by email along with a copy of their student's Field Practicum Application, links for the handbook, website, and an invitation to the annual supervisor orientation. OFPE provides field seminar instructors with the student and supervisor contact information. OFPE maintains ongoing communication with the parties in the field process and makes regular contact with field supervisors.

Change of Practicum

A field practicum can only be changed with the approval of the Director of Field and Professional Education in collaboration with the student's field seminar faculty member. Preference for another setting or another location is not enough reason for changing a practicum. If a student is dissatisfied with the field practicum, the first step to take is to speak with the field supervisor at the agency. Supervision is often the best vehicle for resolving issues or conflicts at the agency site. If the student has addressed the issue with the field supervisor and there is no resolution to the problem, the next step to take is to request that the field supervisor and the field instructor meet to assess the situation. If it is agreed that an appropriate educational environment is not present, the field instructor may recommend to the Director or Assistant Director that the practicum be terminated. An agency cannot terminate a student from field practicum without the involvement of the School of Social Work and the consensus of the Director, or Assistant Director, and the field instructor unless dangerous or egregious behavior is present.

In the case of a serious ethical violation or significantly unprofessional conduct by the student, the agency has the ability to terminate the student from the practicum. This procedure is detailed in the Student Review Policy included in this handbook.

Agency Termination of Student Interns

In the event that a student is terminated by an agency for good cause, or in instances where the student's continued participation presents undue disruption to agency business, the student will be subject to formal review before the Student Review Committee (Appendix D). This review will be brought by the teacher of record for the field practicum course.

Work/Study

It is possible for a student to obtain a field practicum that is also an employment situation, but the combination field practicum-work/study must conform to the following guidelines:

1. If the student is already employed by the agency, the field assignment must provide *qualitatively different experiences for the student*, along with a *different person to provide supervision*.
2. The practicum must meet all the same requirements as any new agency. That is, the potential field supervisor must possess an MSW, and complete the necessary supervisor's training.
3. Agreements for work/study must detail the conditions of the plan and be acceptable by all the parties involved. It must also meet the standards and requirements of a field placement for the School of Social Work.

Life and Work Experience Credit

Academic credit for life experience and previous work experience will not suffice in whole, or in part, in lieu of the field practicum or courses in the professional foundation areas. The field practicum experiences are an integral part of the Program and they are to take place in conjunction with specified courses.

Use of Personal Vehicle in Field

Some internships may expect the intern to utilize her or his vehicle in the performance of field work duties. Issues concerning the use of a personal vehicle in field are not the purview of the School of Social Work or Monmouth University as a whole. The use of one's automobile in field work is the sole decision of the intern. The School of Social Work and Monmouth University do not provide auto insurance of any kind, nor is travel reimbursement paid in any way. If particular concerns exist regarding this issue, the student should raise them at the point of interview. The School of Social Work will not encourage or penalize students for their decision to use or not use their vehicle in the performance of internship duties.

Decorum in Field Placement

Students in field placement are expected to observe all rules of decorum and protocol expected of other agency professionals. This includes arriving on time, keeping appointments, dressing appropriately, notifying the agency supervisor and practicum instructor of unavoidable absences, and observing standards of confidentiality. In the event that unavoidable absences do occur, students are expected to make arrangements to make up for missed time.

Background Checks, Health Clearances, and Drug Screening

Monmouth University, including the School of Social Work, does not require criminal background checks or drug panel screening/testing. Medical/health clearances may be required for admission according to University policy as requested through the Health Center. Neither record is required for admission into the field program. It is important to note some agencies, healthcare related agencies specifically, may have entry requirements that differ significantly from University requirements. It is also important to note that, in order to become licensed, you

may be required to submit information beyond University requirements. Many agencies restrict placement opportunities and will not consider an applicant that does not meet their standard for background checks, health clearances, or drug screening.

The Office of Field and Professional Education will provide, where requested and to the extent possible, placement interviews that do not have entry requirements beyond the University standard. This will restrict opportunities, but it should be understood that there is a commitment to University standards and policy, and every effort will be made to support the student partners that do not wish to be subject to such requirements.

COVID-19 Training

All students will complete three mandatory trainings no later than October 1st of their academic year. Student will access the trainings via the COVID-19 Training eCampus page. Additional training topics are available for students to complete on an as needed basis.

Mandatory Training

1. Guidance About Hand Hygiene
2. Using PPE: PPE Donning & Doffing CDC Sequence for COVID-19
3. General Guideline - How to Protect Yourself

Optional Training

1. Infection Control Guidance
2. Potential Exposure at Work
3. Stress & Coping in Healthcare
4. Clinical Care Guidance

Key Guidelines

Below are some of most important changes the School of Social Work has implemented to support students and agencies during this time. Please take a few moments to review these changes.

1. Field Internship Hour Requirements
 - a. BSW Seniors must complete a minimum of 90 hours in the fall semester with a total of 340 hour by the end of the spring semester.
 - b. All MSW students must complete a minimum of 90 hours in the fall semester with a total of 365 hour by the end of the spring semester.
2. The following are approved alternative activities which can be counting towards field internship hour requirements:
 - a. Attended field seminar course time
 - b. Agency trainings
 - c. University sponsored simulations
3. Site visits to field practicum sites will be conducted remotely unless an in-person meeting between the field teacher and site supervisor is necessary. For those in-person meetings, field teachers and field site supervisors will be required to wear face masks and follow the COVID-19 policies of the field site.

4. Site supervisors will be required to report any suspected or positive cases of COVID-19 related to any staff, clientele, or agency visitors to the student, the field teacher, and the Assistant Director of Field. Contact information for the above individuals can be located on Sonia.
5. Monmouth University requests that all agencies share their COVID-19 Policy by uploading it onto the Student Learning Agreement.
6. Students and site supervisors should take time to review the agency's safety protocols. Monmouth University will be providing all students enrolled in field with PPE, including 2 cloth face masks and 1 face shield. Specific PPE pick up details to follow.
7. On a daily basis, prior to leaving home to participate in a clinical experience, students must complete the CDC's Symptoms of COVID-19 self-checker. To access the self-checker, click [here](#) . Prior to visiting campus students will be required to complete the symptom checker, #CampusClear app, for details click [here](#).
8. If a student fails the COVID-19 screening they will be required to contact their field professor, site supervisor, and the assistant director of field. They must follow all applicable CDC, state, and institutional guidelines for self-isolation. Students are prohibited from returning to their clinical site until cleared by a medical provider and the program.
9. All students are prohibited from having direct patient contact with patients who (a) have a suspected COVID-19 infection or (b) have a known COVID-19 infection.
 - a. Students are not permitted to enter the room or treatment area of a patient being evaluated or treated for a COVID-19 infection, regardless of availability of PPE and infection control protocols.
 - b. Students are not permitted to participate in the screening of patients suspected of having a COVID-19 infection, regardless of availability of PPE and infection control protocols.
 - c. Students are not permitted to participate in cleaning their internship site, with the exception of their own work area.
 - d. If unknowingly exposed to COVID-19, students are required to contact their field supervisor, site supervisor, and the assistant director of field. Guidance for COVID-19 Diagnosed and/or Exposed Healthcare Personnel click [here](#).
10. For details on the Monmouth University reopening plan please click [here](#). Specific information pertaining to Field Education can be found under here under [Instruction](#).

Curriculum Design for the Field Practicum

The field practicum for the BSW program includes a weekly integrative seminar which meets for 2 hours and 45 minutes (for 6 credits). Junior BSW candidates have a 2 hour and 45-minute

practice class and a 1 hour and 15-minute lab (for 1 credit) corresponding with their internship requirement. The field practicum for the MSW program includes an integrative seminar which meets weekly for 1 hour and 15 minutes (for 3 credits). All internships are conducted congruent with the field seminar courses.

BSW, Foundation, and Advanced level seminars are conducted in the Fall and Spring semesters. Advanced level seminars are also scheduled throughout the Summer and Fall term to correspond to the part-time curriculum of record. Junior field is offered in the Spring term only.

Evaluation Criteria for Student Performance in Field Practicum

The final grade for the field practicum course is determined by a combination of the classroom assessment and the field supervisor's evaluation of the student in the agency. The field seminar instructor is ultimately responsible for assigning the actual grade for the course.

The field supervisor is responsible for assessing student competency at assigned intervals, generally at or near the end of each semester in which a student is in placement. Supervisors assess competency on a 1- 4 likert scale with a "not applicable" option (a score of N/A). Evaluations are specific to class levels and are based on de-barreled practice behaviors for that cohort.

At the end of each of the ten sections that make up the evaluation, as well as at the end of the evaluation tool, there is an opportunity to provide qualitative feedback. Student participation, like qualitative feedback, is a valuable component and is vital to the learning process. A section asking for student input is provided. Students are also welcome to submit feedback separately.

Learning Agreements, typically completed in the first two to three weeks of field seminar courses, are based on the evaluations and provide a valuable opportunity to structure student learning and develop plans to facilitate emerging competency in a context consistent with the evaluation.

All of the documents mentioned above are fillable online through the Sonia system - sonia.monmouth.edu

Criteria for the Selection of Field Agencies

The Social Work Program applies the following criteria in the selection of field instruction settings:

1. Social work must be the principal function or recognized as an ancillary service (i.e. hospitals, mental health institutions, rehabilitation facilities)
2. The learning opportunities must provide for:
 - a. work with clients, families, groups, and/or communities
 - b. opportunities to use community resources
 - c. exposure to agency practice, personnel, and policy

3. Each student must have a regular place to work which is always available to the student and is sufficient to the needs of the learning situation
4. Students must not be isolated from other staff and they must have opportunities to meet and interact with other staff members, i.e. attending staff meetings
5. Students should be offered the opportunity to attend workshops, conferences, etc. within the regulations and restrictions of the agency
6. Supervision with a MSW, preferably someone who also holds a LSW or LCSW.

Agreements between the Field Sites and the University

Since 1995, the Social Work Program has utilized formal affiliation agreements between field agencies and the University. These Agreements, once signed, remain in effect in accordance with their specified terms. Additionally, the University carries liability insurance for all Monmouth students who are engaged in a practicum or clinical rotation.

Field Supervisors without a Professional Social Work Degree

If a field supervisor does not have a professional social work degree, the same policies and procedures that assure the field practicum has a social work focus are applied. When possible, a MSW affiliated with the agency can provide structured supervision to the student. Also, the field seminar instructor will initiate more frequent contact with the supervisor to ensure the student has an understanding of the uniqueness of a social work focus.

Advancing to the Field Practicum

Social work is a profession which requires individuals who are assertive, who are able to relate to people from various social, economic, cultural, and ethnic backgrounds, and who have a broad-based experience in building helping relationships. In keeping with this, the following criteria serve as a guideline for a student's own assessment of their capacity and readiness for social work education and for the field practicum:

- Emotional maturity: A student should have the capacity to deal effectively with emotional stress both in themselves and in others.
- Capacity for development of relationships: A student should be able and willing to develop meaningful, ongoing relationships with other people, and have the capacity for applying this to the development of professional relationships.
- Capacity for communication: A student should be able and willing to communicate their ideas and feelings effectively orally and in writing.
- Capacity to identify and deal with conflicting value assumptions: A student should be able to function effectively within a context of value conflict, having respect for the values of others even when they may differ from their own.

- Academic ability and achievement: A student should possess good intellectual ability, including the capacity to think conceptually.
- Maturity of vocational choice: A student should have a growing understanding of what social work is and of what is expected of a social worker, the student should also demonstrate a maturing interest in and commitment to the social work profession.
- Capacity for professional education: A student should be assuming increasing responsibility for their learning and be willing and ready to make use of educational experiences oriented toward participatory peer learning.

Personal Characteristics

- Ethics - In addition to the expectations listed above, social work students are expected to demonstrate professional behavior which reflects a commitment to the ethics of the social work profession. Behavior contrary to these ethics will be cause for review of the student's admission to the Program or continued future in the Program. Examples of behavior which would warrant such a review include derogatory oral and written statements towards other students, faculty, and/or persons from populations reflecting racial, ethnic, handicapped status, religious, socio-economic, gender, and sexual preference differences.
- Behavior - Since the role of the social worker involves helping people from a variety of backgrounds and with a range of problems, it is important that the social work student not permit personal issues to interfere with this role and that they have the emotional and psychological resources to render effective assistance to those in need. In instances where students demonstrate behaviors which suggest that their own difficulties are not sufficiently resolved to be able to help and support others at this time, students may be denied admission to the Program or once admitted, may be asked to withdraw from the Social Work Program.

Field Placement Responsibilities - Student/Agency/University

Student Responsibilities:

1. Agency Assignments
 - a. Students should be aware of their responsibilities in serving agency clientele in accordance with agency guidelines, goals, objectives, etc.
 - b. Students have the responsibility of expressing their learning needs to their field supervisor to meet the obligations of both school and agency;
 - c. Agenda items for supervisory meetings should be determined by both field supervisor and student. Students should actively prepare for supervision;
 - d. Students are to take the initiative to interact with co-workers and draw from their experiences.
2. Transportation

- a. The student should consider transportation problems when selecting an agency;
 - b. All students must provide their own transportation to and from the agency;
 - c. It must be understood that some agencies furnish transportation on the job while others require a student to have her or his own car and may or may not pay mileage.
3. **Field Placement Hours**
The student will work out a suitable working schedule with the agency that meets the requirements of the agency and the University.
 4. **Dress**
The student is expected to dress according to the agency's dress code policy. If the student feels unable to comply with the code, the issue should be discussed with the field supervisor until resolved.
 5. **Confidentiality**
The concept of confidentiality is an integral part of social work practice, and the student is expected never to discuss their clients and their problems outside the agency. If the student uses client-related material in class, they must first secure the agency's permission and then carefully disguise it so no one can identify the client or others whose privacy might be breached.
 6. **Self-Awareness**
Students are to seek awareness of their own value system so that they can ascertain what effect their values have on relationships with other people and to explore their emotional and intellectual readiness for a career in the field of social work. This can be accomplished both in the classroom and in the agency, but deliberate attempts will be made in classroom exercises to help implement this process.
 7. **Problems**
If the student perceives problems in their placement, it is their responsibility to discuss the matter with the placement supervisor. If, after discussing the problem with the supervisor and agency the conflict cannot be resolved, the student and/or supervisor should contact the Field Seminar Instructor. The ultimate resolution should be mutually agreed upon by the student, the agency, and the school through a three-way conference when necessary.
 8. **Termination**
Severance of contract with the agency may be initiated by student, agency, or University. Termination must be planned as part of the social work process by asking the student to terminate contacts with clients, complete reports, etc, as the agency specifies.

Agency Responsibilities

1. To assist in the selection of field work through interviews of students referred by the University;

2. To establish goals and objectives commensurate for the beginning level, relative to student class level, of social work practice that takes into consideration the goals of both the agency and University;
3. To properly orient the new student to the agency, including the agency's historical development, purposes, policies, goals, objectives, range of services, operating procedures, eligibility requirements, service area, financial structure, administrative structure, clientele served, and linking to other services;
4. To introduce field work students to other agency staff members, consultants, etc., and related community services;
5. To orient the student to agency expectations, student's function, and relationships to the community and other agencies;
6. To provide the opportunity for the observation of agency staff members performing social work tasks;
7. To provide opportunities to attend staff and board meetings when possible;
8. Performing agency work which is meaningful to the student and is contributory to agency goals. "Busy work" is inappropriate (selection of work load should include consideration of student capacity, interests, background, and past experience, and the goals of the Program);
9. Opportunities to practice more than one method of social work when possible;
10. To provide a variety of meaningful direct and/or indirect service assignments that provide opportunity for the student to apply and integrate theoretical knowledge and to familiarize the student with a variety of intervention models;
11. To provide regular weekly supervisory conferences of at least an hour that address the nature of supervision, give continuous feedback as to the student's performance, strengths, areas for growth, attitudes, work ethic, values, etc., as demonstrated in their field experience, explain the purpose and process of recording where required, emphasize success in applying social work values, knowledge, and skills in field assignment, review of standards in assessment, competency, and practice behaviors, and review of process recordings, case presentations, and other documentation;
12. To participate in semester visits with the student and the field instructor;
13. To attend the Field Supervisor orientation where possible;
14. To conduct formal written evaluations with the student at the end of each semester, but prior to the preparation of the electronic evaluation, that provide specific information on the student's performance, measuring student progress against the objectives of the field

experience. This evaluation will be useful in determining final grades, employment references, and graduate school admission;

15. To submit a formal electronic evaluation to the Office of Field and Professional Education by the due date;
16. To submit a written outline in the event of substandard performance informing the student of steps to be taken to improve work quality should be discussed and a copy sent to the field instructor.

University Responsibilities

1. The University is responsible for admitting students into the program who have the academic ability and potential for emotional growth and maturation to complete the BSW/MSW program;
2. The University is responsible for providing the student with the academic base and theoretical knowledge necessary for their field placement experience;
3. The University provides a Director of Field and Professional Education who is responsible for coordinating University/Agency relationships to maintain a strong, beneficial relationship that results in maximizing the learning experience of the student;
4. The University assumes the responsibility of providing sufficient faculty time for planning and consulting with agency personnel and students;
5. The University assumes the final responsibility for grading the student's performance and granting or denying college credit for the semester;

Admission to the BSW Program

The School of Social Work offers courses that are open to all undergraduate students that can fulfill requirements for minors in social work, free electives and/or, general education courses. Please see course descriptions in the Monmouth University Undergraduate Catalogue for specific details: <https://catalog.monmouth.edu/undergraduate-catalog/social-work/>

Social work is a profession which requires individuals who are assertive, who are able to relate to people from various social, economic, cultural, and ethnic backgrounds and who have a broad-based experience in building helping relationships. These professional qualities indicate an academic program with goals that are unique to social work, requiring careful screening of applicants to ascertain potential for social work education.

Social Work majors have a specific curriculum they follow after the introductory course(s). Students, including transfer students, may declare Social Work as their major at any point once they are a student at Monmouth University. An application for continuance in the social work

major is made at the 33-54 credit mark or after they have completed SW 105 and SW 223., to gain full admittance into the Social Work major. The Continuance Application form (Appendix E) must be completed prior to midterms in SW 342 Social Work Practice with Individuals and Families course.

The continuance process is made up of several parts. The first is an academic history, where the students list the courses they have taken and when, along with the grades achieved in those courses. The second part involves listing experience they have gained, including their 30-hour volunteer experience, and including social work and non-social work-related employment and volunteer experiences. The third component requires an essay which includes the following questions:

- A. What prompted your interest in the Social Work profession?
- B. What human rights or social justice issue do you feel passionate about?
- C. What area of social work or vulnerable population are you currently interested in working? Why?
- D. What do you consider are your strengths that you will bring to the profession?
- E. What do you consider are some personal areas of growth that you will need to address on your journey to becoming a professional social worker?

The fourth part of the application is an evaluation of capacity and readiness, which the student completes as a self-evaluation along with a faculty member/advisor. Each application is then reviewed by the BSW Program Director in collaboration with the BSW/Foundation Committee and the Director of Field.

Students will not be permitted to continue in social work classes unless this process has been completed. This application and process are reflective in regard to student's choice of Social Work as a major and to begin to develop and illuminate their specific interests within the profession. Once the application is completed, students will submit their application to the BSW Program Director. After the application is reviewed, students will be invited in for a brief interview to review their application. It may be necessary, under certain conditions, for some transfer students for example, to complete the Application for Continuance process with the student's advisor, the Department Advising Coordinator (DAC) or the BSW Program Director.

At the conclusion of the process, a recommendation for continuance will be made by the committee that reviewed and met with the student. In some instances, the student's choice of Social Work as a major will be explored further and in some cases student's may be counseled out of the major. While these instances are limited and only occur occasionally, it is an important part of our contractual obligation to provide capable Social Work students to the field. In rare instances where a student wishes to continue in the major despite the faculty recommendation, a formal Student Review meeting will be warranted.

Please note that some students may have additional criteria that apply which may or may not be under the purview of the School of Social Work. The Application for Continuance can be found in the Appendices of this handbook.

Transfer Students BSW Program

In addition to Monmouth University's transfer policies, the Social Work Program requires all transfer students to have their transcripts evaluated by the BSW Program Director. In some cases, articulation agreements have been established with the local community colleges identifying specific courses that can transfer into the Social Work Major. These are based upon a review of the community college course outline's compatibility with Monmouth University's courses. In no cases do they apply in Social Work other than introductory courses including Introduction to Social Work (SW 105), and in some cases Human Behavior in The Social Environment (SW 223) and Policy (SW 326). In all cases, courses transferred from other institutions are reviewed by the BSW Program Director for equivalency with our courses.

Students who transfer from non-accredited Social Work Programs will have credit granted after a careful individual review by the BSW Program Director. The transfer student must provide course syllabi and have earned a grade of "C" or better. Furthermore, no credit will be granted for practice sequence courses (SW 341, SW 342 and SW 344) and field practicum courses (SW 421 and SW 422). These courses must be completed at Monmouth University.

Students who transfer from CSWE accredited programs again have an individual review of their records by the BSW Program Director. A minimum grade of "C" must have been earned, and course content in the potentially transferable courses must be similar to those at Monmouth.

Admission to the MSW Program

To be considered for admission to the MSW Program at Monmouth University, on a full-time or part-time basis, applicants are required to have:

1. A bachelor's degree from an accredited U.S. college or university or its equivalent from a recognized foreign institution of higher learning. The standards of the foreign degree in question must be equivalent in both distribution of academic subject matter and in scholarship achievement requirements to those maintained at Monmouth University.
2. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work (Council on Social Work Education—Educational Policy and Accreditation Standards). MSW applicants with a baccalaureate degree are required to have a strong liberal arts background with a minimum of one 3-credit course in each of the four areas of English, math, human biology, and psychology. None of these four classes may be a CLEP*, they must be taken as college-level credit bearing classes. The program also prefers course work in history, sociology, political science, anthropology, and economics. *CLEP College-Level Examination Program®
3. 2.75 (on a four-point scale) or better in their overall GPA.
4. A minimum grade point average of 3.0 (or its equivalent) in their major to be eligible for consideration. Grades attained in the last four semesters, the major, and post-baccalaureate work are important considerations in admissions deliberations.

5. Prepared a personal narrative of four to five double-spaced pages and focus in some detail on all of the questions below. This narrative is one of the most important parts of the admissions folder. It should be an opportunity to communicate with Admissions Committee members about oneself. The narrative should cover the following questions:

Part A: Personal Background Information (up to 750 words)

1. How and why did you become interested in social work?
2. How has your personal, family, educational, professional and community experiences contributed to your interest in social work?
3. Why do you want to earn a degree in social work? What do you anticipate your degree enabling you to do?
4. What personal qualities do you possess that will be helpful to you in a career in social work?

Part B: Professional Goals (up to 500 words)

1. What areas of social work interest you? In which area do you intend to pursue a career? How would these goals contribute to your advancement as a professional?
 2. Briefly describe a current social problem that impacts the populations you would like to work with and reflect on the ways it could be addressed through your practice of social work.
 3. Discuss your interest in advancing social justice and human rights within your practice of social work.
6. Three completed Reference Forms. Applicants should request recommendations from individuals who are familiar with their academic achievement and potential. If students have been out of school for a number of years and are unable to contact former professors, letters from individuals who can address their achievement and potential will be accepted. If applicable, at least two or more references should be from people who have seen the student practice social work or related work. If the applicant has been a social welfare or human service worker, at least one of the two references should be completed by their supervisor or director.

The MSW Program at Monmouth University is seeking a diverse student population, including students who can enrich the classroom because they bring broad experiences to the learning environment as well as for students who will represent an array of skills and interests as they begin their social work career following graduation.

MSW Admissions Process

New students are admitted only in the fall semester of each year. Applications are considered on their own merits as they are received (rolling admissions) and applicants are informed of the school's decision as soon as possible. Only completed application packets will be reviewed by the Admissions Coordinator, who is a member of the social work faculty.

1. MSW application for admission
2. Personal statement
3. Application for graduate admissions and application fee

4. An official transcript from every college and university attended
5. Three completed Letter of Recommendation Forms provided with the admission packet or utilizing the on-line system through Graduate Admissions.
6. Financial Aid Application (optional)
7. If an applicant's primary language is not English, a score of 550 on the paper-based TOEFL, 213 on computer-based TOEFL, or 79 on the internet-based TOEFL is required. A minimum score for the IELTS is 6. The minimum for MELAB is 77. More information can be found through the Office of Graduate Admission.

The deadline for submission of all material (including transcripts and recommendations) is June 15th. Acceptance after this date is on a space available basis only.

Processing of all applications will be terminated when the school's capacity has been reached or when the Admissions Coordinator, in collaboration with the Dean and the MSW Program Director determine that there is insufficient time to meet the deadline set by the Graduate Division for forwarding of applications for final review. All applications will be processed in the order in which they have been completed, and late applications will be processed as time and capacity allows. Space in the program is held for deposited students only.

Advanced Standing Applications and Procedures

To apply for Advanced Standing in the MSW Program the following criteria must be met:

1. The applicant must meet the admissions criteria for the MSW Program.
3. The applicant must have graduated from a BSW Program accredited by the Council on Social Work Education (CSWE). Admissions to Advanced Standing will be conditional, pending receipt of the final grades and confirmation of the degree. Applicants who have a BSW degree outside of the U.S. and want to be considered for Advanced Standing must have their degree evaluated by the Council on Social Work Education.
4. The applicant must have received their BSW no more than six years prior to the time that they are requesting admission to the Advanced Standing MSW Program.
5. The applicant's cumulative grade point average (GPA) must be 2.75 or higher and a minimum of 3.0 overall GPA attained in all courses required in the BSW Program (major).

Advanced Standing applicants must submit the required material contained in the section on application procedures. In addition, Advanced Standing applicants must:

1. Demonstrate the knowledge, values, and skills acquired in the applicant's undergraduate generalist social work education in their personal narrative statement.
2. In addition to the three letters of reference, the student must also have an advanced standing form completed by the BSW Program Director or the teacher of their senior field course(s).

Transfer Students MSW Program

The following policies apply to the transfer of credits from another graduate program:

1. All work done as a matriculated MSW student must be completed within six years preceding the date upon which the degree is conferred.
2. Students transferring from other accredited social work programs will be expected to satisfy the same requirements as all other students.
3. No work may be transferred from another institution unless the grade is B or higher.
4. Grades for transferred courses are not counted in the grade point average required for registration.
5. All transfer credits must be processed by the end of the first semester of enrollment into the Program.
6. No more than nine credits may be transferred from another institution for a regular admit student. No more than six credits may be transferred for Advanced Standing students. In some instances, the entire first year of MSW coursework will be accepted into Monmouth if all grades were B or better and if the institution the student is transferring from is accredited by the Council on Social Work Education.
7. Field work/field seminar credits may not be transferred from another institution and must be completed at Monmouth University.
8. Generalist practice courses that will be accepted include those courses which mirror the Monmouth University Foundation Year Program such as; Human Behavior in the Social Environment and Social Welfare Policy and Services.
9. Specialization year transfer credits will apply only to elective courses in the concentration year sequence.
10. In instances where a question arises as to the applicability and/or suitability of a course for transfer occurs a review of the relevant course material (i.e. syllabi, examinations, written assignments and readings) will be conducted by the MSW Program Director, including an interview with the transferring student.

Student Policy

Student Advisement

Student advisement provides a planned and purposeful administrative and academic process to guide students through the various aspects of the Social Work Program. Student advisement is comprised of a two-dimensional focus. First, advisement guides each student through the curriculum, seeing that all requirements are met and enabling students to individualize professional interests by selecting relevant courses.

Second, advisement is a supportive process of caring and professional concern committed to supporting positive professional growth with an understanding, modeling and embracing of lifelong learning.

Freshman students are all assigned a Freshman Advisor who assists the student with their course schedule, adjusting to the college environment and declaring a major. At the sophomore level year, these students all get assigned to a faculty advisor in their declared major. If a student remains undeclared as of sophomore year, they work with advisors in the office of transfer and undeclared students.

All students are assigned a faculty advisor upon entering the Program. The Advisor's job is to help students navigate their Social Work program, make sure they enroll in courses in the correct sequence, as well as to mentor and provide advice regarding career and professional choices. Social work faculty often meet with students on an informal drop-in basis. However, students are expected to relate to advisement in a professionally responsible manner. Therefore, students are expected to initiate pre-planned appointments which will assure an ample amount of advisement time. Pre-planned appointments will enable the advisor to prepare for the time, assuring that the process will be maximized to the student's interests and concerns.

Appointments for advisement should be made directly with the faculty advisor. If the advisor is unavailable, the student should contact the relevant Program Director. Prior to advising periods, directly preceding registration, there are faculty sign-up schedules posted in the School and/or faculty office doors for students to arrange for an appointment with their advisor. Alternately, many faculty use "Advisortrack" which is available on the University website.

All students have the ability to change advisors during the course of their Program. If a student wishes to change advisors, they should contact their respective Program Director and fill out the requisite e-form. A new advisor will be assigned to the student based on faculty availability and advising load.

After students meet with their advisor, they individually register through their student account on Colleague Self-Service. Student registration exceptions are for those who are conditional admissions or are on probation. In these circumstances the assigned advisor will register the student.

Evaluation of student performance is ongoing and occurs as needed. Advisors are to note any conferences with the student that focus on academic matters in Colleague Self-Service. Additionally, the Program Director reviews all student files at the end of each semester when grades become available. MSW students whose grade-point average are in danger of falling below, or have fallen below the minimum required, are notified by letter from the office of the Vice Provost for Graduate Studies. Again, advisors are notified of this situation and encouraged to discuss and document in the student's Colleague Self-Service. file any plans to assist in correcting the problem.

Attendance Policy

Regular class attendance is an important aspect of demonstrating your professionalism as a social worker. Your ongoing presence suggests that you have committed yourself to a level of

responsibility required to gain the breadth of knowledge required to best meet the needs of people in client status. Therefore, to reinforce your growth in this area the class attendance policy is as follows:

If you miss any classes, you are responsible to make up the work. If you miss more than two classes, you should also make an appointment to see the professor to discuss your progress in the course and any difficulties you may be having. Also, you must contact the professor before the class either by leaving a phone message or via e-mail to let her or him know that you will not be in class. You should be aware that missing more than two classes will affect your final participation grade. Therefore, if you miss one or two classes without a reason, and then later in the semester become ill or have to attend to an emergency, your participation grade may be affected.

Excessive lateness (more than 15 minutes late):

One or two latenesses will be overlooked. Each incident of lateness after that will result in a reduction of the class participation portion of your grade.

All classes meet for the full 14-week semester, which includes the University's final exam period. It is possible that the scheduling of the 14th week class meeting may change. A final exam schedule grid is available on the Monmouth University website. In addition, students are sometimes required to attend school functions or events throughout the year.

Absences on field placement days are to be handled in the same manner as class absences except that the field supervisor should be notified of an absence in advance of the time to be in placement. All absences from placement are expected to be made up.

Assessment Component

To assure continuity and continued excellence of the Social Work Program, the faculty and administration have implemented a series of outcome measures. The outcome measurements are used at the school level to evaluate and refine curriculum. They are shared in aggregate form at the University level and with the Council on Social Work Education for accreditation purposes. The measurement results, as they pertain to individual students, will not be used in any way to determine a grade or status in the Program. Participation in school assessment activities is required of all students. Requests for exceptions must be made to the appropriate program director.

The school Outcomes model assesses the knowledge, values, skills, and cognitive affective processes through integrative class assignments and field placement activities. Field Supervisors contribute the professional assessment component using the second-semester field evaluation as the data collection tool.

Faculty assessment is administered through eCampus and gathers scores from faculty in a matrix designed to address the knowledge, values, skills, and cognitive affective processes in various tagged assignments or assignment components. The professional and faculty assessment scores

are combined to determine the percentage of students who achieve competency. These scores are periodically updated on The School of Social Work website.

Monmouth University Student Handbook

The Monmouth University Student Handbook is provided as a resource and reference guide to the Student Code of Conduct and to University policies and regulations. Additional policies and regulations can be found in the Residential Life Contract, Residential Life Guidebook, and the Undergraduate and Graduate Catalogs.

Students in the BSW or MSW program are also bound by policy contained in the Monmouth University Student Handbook, as well as the Graduate and Undergraduate Catalogs as appropriate. The link to the Monmouth University Student Handbook can be found here: <https://www.monmouth.edu/student-handbook/>

Cheating and Plagiarism Policy

Students caught cheating or plagiarizing on any papers or examinations will receive an automatic "F" grade for the course and will be referred to the Associate Vice President for Academic Administration for further disciplinary action. The School of Social Work will strictly adhere to all Monmouth University policies regarding plagiarism.

Professional Standards

Monmouth University School of Social Work expects students to demonstrate professional behavior that reflects a commitment to the ethics and values of the social work profession as codified by the NASW Code of Ethics. These expectations are different from those you find in non-professional educational programs. In accredited social work programs such as the one at Monmouth University, academic standards are inclusive of both scholastic achievement and professional competence. In order to ensure continued enrollment in a social work program, both scholastic achievement and professional competence must be demonstrated. The standards for professional behavior, and specific expectations related to those standards, are outlined below.

Accountability

- Attend class on a regular, on-time basis
- Come prepared for class, with assignments completed
- Return from break in a timely manner
- Actively participate in class discussions, group activities and assignments at a comparable level to peers
- Have familiarity with the syllabus and the instructions for all assignments
- Complete all assignments in a timely manner
- Request help in a timely manner when necessary
- Adhere to the academic calendar

Respect

- Treat yourself, your peers, instructors, supervisors, clients, and all those you come into contact

with, with dignity and respect at all times

- Treat the content of classes and assignments with dignity and respect at all times
- Be attentive to non-verbal behavior and engage in active listening (no side-talk)
- Raise relevant questions and comments. Facilitating discussion, and participate in constructive and respectful class dialogue with the instructor and other students
- Build on and respectfully respond to the other students' comments
- Draw classmates into discussion (share the floor)
- Work collegially with others, encourage colleagues, show initiative, be responsive to feedback
- No phone/text use in class
- Use computer for note taking purposes and only if discussed with the instructor in advance

Communication

Maintain strong verbal and written communication skills by the following:

- Use Monmouth University email for sending and receiving professionally written messages to and from faculty, staff and administrators
- Respond to administrators, faculty, staff and peers in a timely manner
- Follow appropriate channels and protocols for resolving any concerns
- Demonstrate an ability and willingness to listen to others
- Give and use feedback constructively
- Receive feedback (including grades) exhibiting professional attitude and demeanor

Emotional Stability and Maturity

- Deal effectively with stress both from within and in others
- Exhibit an ability to handle stress of workload
- Demonstrate a genuine interest in hearing feedback

Self-awareness

- Exhibit an understanding of the effect of one's statements and behaviors on others
- Demonstrate appropriate presentation of self (maintaining boundaries) in actions, dress, sharing and language
- Display a willingness to examine one's beliefs, values and assumptions and adjust behavior to ensure ethical professional practice
- Be open to new ideas, differing opinions and feedback from others and integrate-these into professional and student roles and performance

Academic

- Commit yourself to learning and following the rules of APA
- Understand and comply with the university and school policies on plagiarism and its consequences
- Accept and use constructive feedback
- Critically evaluate and apply-knowledge and research findings to professional performance
- Participate in the classroom in a way that promotes academic freedom
- Engage in respectful classroom behavior, and comply with instructor's directives

Integrity

- Practice honesty with yourself, your peers and your instructors
- Constantly strive to improve your abilities

-Do your own work and contribute your fair share to group projects.

Competence

-Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by instructors

Social Justice

-Strive to deepen your commitment to social justice for all at-risk populations
-Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups
-Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo and macro levels

Consequences

MU School of Social Work bears the responsibility to the community at-large to produce fully trained professional social workers who consciously exhibit the knowledge, values and skills of the profession of social work codified in the NASW Code of Ethics. Given this context, all students in the program are expected to maintain the above ethical standards of professionalism in their coursework, in fieldwork/internship, and at all times while attending the university.

Behavior contrary to these ethics standards will be cause for review of the student's admission to the program or continued participation in the program (Monmouth University School of Social Work Handbook, 2012). Please review the student handbook for details on the Policy for Academic and Professional Gatekeeping – Student Review Committee.

Through your continued enrollment in this course you are agreeing to follow the above statements.

Grading and Grade Appeals

Consistent with the University, the School of Social Work assigns letter grades as the final evaluation for course work in the Program. Each professor is obligated to indicate in course syllabi the method to be used to determine grades. It will be helpful to review this section of the course syllabi. The general guideline for use of the letter grade system for undergraduate students is as follows:

Grade	Grade Point Value	Description
A	4.0 (96 – 100%)	Excellent
A-	3.7 (92 – 95%)	
B+	3.3 (88 – 91%)	
B	3.0 (84 – 87%)	Satisfactory
B-	2.7 (80 – 83%)	
C+	2.3 (76 – 79%)	
C	2.0 (72 - 75%)	

C-	1.7 (68 – 71%)	
F	0 (below 68%)	

Graduate students are required to maintain an average of 3.000 or better in all courses in the degree program in which they are enrolled at Monmouth University. Students who fail to maintain a 3.0 or better average or who accumulate as many as 3 credits of B-, C+, C, C- or F grades will be subject to review by the Academic Standards and Review Committee. Graduate students who accumulate as many as 9 credits of B-, C+, C, C- grades, or two F's will be subject to dismissal by the Academic Standards and Review Committee. Under no circumstances will more than 6 credits of B-, C+, C, C- grades accumulate toward degree credit.

The general guideline for use of the letter grade system for graduate students is as follows:

Grade	Description
A, A-	Exceptional performance
B+, B, B-	Average (for graduate courses)
C+, C, C-	Poor (for graduate courses)
F	Failing performance. This grade is given for failure in a course; for unofficial withdrawal from a course after the deadline (see “W” grade); or, in some instances, when an Incomplete grade is not changed by the end of the next regular semester (see “I” grade).

Students do have the right to appeal a grade they believe is inappropriate. They should discuss this point with the professor who issued the grade. Without a resolution, the Program Director should be consulted next, followed by the Dean.

Dismissal from the Program

Following admission to the Program, although continued effort will be made to explore the student's professional choice, the primary emphasis will be on helping students to grow in their capabilities to fulfill professional responsibilities. Students dismissed from the Program due to academic failure may choose to reapply for admission during a subsequent admission period or may appeal the decision according to Monmouth University policy. A student dismissed as a result of a Student Performance Assessment and Monitoring committee decision has the right to appeal using a process contained in that policy.

BSW students are required to earn a grade of B- (2.700) in senior field courses which include Field Practicum I (SW 421), and Field Practicum II (SW 422). Undergraduate students must earn a grade of “C” (2.000) or better in practice area courses which include Social Work Practice with Groups (SW 341), Social Work Practice with Individuals and Families (SW 342), Social Work Practice with Individuals and Families Lab (SW 342 L), and Social Work Practice with Communities (SW 344).

MSW students are required to earn a grade of "B" (3.000) or better in all field and graduate level practice content areas. These courses on the foundation level include Social Work Practice with

Individuals and Families (SW 503), Social Work Practice with Groups (SW 513), Global Community Practice (SW 518), Field Practicum I (SW 510), and Field Practicum II (SW 520).

At the specialization level the courses are concentration specific.

The GCP the courses that require a B or better are:

SW 613 Social Work Leadership and Management

SW 623 Social Innovations

SW 615 Advanced Global and Community Practice

SW 617 Environmental Justice and Social Development in Social Work

SW 631 and SW 641 Field Practicum III and IV

The CPFC the courses that require a B or better are:

SW 605 Clinical Practice with Families and Children

SW 645 Clinical Social Work Assessment and Diagnosis

SW 665 Clinical Practice with Children

SW 630 and SW 640 Field Practicum III and IV

In cases where students earn a “B-” or below in field or practice sequence courses (listed above) they will be required to repeat the course to continue advancing in the program. They are only permitted to repeat the course once. The original grade for the course will remain of the student’s transcript and will be calculated into the student’s GPA. Students should be aware that not all classes are offered every semester so repeating a course might cause a semester or more delay and may delay the student’s original intended graduation date.

BSW Substandard Academic Performance

This refers to continual or consistently below average performance in courses chosen for study. The student should maintain at least a 2.0 grade point average during his or her study with the Social Work Program. A 2.10 grade point average in the Social Work Major is required for graduation.

MSW Substandard Academic Performance

MSW student shall become subject to academic dismissal for any of the following conditions:

1. For failing to earn in three continuous semesters a cumulative grade point average of at least 3.000;
2. For accumulating 9 credits of B-, C+, C, or C-;
3. For accumulating 6 credits of F or 3 credits of F and 3 credits of B-, C+, C or C-;

4. For excessive course withdrawals. A student is considered to have withdrawn excessively if credits for those courses in which W grades have been received total more than 25% of the total number of credits attempted at Monmouth University. This policy affects all students after they have attempted at least 12 credits at Monmouth University.

Failure in Field Instruction

If a student does not pass field practicum during any one semester, they must be reviewed by the Student Review Committee, as per the Policy for Academic and Professional Gatekeeping.

Gross Maladaptation to the Educational Process for the Social Work Profession

A student may evidence through behavior and attitudes expressed in the structured classroom or field instruction that they have little or no interest in a commitment to the values of social work. A basic requirement for the Social Work major is an interest in social work and its role in society. Further, as the student grows professionally, they are expected to begin developing some sense of commitment to the goals of the profession. The Social Work Program welcomes a diversity of ideas and opinions, but the student is to learn about various approaches to problems from the social work perspective. Students are also expected to adhere to the National Association of Social Workers Code of Ethics for Social Work Practice and the Global Social Work Statement of Ethical Principles (Appendices B and C).

Personal Problems

A student may have personal problems which significantly and consistently prevent them from functioning effectively in the field.

When questions or concerns arise regarding student performance and/or behavior in field placement the following process will begin:

1. The student will meet with the field seminar instructor to explore the issues. In most cases the field instructor will advise the student to explore these issues in detail with the field supervisor and will make suggestions for the student to improve her or his performance or address the deficiencies which have been raised.
2. If resolution at this point is unsuccessful, the student will meet with the field instructor and the Director and/or Assistant Director. The field instructor and Director and/or Assistant Director, in consultation with the field seminar teacher, will speak with the field supervisor to gain clarification of the problem areas and to determine the validity of the field supervisor's assessment of the student's deficiencies.
3. If resolution is still unsuccessful, the field instructor and Director and/or Assistant Director will meet with the field supervisor and student to determine the student's suitability for continued field work. If it is determined that the field supervisor does not have sufficient reason for the student to be terminated from field, the student will be granted the opportunity to begin another field placement.

At any point in this process, the student may be encouraged to seek counseling through the Counseling and Psychological Services office on campus, or through private professional sources.

At any point in this process, a referral for review by the Student Review Committee may be submitted. If the above informal attempt at resolution is unsuccessful, if the issues in question are significant such that a student's suitability for field is in question, or if there has been dangerous or egregious behavior, a formal student review is warranted. The Student Review Policy is included in Appendix D.

Communication Procedures

Accountability, use of self, and professional responsibility are three concepts which Social Work students are expected to demonstrate as they participate in the Social Work Program. There will be times when a student may wish to raise concerns regarding some aspect of the Program or her or his relationship with Social Work faculty. Accountability means the right to raise questions. Use of self indicates that students are encouraged and expected to initiate and address issues of concern to them. Professionally responsible behavior assumes that the student will address issues of concern to those faculty persons involved. After personal contact with the designated faculty person, if questions of concern still persist, the student will be encouraged to address concerns to the MSW or BSW Program Director who may direct them to the Dean of the School of Social Work, the Vice Provost for Graduate School and the Provost, if appropriate. Any student who fails to conduct themselves in the professionally responsible manners described above, raises questions regarding her or his appropriateness for the social work profession.

Records and Confidentiality

Under the Family Educational Rights and Privacy Act (FERPA), your education records as a student are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. Part of a student's protected and confidential education records include video and / or audio recordings of students within the classroom. As such, students are STRICTLY PROHIBITED from video or audio recording distance learning lectures off of any platform utilized by professors (Zoom, Webex, etc.). A prohibited recording includes, but is not limited to recordings using the platform, a cell phone, tablet, video camera, audio capture device, etc. Students may be subject to disciplinary action under the Student Code of Conduct if found to have made any video and/or audio recording distance learning lectures without proper consent.

APPENDIX A

UNITED NATIONS DECLARATION OF HUMAN RIGHTS

(<http://www.un.org/en/documents/udhr/index.shtml>)

Universal Declaration of Human Rights

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization

and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

APPENDIX B

**NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)
CODE OF ETHICS**

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)
CODE OF ETHICS

Ethical Values and Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

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

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If

clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness and Social Diversity

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

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

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

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

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

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

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

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

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

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

- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.
- (n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.
- (o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social

workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

(s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

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

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

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

1.08 Access to Records

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

(b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

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

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

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

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

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

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

1.17 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Sexual Relationships

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.07 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

2.08 Impairment of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties

and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.09 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

- (a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
- (b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.
- (g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

APPENDIX C

**Global Social Work Statement of Ethical Principles
International Federation of Social Workers (IFSW)**

<https://www.ifsw.org/global-social-work-statement-of-ethical-principles/>

Global Social Work Statement of Ethical Principles:

This Statement of Ethical Principles (hereafter referred to as the Statement) serves as an overarching framework for social workers to work towards the highest possible standards of professional integrity.

Implicit in our acceptance of this Statement as social work practitioners, educators, students, and researchers is our commitment to uphold the core values and principles of the social work profession as set out in this Statement.

An array of values and ethical principles inform us as social workers; this reality was recognized in 2014 by the International Federation of Social Workers and The International Association of Schools of Social Work in the global definition of social work, which is layered and encourages regional and national amplifications.

All IFSW policies including the definition of social work stem from these ethical principles.

Social work is a practice-based profession and an academic discipline that facilitates social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing. <http://ifsw.org/get-involved/global-definition-of-social-work/>

Principles:

1. Recognition of the Inherent Dignity of Humanity

Social workers recognize and respect the inherent dignity and worth of all human beings in attitude, word, and deed. We respect all persons, but we challenge beliefs and actions of those persons who devalue or stigmatize themselves or other persons.

2. Promoting Human Rights

Social workers embrace and promote the fundamental and inalienable rights of all human beings. Social work is based on respect for the inherent worth, dignity of all people and the individual and social /civil rights that follow from this. Social workers often work with people to find an appropriate balance between competing human rights.

3. Promoting Social Justice

Social workers have a responsibility to engage people in achieving social justice, in relation to society generally, and in relation to the people with whom they work. This means:

3.1 Challenging Discrimination and Institutional Oppression

Social workers promote social justice in relation to society generally and to the people with whom they work.

Social workers challenge discrimination, which includes but is not limited to age, capacity, civil status, class, culture, ethnicity, gender, gender identity, language, nationality (or lack thereof), opinions, other physical characteristics, physical or mental abilities, political beliefs, poverty, race, relationship status, religion, sex, sexual orientation, socioeconomic status, spiritual beliefs, or family structure.

3.2 Respect for Diversity

Social workers work toward strengthening inclusive communities that respect the ethnic and cultural diversity of societies, taking account of individual, family, group, and community differences.

3.3 Access to Equitable Resources

Social workers advocate and work toward access and the equitable distribution of resources and wealth.

3.4 Challenging Unjust Policies and Practices

Social workers work to bring to the attention of their employers, policymakers, politicians, and the public situations in which policies and resources are inadequate or in which policies and practices are oppressive, unfair, or harmful. In doing so, social workers must not be penalized.

Social workers must be aware of situations that might threaten their own safety and security, and they must make judicious choices in such circumstances. Social workers are not compelled to act when it would put themselves at risk.

3.5 Building Solidarity

Social workers actively work in communities and with their colleagues, within and outside of the profession, to build networks of solidarity to work toward transformational change and inclusive and responsible societies.

4. Promoting the Right to Self-Determination

Social workers respect and promote people's rights to make their own choices and decisions, provided this does not threaten the rights and legitimate interests of others.

5. Promoting the Right to Participation

Social workers work toward building the self-esteem and capabilities of people, promoting their full involvement and participation in all aspects of decisions and actions that affect their lives.

6. Respect for Confidentiality and Privacy

6.1 Social workers respect and work in accordance with people's rights to confidentiality and privacy unless there is risk of harm to the self or to others or other statutory restrictions.

6.2 Social workers inform the people with whom they engage about such limits to confidentiality and privacy.

7. Treating People as Whole Persons

Social workers recognize the biological, psychological, social, and spiritual dimensions of people's lives and understand and treat all people as whole persons. Such recognition is used to formulate holistic assessments and interventions with the full participation of people, organizations, and communities with whom social workers engage.

8. Ethical Use of Technology and Social Media

8.1 The ethical principles in this Statement apply to all contexts of social work practice, education, and research, whether it involves direct face-to-face contact or through use of digital technology and social media.

8.2 Social workers must recognize that the use of digital technology and social media may pose threats to the practice of many ethical standards including but not limited to privacy and confidentiality, conflicts of interest, competence, and documentation and must obtain the necessary knowledge and skills to guard against unethical practice when using technology.

9. Professional Integrity

9.1 It is the responsibility of national associations and organizations to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with this Statement, considering local situations. It is also the responsibility of national organizations to inform social workers and schools of social work about this Statement of Ethical Principles and their own

ethical guidelines. Social workers should act in accordance with the current ethical code or guidelines in their country.

9.2 Social workers must hold the required qualifications and develop and maintain the required skills and competencies to do their job.

9.3 Social workers support peace and nonviolence. Social workers may work alongside military personnel for humanitarian purposes and work toward peacebuilding and reconstruction. Social workers operating within a military or peacekeeping context must always support the dignity and agency of people as their primary focus. Social workers must not allow their knowledge and skills to be used for inhumane purposes, such as torture, military surveillance, terrorism, or conversion therapy, and they should not use weapons in their professional or personal capacities against people.

9.4 Social workers must act with integrity. This includes not abusing their positions of power and relationships of trust with people that they engage with; they recognize the boundaries between personal and professional life and do not abuse their positions for personal material benefit or gain.

9.5 Social workers recognize that the giving and receiving of small gifts is a part of the social work and cultural experience in some cultures and countries. In such situations, this should be referenced in the country's code of ethics.

9.6 Social workers have a duty to take the necessary steps to care for themselves professionally and personally in the workplace, in their private lives and in society.

9.7 Social workers acknowledge that they are accountable for their actions to the people they work with; their colleagues; their employers; their professional associations; and local, national, and international laws and conventions and that these accountabilities may conflict, which must be negotiated to minimize harm to all persons. Decisions should always be informed by empirical evidence; practice wisdom; and ethical, legal, and cultural considerations. Social workers must be prepared to be transparent about the reasons for their decisions.

9.8 Social workers and their employing bodies work to create conditions in their workplace environments and in their countries, where the principles of this Statement and those of their own national codes are discussed, evaluated, and upheld. Social workers and their employing bodies foster and engage in debate to facilitate ethically informed decisions.

The Global Statement of Ethical Principles was approved at the General Meetings of the International Federation of Social Workers and the General Assembly of the International Association of Schools of Social Work (IASSW) in Dublin, Ireland, in July 2018. IASSW additionally endorsed a longer version: [Global-Social-Work-Statement-of-Ethical-Principles-IASSW-27-April-2018-1](#)

APPENDIX D

STUDENT REVIEW COMMITTEE

**Monmouth University
School of Social Work**

**Policy for Academic and Professional Gatekeeping:
A strengths-based approach to provide ongoing student support, monitoring academic and
professional progress, and dismissal**

Updated: Fall 2021

I. Rationale:

All students are obligated to follow the rules, policies, and procedures contained in the Monmouth University School of Social Work Student Handbook including the NASW Code of Ethics. Social work practice in the realm of social work education is considered, but not limited to, the student's performance in their internship(s) and the classroom, including working with other students in groups and the successful completion of all course work. No distinction exists between class work (i.e. written/oral assignments, role-plays, presentations) and fieldwork/internship performance. The Student Review Committee provides a systematic and unbiased approach in addressing student performance around academic and professional conduct. The committee embraces a strengths-based approach providing the student opportunities to be successful and accountable in their academic and professional work. This policy aligns with the Council of Social Work Education's (CSWE) Accreditation Standards (2015), National Association of Social Workers Code of Ethics (NASW) and the School of Social Work's Professional Standards.

The NASW Code of Ethics and CSWE Accreditation Standards reflect professional requirements throughout the documents. For example, the NASW Code of Ethics informs, "Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility." (NASW Code of Ethics). Additionally, the first competency for the CSWE standards discusses ethical and professional behavior in accordance with the NASW Code of Ethics. It states, "social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior." (CSWE EPAS 2015, Competency 1). Research on this topic indicates a consensus that gatekeeping should be an ongoing process from admission of the student throughout the time they are in the program (Elpers & FitzGerald, 2013; Hylton, Manit & Messick-Svare, 2017; Moore & Urwin, 1991; Urwin, Soest & Kretzschmar, 2006). Schools need to develop policies and procedures to carry out effective gatekeeping (Cole & Lewis, 1993; Miller & Koerin, 2001).

All undergraduate and graduate social work students (BSW and MSW) are held to these professional standards in accordance with the policy for academic and professional gatekeeping. Failure in meeting the abovementioned standards as set forth in this Policy may result in dismissal.

II. Mission of Student Review Committee:

A strengths-based approach to support students' academic and professional success while upholding the NASW Code of Ethics.

III. Goals of Student Review Committee:

1. Support students in being able to uphold their academic and professional and professional performance in accordance with stated policies (the Student Handbook, Undergraduate and Graduate School Catalogs and the Monmouth University Student Handbook, NASW Code of Ethics and Professional Standards for Monmouth University Social Work Students).
2. Support students in field internships so that they can meet the requirements of their learning agreement.
3. Support students to have the opportunity to improve on their academic and or professional performance if they are not meeting the requirements as reflected in the policies.
4. Ensure students who have undergone the review process uphold their performance in regards to the agreement.
5. Ensure that classmates, employees of the University, internship agency staff and clients are not subject to physical and or mental harm caused or perpetuated by a student.
6. Ensure that due process includes dismissal if deemed necessary.

IV. Students with Disabilities:

A special needs statement is included in every course syllabus in the School of Social Work at Monmouth University. It reads:

Students with Requests for Accommodations under the American with Disabilities Act (ADA):

Students who believe they are an individual with a disability and wish to become eligible for services and accommodations under the Americans with Disabilities Act (ADA), are strongly encouraged to contact the Department of Disability Services (DDS) at 732-571-3460 or via email at dds@monmouth.edu in order to initiate the interactive process for to request a reasonable accommodation.

In order to receive accommodations, students must be registered with DDS as set forth in the student handbook and must follow the University procedure for self-disclosure, which is stated in the University *Procedures for Accommodating Individuals with Disabilities*. The DDS Office has moved to an online system (Accommodate by Symplicity) and students can begin the registration process by completing a Confidential Registration form at <http://monmouth-accommodate.symplicity.com>.

Since accommodations are not retroactive, students will not be afforded any special accommodations for academic work completed prior to completing the registration process with DDS and submitting documentation of their disability to that office.

V. Initiating a Student Review:

A student's performance may come under review by the committee through three primary means (Appendix A).

1. A faculty member or administrator in the School of Social Work or in other departments or schools on campus.
2. A student's field supervisor.
3. A student/peer or member of the larger University community.

Before a referral is initiated, the following should occur:

1. The concerned individual (faculty member, administrator, field instructor, or fellow student) should meet with the student to explore the issue(s). In certain circumstances, a neutral third party may be invited into better support the student.
2. The concerned individual should bring this concern to the student's academic advisor who should then meet individually with the student in attempt to resolve the issue. If this is a field concern, field staff should be included in the conversation with the advisor.
3. If sufficient concern exists and this issue impacts class work or field work, a meeting may occur including all involved parties (i.e., the concerned person, the director of the specific program, the coordinator of field placement, or the teacher of record where the incident that triggered the referral occurred) to determine the student's suitability for continued field work or course work.

VI. Grounds for Committee Review:

Student performance expectations are based on the existing policies around academic and professional standards (NASW Code of Ethics, School Handbook and Professional Standards for Monmouth University Social Work Students)

Behavior that does not align with social work values and ethics as outlined in some examples below:

1. Inability to relate to or communicate with peers and colleagues, which affects the student's ability to develop mutually beneficial relationships and effectively practice social work.
2. Inability to relate to or communicate with faculty, administration, and supervisors, which affects the student's ability to develop mutually beneficial relationships.
3. Termination of field internship: In the event that the student is terminated from field, they will not be placed in another internship until the outcome of the hearing has been determined.

4. Inability to work or intern within structures of the University or agency/field placement and demonstrate competency at accepting and utilizing feedback and supervision.
5. Active mental health issues, which hinders the student's ability to work effectively in class or in the field.
6. Active addiction or substance use or abuse that impedes the student's ability to work effectively in class or in the field.

VIII. Grounds for immediate action/dismissal:

Students in serious violation of the policies as indicated in the Monmouth University graduate and undergraduate catalogs, student handbook, NASW Code of Ethics and the Professional Standards for Monmouth University Social Work Student, could be removed from their internship and or the program. Examples include but are not limited to inappropriate behavior in the campus environment and or field placement such as sexual harassment, physical and verbal harassment, being under the influence of alcohol and or illegal substances, or actively demonstrating the symptoms of mental illness. This is carried out in accordance with university protocol.

Directions for submitting a referral:

1. A faculty member or administrator in the School of Social Work or in other departments or schools on campus, a student's field supervisor, a student/peer or member of the larger University community can refer a student.
2. The referral form needs to be completed in a concise manner only providing relevant, factual, and objective information. The tone should be respectful of the student while keeping in mind that the student and entire committee will be reading this referral. Hearsay should be avoided.
3. The form can be found in the student handbook, under forms on Sonia and attached to this document.
4. Documentation can be attached including but not exclusively a field evaluation, course work, e-mail conversations, and social media content.
5. It is encouraged that student strengths and unique circumstances are included in the referral as it can help the committee best support the student if an agreement is to be developed.
6. This referral should be submitted electronically in one file to the chair and marked 'high importance' and the subject line should read "Student Review Committee Referral" (Appendix B).

VII. Committee Review Process:

Upon receipt of referral, the committee will begin the review process. A student's performance is reviewed based on the existing policies around academic and professional standards (Student Handbook, NASW Code of Ethics, and Professional Standards for Monmouth University Social Work Students). Depending on the outcome of the review, the committee will continue to monitor student progress. This process is carried out with a strengths-based approach in keeping with social work values.

1. Committee chair receives electronic referral (Appendix B).
2. Within five business days, the committee will review the referral and determine if the referral warrants a hearing. If there is no hearing, the referral will be dismissed with no further action.
3. If the student is terminated from their field placement, and the committee agrees that the referral does not require a hearing, the student can proceed with finding a new placement. If it is determined that there will be a hearing, the student must wait until the outcome of the hearing before seeking a new placement.
4. The committee chair will schedule the hearing and notify the student via email (read receipt and delivery receipt requested) and a follow-up phone call within five business days.
5. The student will also receive the notification of this hearing via email (read receipt and delivery receipt requested) with a copy placed in the student's file.
6. The student can submit their own documents to be reviewed during the hearing process. The document(s) must be submitted to the Chair by 9am of the day of the hearing.
7. The hearing will take place no later than 10 business days from the chair's contact with the student. The chair will make every reasonable effort to expedite the meeting so that the issue can be resolved as soon as possible.
8. Present at the hearing:
 - The student review committee chair
 - 2 appointed committee members
 - The student
 - The referrer
 - Field administrator if it is a field concern
 - Recording secretary
 - Student support person: The student may be assisted or supported at the hearing by a support person who is a member of the University community. The student may be assisted or supported at the hearing by a student support person who is a member of the University community. The student support person also cannot be a witness in the hearing. The student is responsible for presenting their own information and student support person are not permitted to speak or participate directly in the committee but are only allowed to provide support and guidance to the student.

VIII Proceedings:

1. Opening of Meeting: The chair will open the meeting with a brief explanation of the purpose of the hearing and will outline the process for all to understand. All parties involved will be asked to affirm that their testimony is truthful and may be subject to charges of perjury, pursuant to Article III, Section B, Number 1 of the Monmouth

University Student Handbook. Every effort will be made to make the student feel comfortable, supported, and safe.

2. Presenting Concern: The referral will be read by the referrer followed by committee members asking clarifying questions and or obtaining additional information from the referral source. The Chair should ensure that the hearing remains focused on the concerns that were raised.
3. Student Response: The student will then have the opportunity to respond to the referral and clarify anything as they see fit. The committee can ask the student questions for further clarification. Any witnesses who have direct knowledge will be permitted to speak in turn as they are relevant to the student or the referral source. For the protection of the student's privacy, only identified committee members and support person shall be present in the room where the hearing is taking place.
4. Closing Statements: The referrer and the student will be given the opportunity to present their closing statements.
5. Deliberation: The chair will excuse all but the 2 committee members who will stay to consider disposition. During deliberation it may be determined that additional information is needed that will delay the decision-making process. Following deliberation, the Chair may request additional documentation that must be submitted within a timely manner. The committee members may need to reconvene to continue the deliberation process once additional information is provided. If a decision has been made at the conclusion of the hearing and unsolicited information is brought to a committee member, it will not be accepted, nor will it change the decision that was made. However, it may prompt the initiation of a new referral.

The committee will determine who needs to be notified of the outcome in order to ensure that information is not unnecessarily shared in order to protect the student's privacy. Appropriate supports who need to be notified of the outcome may include the referral source, field coordinator, teacher of record, and advisor.

6. Student Notification: The Student will be notified by phone and email (delivery receipt and read receipt requested), of the committee's decision within three working days of the date of the hearing. In some instances, a decision may be pending additional information delaying the decision. In these cases, the chair will be transparent and update the student accordingly via email until a decision has been made.
7. Other Notifications: The Chair will notify relevant individuals of the outcome through email, verbal communication, or by providing outcome in writing within 10 business days.

The Student Review Committee functions year-round. However, when a referral is submitted during the summer, winter or spring break, or near the beginning of each, timeframes will be flexible according to the availability of the Chair and faculty members. All efforts will be made to expedite these hearings and students will be communicated with in a timely manner. In the event that we are working remotely due to unforeseen circumstances, this process will continue with communication taking place via email, phone, and video conferencing (Appendix D).

Available on the morning of the hearing, the recording secretary will provide all involved members a copy of the file (Hardcopy or electronic depending on the disposition of the meeting) The file will include:

1. The initial referral
2. All attached documents submitted with the referral
3. Any documentation from a field supervisor
4. Any documentation provided by other staff and faculty
5. Any documentation provided by the student
6. Any other relevant documentation

The recording secretary taking the minutes of the hearing will provide a copy of the minutes within 5 business days of the hearing to all the committee members. The committee members have 5 business days to review, suggest changes and approve the minutes. The recording secretary will make final changes and the minutes will be placed in the student's file.

IX. Committee Composition:

The committee shall be composed of three sitting members, one of whom will serve as chair. A sitting member may have to serve as Chair in the event of conflict of interest (e.g.: If the Chair is the referrer, the advisor or current Professor). There shall also be alternate faculty members to serve in the event any committee member is unable to serve on the committee. In the event that all three standing members are unable to serve, alternate members will need to serve as Chair and committee members. The recording secretary will be present at hearings for the purpose of recording minutes but will be dismissed during the deliberation process. The Chair will record the outcome. The following positions shall not serve on the committee:

1. The relevant Program Director.
2. Faculty currently teaching the student.
3. The faculty advisor of the student.

The student will have an allowance of 15 minutes of leeway to arrive for the hearing. Should the student fail to appear or communicate at that point for a hearing, the hearing will start without the student and the student relinquishes his/her right to be heard before the committee. However, if within 15 minutes, we hear from the student that they have been detained with reason; the committee can determine if they wait for the student or reschedule.

If any committee members or hearing participants are not present within 15 minutes of the scheduled start of the hearing and there is no communication about their delay, the hearing will be rescheduled. If a member has communicated that they have been detained with reason, the present committee members and student can determine if they wait or reschedule. In the event of an emergency, the hearing will be rescheduled.

X. Potential Outcomes:

After the hearing, there are several potential outcomes.

1. Issue dismissed with no further action.

2. Committee develops a Student Performance Agreement for the student to follow for the duration of their academics in the social work program. A student, who refuses to sign a Student Performance Agreement, may be immediately terminated from the program for non-compliance with the committee's recommendations. If a student returns for their master's degree, the agreement does not follow them into the next degree program.
3. Committee agrees to dismiss student from program. If this is an MSW student, this means that the student is also dismissed from the university. If this is a BSW student, they will be referred to the Center for Student Success to discuss potential majors.

XI. Student performance agreements:

Student performance agreements will be individually tailored to provide students with every opportunity to succeed. They can provide clarity, accountability, and opportunities for personal and professional growth and in some cases an opportunity for corrective action. See Student Performance Agreement (Appendix C).

If the Student Performance Agreement indicates a follow-up meeting, and at that time it is determined that the student is presenting with the same issues or is not following the recommendations outlined in agreement, the committee may choose to bring the student back to a hearing to determine further action which may include another agreement being drafted, or dismissal from the program.

XII. Appeal of Committee Decision:

Once the Student Review committee has reported its decision, the student has the right to an appeal. During the appeal process the student may be removed from field placement, course work or both as consistent with the decision of the Student Review Hearing.

Except as required to explain the basis of new evidence, an appeal shall be limited to the review of the minutes of the initial hearing and supporting documents for one or more of the following purposes:

- a. Noncompliance of the hearing process.
- b. An infringement of individual rights as outlined in this document.
- c. Submission of new evidence sufficient to alter a decision, or other relevant facts not brought out in the original hearing because such facts were not known to the person appealing at the time of the original hearing.
- d. To determine whether the outcome(s) of the hearing was fair and reasonable based on the information presented at the hearing.

Directions for submitting an Appeal:

A written appeal and supporting documentation shall be submitted in writing to the BSW or MSW Program Director within ten (10) business days of student's receipt of the committee's decision. The following procedure applies to the appeal process:

Appeals Committee:

A committee composed of faculty within the School of Social Work will hear the appeal. The committee shall consist of:

- a. The MSW or BSW Program Director
- b. Chair of the Appeal Committee (Student Review Committee Chair).
- c. A faculty member of the student's choice.
- d. A faculty member appointed by the MSW or BSW Program Director.
- e. Recording secretary

Appeal Notification:

A notice of the date, time, and place of the hearing will be made in writing via email to all parties involved in the process within 15 business days from receipt of the student's written request for appeal.

Statements of Parties Involved:

At the discretion of the BSW or MSW Program Director, involved parties will be requested to submit written statements within three (3) business days of the scheduled hearing. Documents need to be submitted via email to the BSW or MSW Program Director.

The student can submit their own documents to be reviewed during the Appeals hearing process. The document(s) must be submitted via email to the BSW or MSW Program Director within three (3) business days of the scheduled hearing.

Appeal Proceedings:

- a. The BSW or MSW Program Director will facilitate and preside over the appeal proceedings.
- b. The Student Review Committee Chair will be responsible for all correspondences, scheduling, and paperwork involved.

Meeting Procedures:

- a. The BSW or MSW Program Director will read the following statement:
Affirmation of Testimony: All parties involved will be asked to affirm that their testimony is truthful and may be subject to charges of perjury, pursuant to Article III, Section B, Number 1 of the Monmouth University Student Handbook.
- b. Student will present their appeal to the committee.
- c. Committee members will ask relevant questions in order to render a decision on the appeal.
- d. At the conclusion of the meeting, student will have a final opportunity to address the committee members to support their appeal.
- e. All parties, except committee members, will be dismissed to deliberate.

Privacy:

The appeal hearing shall be conducted in private. People not directly involved in the hearing shall not be involved in the proceedings. In hearings involving more than one student, individual hearings may be permitted at the discretion of the committee.

Student's Right to Assistance and Support:

Students involved have the right to be assisted or supported at an appeal hearing by an advisor who is a member of the University community. A member of the University community shall

include any current member of the faculty, administration, staff or student body. The advisor may not be an attorney-at-law or parent. All parties involved are responsible to present their own case and, therefore, advisors are not permitted to speak or to participate directly in any hearings before an appeal committee.

Appearance:

The failure of a student to attend a hearing after proper notice has been given will not prevent the hearing from taking place or invalidate the outcome.

Report & Notification:

The Student Review Chair, on behalf of the committee, shall prepare a written report of the determination within seven (7) business days. This shall include:

- a. Statement of appeal necessitating the determination.
- b. Evidence presented to the Appeals Committee
- c. The decision of the Appeals Committee.

Notification of Committee Decision:

The Chair of the Appeals Committee (Student Review Chair) shall notify the student via email, return receipt and delivery receipt requested. of the outcome within fifteen (15) business days of hearing. The Chair shall also notify the Dean of the School of Social Work. At the discretion of the Dean of the School of Social Work, the report may be forwarded to the appropriate University and field placement parties.

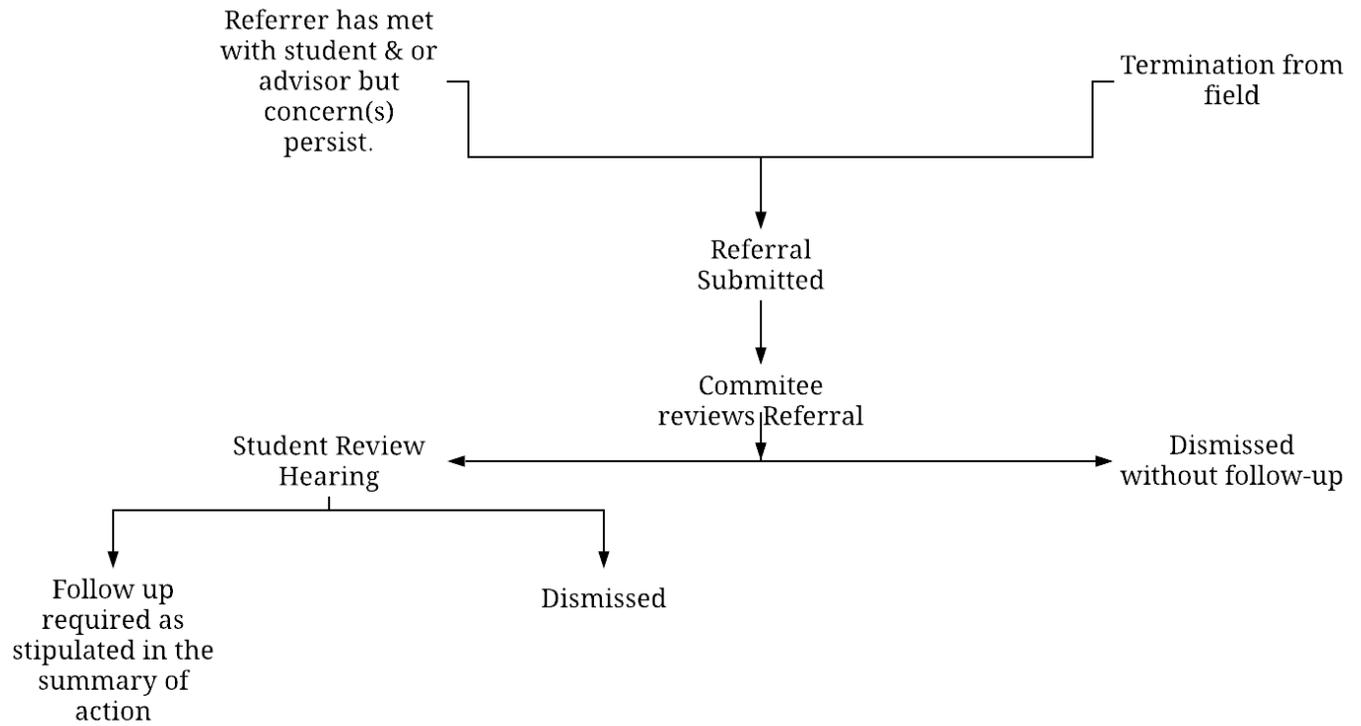
Appeal of the Outcome of the Appeals Committee:

The student or the initial referrer to the Student Review Committee may appeal the decision of the Appeals Committee to the Dean of the School of Social Work. This must occur within five (5) business days of receipt of the decision of the Appeals Committee. This appeal needs to be submitted in writing to the Dean. The Dean's decision is final and will rendered within ten (10) business days of receipt of request.

A student who is dismissed from the program will be invited to make an appointment with their academic advisor to discuss academic and non-academic resources that can support them for a successful future.

Appendix A

Student Referral



Appendix B
Monmouth University
School of Social Work
Referral for Student Review Committee

Note: Student receives a Copy of this Referral along with supporting documents

Date:	
Submitted by:	
Referred Student's Name:	
Student ID number:	
Academic Advisor:	

Referrer's relationship to student: Please check box that applies

<input type="checkbox"/>	Professor
<input type="checkbox"/>	Field Practicum Professor
<input type="checkbox"/>	Field Internship Supervisor
<input type="checkbox"/>	Advisor
<input type="checkbox"/>	Field Administrator
<input type="checkbox"/>	University member (specify)
<input type="checkbox"/>	Peer/classmate
<input type="checkbox"/>	Other (specify)

General information:

Concerns arose in relationship to: Check all that apply

<input type="checkbox"/>	Course name, number, and section:	
<input type="checkbox"/>	Field Placement/agency name and location:	
<input type="checkbox"/>	Outside of class incident/location	
<input type="checkbox"/>	Other:	

Which general area would you categorize your concern: Check all that apply

<input type="checkbox"/>	Code of ethics: specify
<input type="checkbox"/>	Professional behaviors as outlined in school document: specify

	Ability to relate and/or communicate with peers
	Ability to relate to/communicate with supervisor
	Active mental health issue
	Active addiction (drugs, alcohol, gambling, etc.)
	Grade Point Average (G.P.A.)
	Other:

Please attach a detailed, yet concise summary outlining the specific reasons for this referral. Be sure to include any appropriate materials to support this referral. For example, field evaluations, sample class assignments, copies of emails, documented conversations, and other documents relevant to the issues. Please include student strengths and unique circumstances that the committee should take into consideration in order to best support the student.

	Supporting Documentation is attached (yes or no)
	Number of pages attached (include number)
	Names of documents attached: (please list here)

**Appendix C
 Monmouth University
 School of Social Work
 Student Review Committee
 Student Agreement Action Plan**

To: (Student's Name)
Student ID Number:
Student Advisor (Name and email):
Student's Mailing Address:
Student Email:
From: (Committee Chair)

Student performance agreements are individually tailored to provide students with every opportunity to succeed. They provide clarity, accountability, and opportunities for personal and professional growth and in some cases an opportunity for corrective action.

The Review Committee has decided after considering all information presented at the hearing on the following disposition:

	Check all that apply	
1.	Matter is dismissed with no further action	
2.	Committee agrees to implement a Student Performance Agreement consisting of, but not limited to, the criteria checked below.	
a.	Student will meet with advisor in their office: (specify how often)	
b.	Student must attend the writing center	
c.	Student must maintain a B (3.000) or better Grade Point Average (GPA)	
d.	Field Professor will make more frequent field visits	
e.	Student will have more frequent communication with the teacher of record.	
f.	Student is strongly encouraged to seek mental health assistance and supportive services.	
g.	Student is encouraged to seek substance abuse/use treatment.	

h.	Student must present documentation from a Licensed Clinical Social Worker, a Licensed Psychologist or a Licensed Psychiatrist which states that you are prepared to re-enter fieldwork. The note must be on file by _____ (date).	
i.	Student is strongly encouraged to make an appointment with Disability Services for guidance on disability testing and how to receive academic accommodations.	
j.	Student's classroom behavior must be reasonable and appropriate and demonstrate that the student is emotionally stable, academically sound, and capable of forming human relationships with peers and authority as required to function as a practicing social worker.	
k.	Student will uphold the NASW code of ethics, specifically focusing on:	
l.	Student will uphold the MUSS Professional Behavior Document specifically focusing on:	
m.	Student must secure an internship (from the list provided to you) by:	
n.	Student must complete internship hours by:	
o.	Student must attend all classes in accordance with the specified attendance policy in the course syllabus.	
p.	Student must be on time for all class in accordance with the specified attendance/lateness policy in the course syllabus.	
q.	All assignments and course work must be completed and turned in on time in accordance with the specified attendance policy in the course syllabus.	
r.	Student must receive a competent or better evaluation from field internship supervisor.	
s.	Student will be reevaluated by the committee on:	
t.	Other:	
u.	Individualized plan: (see below for details)	
3.	Committee agrees to dismiss student from the program. Please refer to your Student Handbook for more information about the School Dismissal Policy.	

Appendix D
Student Review Committee
Chair's Correspondences with Student Template

Email to inform student of Hearing

Dear Student,

This email is to inform you that the Student Review Committee has reviewed the referral regarding your academic/social work program performance. The referral is attached. The committee has deemed the concerns reasonable and has decided to schedule a formal review of your progress. Please refer to your Student Handbook for a complete description of the process, procedure and potential repercussions of this review.

In view that we are all working remotely due to COIVD – 19, we will meet via zoom on **Day, Date** at **Time**. The zoom information is provided at the end of this email.

Advisor: **Advisor Name**

Telephone/Email: **Advisor Email**

Office hours: PLEASE EMAIL FOR APPOINTMENT

You need to contact your advisor to discuss hearing preparation. If your advisor is referring you, to the committee, we suggest you consult with another faculty member within the School of Social Work. Should you fail to attend the zoom meeting, you will relinquish your right to be heard before the committee. You may email me material for consideration by the committee up until that morning by 9:00 am. You may be assisted or supported at the hearing by your advisor or a campus community member (faculty, staff, administrator, or student). Let me know as soon as possible if you will be inviting a campus community member so that I can send them the Zoom invitation. Please be advised that hearings begin sharply at their scheduled time. Ensure you are in a private room with nobody present during the hearing. Should you have questions, please do not hesitate to ask.

Sincerely,

Student Committee Chair

Zoom Meeting Information

When students seek clarification of the Zoom Student Hearing Process

Dear **Student**,

During the meeting, this is what will take place.

1. Introductions (3 faculty who are part of the student review committee, referring individual, secretary, and yourself)
2. I will do the 'why we are meeting'
3. Referrer will discuss the referral

4. You will have an opportunity to add or clarify
5. Anyone of us can ask your questions to get clarification
6. You and the secretary will leave the meeting
7. I will call you on our decision

Hope this helps clarify the process of the meeting.

Chair's Name

Student Review Committee Chair

Email to Student Support (if they attend the zoom)

Dear XXX,

You have been invited to attend the Student Review hearing for XXX (student's name).

In view that we are all working remotely due to COVID-19, we will meet via zoom on Day, Date at Time. The zoom information is provided at the end of this email. Please ensure you are in a private room with nobody present during the hearing.

Sincerely,

Student Committee Chair

Zoom Meeting Information

Email receipt that they received and read the outcome of the Summary of Action document

Dear **Student**,

Please find attached the outcome of the review committee.

I will also be reaching out to you via telephone to inform you of the outcome.

You need to read the document, submit your electronic signature at the end of the document, and email the document to me.

Sincerely,

XXX

Student Review Committee Chair

APPENDIX E

Application for Continuance in the BSW Program

MONMOUTH UNIVERSITY - SCHOOL OF SOCIAL WORK

Application for Continuance in the BSW program

Complete this application between the 33-54 credit mark, to gain full admittance into the Social Work major. This form must be completed prior to starting SW 421 Senior Field Practicum.

Please complete this application completely (including faculty rankings and signatures). When completed submit it to the BSW Program Director.

NAME _____

CELL or LOCAL PHONE _____

STUDENT ID _____

ADVISOR'S NAME: _____

Please indicate your status in the courses below:

Part I Academic History

Course	Completed or In-Progress	Semester/Year	Midterm (if in progress) or Final Grade
SW 105 Introduction to Social Work			
SW 205 Global Human Rights and Social Justice			
SW 223 Human Behavior and Social Environment I			
SW 325 Social Welfare Policy and Services			
SW 341 Social Work Practice with Groups			
SW 342 Social Work Practice with Individuals and Families			
SW 342 Social Work Practice with Individuals and Families Lab			
PY 103 Introduction to Psychology			
PY +200 elective			
PY +200 elective			
SO 101 Introduction to Sociology			
SO/AN/SW elective 200 level or higher			

SO/AN/SW elective 200 level or higher			
AN 103 Cultural Anthropology			
PS 101 or 103			
BE 200 or SO 272			

Part II. Prior work and volunteer experiences (including HBSE – 30 hours):

Work/Volunteer Experience	Dates	Description of experience (What did you do?)

Part III. Essay.

- A. What prompted your interest in the Social Work profession?
- B. What human rights or social justice issue do you feel passionate about?
- C. What area of social work or vulnerable population are you currently interested in working? Why?
- D. What do you consider are your strengths that you will bring to the profession?
- E. What do you consider are some personal areas of growth that you will need to address on your journey to becoming a professional social worker?

Part IV. Evaluation

The following criteria are used as guidelines to assess students' readiness to enter social work education at the bachelor's level at the School of Social Work at Monmouth University. Please rank yourself in each category. Your Professor in SW 342 Social Work Practice with Individuals and Families will sign and complete the rankings on this form. Please use this scale for your evaluation **1, 2, 3, 4, 5 with one being emerging or developing, three is prepared and five is advanced.**

In keeping with the above, the following criteria serve as a guideline for student's own assessment of their capacity and readiness for social work education at the baccalaureate level, as well as for faculty/advisors that participate in this assessment process. These guidelines are found in the School of Social Work Handbook.

Criteria	Student Self Ranking	Faculty Ranking
1. Emotional readiness: A student should have the capacity to work effectively with emotional stress both in themselves and in others.		
2. Relationship development: A student should be willing and able to develop meaningful, ongoing relationships with other people, and have the capacity for applying this to the development of professional relationships.		
3. Communication: A student should be willing and able to communicate ideas and feelings orally and in writing.		
4. Value assumptions: A student should demonstrate a growing understanding of social work ethics and values and be able to function effectively within a context of value conflict by having respect for the values of others even when they may differ from their own.		
5. Academics: A student should be making acceptable progress toward graduation (as defined in the Monmouth University Student Handbook). GPA 2.10 or higher.		
6. Capacity for professional education: A student should demonstrate increasing responsibility for learning and be willing and ready to make use of educational experiences both in the field internship and in the classroom.		

Recommendation:

_____ **Continuance into the program**

_____ **Continuance into the program with review*.**

*Please address in the plan of action if the student should or should not be referred to the Student Review Committee for support.

_____ **Postponement of all social work classes**.**

**Student must be referred to the Student Review Committee with this determination.

Plan of Action

Signature of
Student _____

Signature of Faculty Member

Reviewed by BSW Program Director: Approved for continuation: Yes or No

Signature

Date

Reviewed by Director of Field and Professional Education (or designee):

Signature

Date

APPENDIX F

Professional Standards for Monmouth University Social Work Students

Professional Standards for Monmouth University Social Work Students

Monmouth University School of Social Work expects students to demonstrate professional behavior that reflects a commitment to the ethics and values of the social work profession as codified by the NASW Code of Ethics. These expectations are different from those you find in non-professional educational programs. In accredited social work programs such as the one at Monmouth University, academic standards are inclusive of both scholastic achievement and professional competence. In order to ensure continued enrollment in a social work program, both scholastic achievement and professional competence must be demonstrated. The standards for professional behavior, and specific expectations related to those standards, are outlined below.

Accountability

- Attend class on a regular, on-time basis
- Come prepared for class, with assignments completed
- Return from break in a timely manner
- Actively participate in class discussions, group activities and assignments at a comparable level to peers
- Have familiarity with the syllabus and the instructions for all assignments
- Complete all assignments in a timely manner
- Request help in a timely manner when necessary
- Adhere to the academic calendar

Respect

- Treat yourself, your peers, instructors, supervisors, clients, and all those you come into contact with, with dignity and respect at all times
- Treat the content of classes and assignments with dignity and respect at all times
- Be attentive to non-verbal behavior and engage in active listening (no side-talk)
- Raise relevant questions and comments. Facilitating discussion, and participate in constructive and respectful class dialogue with the instructor and other students
- Build on and respectfully respond to the other students' comments
- Draw classmates into discussion (share the floor)
- Work collegially with others, encourage colleagues, show initiative, be responsive to feedback
- No phone/text use in class
- Use computer for note taking purposes and only if discussed with the instructor in advance

Communication

Maintain strong verbal and written communication skills by the following:

- Use Monmouth University email for sending and receiving professionally written messages to and from faculty, staff and administrators
- Respond to administrators, faculty, staff and peers in a timely manner
- Follow appropriate channels and protocols for resolving any concerns
- Demonstrate an ability and willingness to listen to others
- Give and use feedback constructively
- Receive feedback (including grades) exhibiting professional attitude and demeanor

Emotional Stability and Maturity

- Deal effectively with stress both from within and in others

- Exhibit an ability to handle stress of workload
- Demonstrate a genuine interest in hearing feedback

Self-awareness

- Exhibit an understanding of the effect of one's statements and behaviors on others
- Demonstrate appropriate presentation of self (maintaining boundaries) in actions, dress, sharing and language
- Display a willingness to examine one's beliefs, values and assumptions and adjust behavior to ensure ethical professional practice
- Be open to new ideas, differing opinions and feedback from others and integrate these into professional and student roles and performance

Academic

- Commit yourself to learning and following the rules of APA
- Understand and comply with the university and school policies on plagiarism and its consequences
- Accept and use constructive feedback
- Critically evaluate and apply knowledge and research findings to professional performance
- Participate in the classroom in a way that promotes academic freedom
- Engage in respectful classroom behavior, and comply with instructor's directives

Integrity

- Practice honesty with yourself, your peers and your instructors
- Constantly strive to improve your abilities
- Do your own work and contribute your fair share to group projects.

Competence

- Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by instructors

Social Justice

- Strive to deepen your commitment to social justice for all at-risk populations
- Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups
- Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo and macro levels

Consequences

MU School of Social Work bears the responsibility to the community at-large to produce fully trained professional social workers who consciously exhibit the knowledge, values and skills of the profession of social work codified in the NASW Code of Ethics. Given this context, all students in the program are expected to maintain the above ethical standards of professionalism in their coursework, in fieldwork/internship, and in the university. Behavior contrary to these ethics standards will be cause for review of the student's admission to the program or continued participation in the program (Monmouth University School of Social Work Handbook, 2020). Please review the student handbook for details on the Student Performance Assessment and Monitoring Committee Policy for Corrective Action, Academic Suspension and Dismissal.

Through your continued enrollment in this course, you are agreeing to follow the above statements.

APPENDIX G

Global and Community Practice Field Abroad Forms

**INTERNATIONAL FIELD PLACEMENT AGREEMENT
BETWEEN
MONMOUTH UNIVERSITY
AND**

This **International Field Placement Agreement** (hereinafter referred to as “**Agreement**”) is made by and between **Monmouth University**, on behalf of the School of Social Work (hereinafter referred to as “**MU**”), a non-profit institution of higher education, located at 400 Cedar Avenue, West Long Branch, New Jersey, USA 07764-1898, and _____ (hereinafter referred to as “**Agency**”) a non-profit organization, located at (address)-

WHEREAS, Agency is a non-profit organization whose main focus is _____

_____ ; and

WHEREAS, both MU and Agency desire to enter into the Agreement to benefit MU students in the Master of Social Work Program for the purpose of providing MU Master of Social Work students with the opportunity to complete their international field placement at Agency; and

NOW, THEREFORE, in consideration of the promises and mutual covenants and agreements contained herein, it is mutually agreed by and between the respective parties as follows:

I. Term

- A. This Agreement shall be for a period of _____ years, with yearly review, and shall become effective on _____ and continue thereafter until _____, unless terminated by either party in accordance with this Agreement.
- B. At the end of the initial term of this Agreement, this Agreement will automatically renew.
- C. This Agreement can be terminated by either party by submitting sixty (60) days prior written notice to the other party. Upon the written consent by both parties, any students who are participating in the program at the time of termination of this Agreement shall be permitted to complete the program as mutually decided in writing between both parties.

II. Joint Responsibilities of MU and Agency

The parties hereto mutually agree that:

- A. They shall cooperate with each other in providing for an international field placement for students in MU's Master of Social Work (hereinafter referred to as "MSW") Program. Upon placement of a student, Attachment A (Scope of Placement), which is appended to and incorporated into this Agreement, shall be completed and provided to the Agency with the details of the placement.
- B. To structure and facilitate meaningful communication between each other, and provide ongoing opportunities for MU and Agency to plan, coordinate, and integrate curricular activities.

III. Responsibilities of Agency

The Agency shall be responsible for the following:

- A. Provide information upon request of MU with regard to transportation of student(s), to and from placement location.
- B. Upon request of MU, provide information and orientation to country of placement, including any health issues and/or immunizations necessary prior to traveling to placement.
- C. Maintaining communications with MU and its representatives during the course of the placement with regard to the student(s) and their progress.
- D. Completion of time sheets, evaluation forms and other documentation necessary for the monitoring of student progress during the placement. Time sheets, upon completion by student(s) shall be signed by the Agency field supervisor to verify the accuracy of the field hours worked so they may be appropriately credited to the student(s). The Agency field supervisor shall also be responsible for completing an evaluation of each student. Field Evaluations for each student will be sent electronically to the Agency Supervisor. Evaluations must be discussed, reviewed and signed by each student. Evaluations are due to MU field seminar instructor by _____. In addition to the electronic copy, the evaluations are available on the Monmouth University School of Social Work website under the heading "SW 641". If the Agency has a different format for evaluating interns, a discussion between the field seminar instructor and the Agency can determine how to best complete an evaluation.
- E. Formal supervision shall be provided by the Agency field supervisor weekly for one to one and one half hour(s). This may be done in a group format. Informal supervision, or the direction of student activities, will be ongoing throughout the course of the field placement.

- F. Provision of internet access to allow student(s) to complete ongoing coursework.

IV. Responsibilities of MU on behalf of its School of Social Work

MU shall be responsible for the following:

- A. Appropriate academic preparation of student(s) prior to their placement.
- B. Selection of student(s) to participate in placement.
- C. Registration and payment by students under MU's system.
- D. Assistance to student(s) in providing information and orientation to country of placement, including any health issues and/or immunizations necessary prior to traveling to placement.
- E. Maintaining communications with Agency and its representatives during the course of the placement with regard to the student(s) and their progress.
- F. Provision of time sheets, evaluation forms and other documentation necessary for the monitoring of student progress during the placement, which shall be provided by MU in hard copy or via the MU'S School of Social Work website.
- G. Assignment of grades to the student(s) for all work completed during the placement with input and assistance from Agency.
- H. Provision of limited worldwide insurance coverage for professional and general liability on behalf of each student participating in the field placement under this Agreement.

V. Responsibilities of MU Students

- A. Each student participating in the field placement shall be responsible for payment of the following costs associated with the placement: all travel and living expenses, adequate travel coverage, any passport and visa requirements, transportation to and from the placement, transportation within the country while at the placement, accommodations while at the placement, meals, costs of supervision by Agency during placement, technology costs and other costs associated with the placement of the student's costs of living while engaged in the placement.
- B. Each student shall also be responsible for obtaining all necessary immunizations for travel to the placement as well as appropriate health insurance.
- C. Students will periodically submit progress reports to the MU School of Social Work.

- D. Students will not be offered any remuneration package during their field placement, and students shall not be considered employees of Agency or MU during the field placement.

VI. Indemnification

- A. Monmouth University agrees to indemnify and hold harmless Agency and its officers, directors, employees and agents from and against any and all claims, demands, actions, settlements, or judgments, including reasonable attorney's fees and litigation expenses, based upon or arising out of activities described in this Agreement, to the extent that such claims, demands, actions, settlements or judgments are occasioned by the negligence, actions or omissions of Monmouth University, its agents or employees.
- B. Agency agrees to indemnify and hold harmless Monmouth University and its officers, directors, employees, students, and agents from and against any and all claims, demands, actions, settlements, or judgments, including reasonable attorney's fees and litigation expenses, based upon or arising out of activities described in this Agreement, to the extent that such claims, demands, actions, settlements or judgments are occasioned by the negligence, actions or omissions of Agency, its agents or employees.

VII. General Provisions

A. Export Control

The University shall not transact business with any entity or individual who is on the Specially Designated Nationals list of the U.S. Department of Treasury. Any business transactions that the University will be involved with shall be solely with Agency. The University may provide as a donation some goods, technology or services to Agency as long as such comply with all requirements listed in the EAR and ITAR. Any re-export of these donated goods, technology, or services shall be the sole responsibility of Agency and Agency shall take full responsibility for the re-export of those materials.

B. Independent Contractors

It is understood that this agreement is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association between Monmouth University and Agency but is rather an agreement by and between independent contractors.

C. Trademarks

The parties recognize and acknowledge that all rights and goodwill in their respective trademarks are the exclusive property of their separate organizations. MU may announce its affiliation with Agency with respect to this MSW in its catalog or other printed materials, and may publicize the cooperative initiatives as set forth in the MSW and separate written agreements between the parties in a manner deemed mutually acceptable

to the parties. Except as set forth above, the parties agree not to use the other's name or other trademarks in advertising, marketing or other materials without the prior written permission of the other.

D. Notices

All notices required or permitted under this Agreement shall be in writing and shall be deemed delivered when delivered in person or deposited in the United States mail, postage prepaid, addressed as follows:

As to AGENCY:

Name: _____

Title: _____

Address: _____

As to UNIVERSITY:

Pamela Scott-Johnson, Ph.D.
Senior Vice President for Academic Affairs and Provost
Monmouth University
West Long Branch, New Jersey 07764

with copy to:

Charlene K. Diana, Esq.
Associate General Counsel
Monmouth University
400 Cedar Avenue
West Long Branch, New Jersey 07764

E. No Assignment

This Agreement, its Attachments, and Addendums shall be binding on the parties and their respective successors and assigns. Neither party shall assign its duties and obligations under this Agreement without the prior written consent of the other party.

F. Governing Law

This agreement shall be governed by the laws of the State of New Jersey.

F. Entire Agreement

This Agreement, its Attachments, and Addendums set forth the entire understanding between the parties and no amendments or modifications shall be made to the Agreement, except in writing signed by both parties.

IN WITNESS WHEREOF, each of the undersigned has caused this Agreement to be duly executed in its name and on its behalf.

For Agency:

By: _____

By: _____

Print: _____ Date: _____

Print: Pamela Scott-Johnson, Ph.D.

Title: Provost & V.P. for Academic Affairs

_____ Date: _____

ATTACHMENT A

I. SCOPE OF PLACEMENT

Name(s) of Student(s) to be placed: _____

Location of Placement: _____

Start Date of Placement: _____

End Date of Placement: _____

Agency Field Supervisor: _____

II. FIELD PLACEMENT

The activities to be performed by the student(s) during the course of the field placement shall be as follows:

III. STUDENT ACCOMODATIONS

The Agency shall assist in locating suitable accommodations for the student(s) placed under this agreement. The accommodations shall be safe and appropriately located in relation to the location of the field placement. The cost of accommodations shall be borne by the student. The accommodations for this placement shall be at the following location:

Phone Number: _____

IV. INTERNATIONAL PLACEMENT FEE

The MU School of Social Work shall pay an international interns fee to the organization for provision of all administrative and logistical support. The fee for the short term internship is US \$_____.

V. NOTICES

Both MU and the Agency shall use their best efforts to maintain frequent and regular communication between each other during the course of the field placements, which are the subject of this Agreement utilizing the telephone numbers and e-mail addresses set forth below.

Primary Contact Person for MU:

Attention: _____
Address: _____
Phone: _____
E-mail: _____

Primary Contact Person for Agency:

Attention: _____
Address: _____
Phone: _____
E-mail: _____

**INTERNATIONAL FIELD PLACEMENT AGREEMENT
BETWEEN
MONMOUTH UNIVERSITY
AND**

This **International Field Placement Agreement** (hereinafter referred to as “**Agreement**”) is made by and between **Monmouth University**, on behalf of the School of Social Work (hereinafter referred to as “**MU**”), a non-profit institution of higher education, located at 400 Cedar Avenue, West Long Branch, New Jersey, USA 07764-1898, and _____ (hereinafter referred to as “**Agency**”) a non-profit organization, located at (address)-

WHEREAS, Agency is a non-profit organization whose main focus is _____

_____ ; and

WHEREAS, both MU and Agency desire to enter into the Agreement to benefit MU students in the Master of Social Work Program for the purpose of providing MU Master of Social Work students with the opportunity to complete their international field placement at Agency; and

NOW, THEREFORE, in consideration of the promises and mutual covenants and agreements contained herein, it is mutually agreed by and between the respective parties as follows:

VIII. Term

- D. This Agreement shall be for a period of _____ years, with yearly review, and shall become effective on _____ and continue thereafter until _____, unless terminated by either party in accordance with this Agreement.
- E. At the end of the initial term of this Agreement, this Agreement will automatically renew.
- F. This Agreement can be terminated by either party by submitting sixty (60) days prior written notice to the other party. Upon the written consent by both parties, any students who are participating in the program at the time of termination of this Agreement shall be permitted to complete the program as mutually decided in writing between both parties.

IX. Joint Responsibilities of MU and Agency

The parties hereto mutually agree that:

- B. They shall cooperate with each other in providing for an international field placement for students in MU's Master of Social Work (hereinafter referred to as "MSW") Program. Upon placement of a student, Attachment A (Scope of Placement), which is appended to and incorporated into this Agreement, shall be completed and provided to the Agency with the details of the placement.
- B. To structure and facilitate meaningful communication between each other and provide ongoing opportunities for MU and Agency to plan, coordinate, and integrate curricular activities.

X. Responsibilities of Agency

The Agency shall be responsible for the following:

- A. Provide information upon request of MU with regard to transportation of student(s), to and from placement location.
- B. Upon request of MU, provide information and orientation to country of placement, including any health issues and/or immunizations necessary prior to traveling to placement.
- C. Maintaining communications with MU and its representatives during the course of the placement with regard to the student(s) and their progress.
- D. Completion of time sheets, evaluation forms and other documentation necessary for the monitoring of student progress during the placement. Time sheets, upon completion by student(s) shall be signed by the Agency field supervisor to verify the accuracy of the field hours worked so they may be appropriately credited to the student(s). The Agency field supervisor shall also be responsible for completing an evaluation of each student. Field Evaluations for each student will be sent electronically to the Agency Supervisor. Evaluations must be discussed, reviewed and signed by each student. Evaluations are due to MU field seminar instructor by _____. In addition to the electronic copy, the evaluations are available on the Monmouth University School of Social Work website under the heading "SW 641". If the Agency has a different format for evaluating interns, a discussion between the field seminar instructor and the Agency can determine how to best complete an evaluation.
- E. Formal supervision shall be provided by the Agency field supervisor weekly for one to one and one half hour(s). This may be done in a group format. Informal supervision, or the direction of student activities, will be ongoing throughout the course of the field placement.

- F. Provision of internet access to allow student(s) to complete ongoing coursework.

XI. Responsibilities of MU on behalf of its School of Social Work

MU shall be responsible for the following:

- A. Appropriate academic preparation of student(s) prior to their placement.
- B. Selection of student(s) to participate in placement.
- C. Registration and payment by students under MU's system.
- D. Assistance to student(s) in providing information and orientation to country of placement, including any health issues and/or immunizations necessary prior to traveling to placement.
- E. Maintaining communications with Agency and its representatives during the course of the placement with regard to the student(s) and their progress.
- F. Provision of time sheets, evaluation forms and other documentation necessary for the monitoring of student progress during the placement, which shall be provided by MU in hard copy or via the MU'S School of Social Work website.
- G. Assignment of grades to the student(s) for all work completed during the placement with input and assistance from Agency.
- H. Provision of limited worldwide insurance coverage for professional and general liability on behalf of each student participating in the field placement under this Agreement.

XII. Responsibilities of MU Students

- E. Each student participating in the field placement shall be responsible for payment of the following costs associated with the placement: all travel and living expenses, adequate travel coverage, any passport and visa requirements, transportation to and from the placement, transportation within the country while at the placement, accommodations while at the placement, meals, costs of supervision by Agency during placement, technology costs and other costs associated with the placement of the student's costs of living while engaged in the placement.
- F. Each student shall also be responsible for obtaining all necessary immunizations for travel to the placement as well as appropriate health insurance.
- G. Students will periodically submit progress reports to the MU School of Social Work.

- H. Students will not be offered any remuneration package during their field placement, and students shall not be considered employees of Agency or MU during the field placement.

XIII. Indemnification

- C. Monmouth University agrees to indemnify and hold harmless Agency and its officers, directors, employees and agents from and against any and all claims, demands, actions, settlements, or judgments, including reasonable attorney's fees and litigation expenses, based upon or arising out of activities described in this Agreement, to the extent that such claims, demands, actions, settlements or judgments are occasioned by the negligence, actions or omissions of Monmouth University, its agents or employees.
- D. Agency agrees to indemnify and hold harmless Monmouth University and its officers, directors, employees, students, and agents from and against any and all claims, demands, actions, settlements, or judgments, including reasonable attorney's fees and litigation expenses, based upon or arising out of activities described in this Agreement, to the extent that such claims, demands, actions, settlements or judgments are occasioned by the negligence, actions or omissions of Agency, its agents or employees.

XIV. General Provisions

G. Export Control

The University shall not transact business with any entity or individual who is on the Specially Designated Nationals list of the U.S. Department of Treasury. Any business transactions that the University will be involved with shall be solely with Agency. The University may provide as a donation some goods, technology or services to Agency as long as such comply with all requirements listed in the EAR and ITAR. Any re-export of these donated goods, technology, or services shall be the sole responsibility of Agency and Agency shall take full responsibility for the re-export of those materials.

H. Independent Contractors

It is understood that this agreement is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association between Monmouth University and Agency but is rather an agreement by and between independent contractors.

I. Trademarks

The parties recognize and acknowledge that all rights and goodwill in their respective trademarks are the exclusive property of their separate organizations. MU may announce its affiliation with Agency with respect to this MSW in its catalog or other printed materials, and may publicize the cooperative initiatives as set forth in the MSW and separate written agreements between the parties in a manner deemed mutually acceptable

to the parties. Except as set forth above, the parties agree not to use the other's name or other trademarks in advertising, marketing or other materials without the prior written permission of the other.

J. Notices

All notices required or permitted under this Agreement shall be in writing and shall be deemed delivered when delivered in person or deposited in the United States mail, postage prepaid, addressed as follows:

As to AGENCY:

Name: _____

Title: _____

Address: _____

As to UNIVERSITY:

Pamela Scott-Johnson, Ph.D.
Vice President for Academic Affairs and Provost
Monmouth University
West Long Branch, New Jersey 07764

with copy to:

Charlene K. Diana, Esq.
Associate General Counsel
Monmouth University
400 Cedar Avenue
West Long Branch, New Jersey 07764

K. No Assignment

This Agreement, its Attachments, and Addendums shall be binding on the parties and their respective successors and assigns. Neither party shall assign its duties and obligations under this Agreement without the prior written consent of the other party.

L. Governing Law

This agreement shall be governed by the laws of the State of New Jersey.

F. Entire Agreement

This Agreement, its Attachments, and Addendums set forth the entire understanding between the parties and no amendments or modifications shall be made to the Agreement, except in writing signed by both parties.

IN WITNESS WHEREOF, each of the undersigned has caused this Agreement to be duly executed in its name and on its behalf.

For Agency:

By: _____

By: _____

Date: _____

Print: _____

For Monmouth University:

Print: Pamela Scott-Johnson, Ph.D.

Title: Provost & V.P. for Academic Affairs

Date: _____

ATTACHMENT A

I. SCOPE OF PLACEMENT

Name(s) of Student(s) to be placed: _____

Location of Placement: _____

Start Date of Placement: _____

End Date of Placement: _____

Agency Field Supervisor: _____

II. FIELD PLACEMENT

The activities to be performed by the student(s) during the course of the field placement shall be as follows:

III. STUDENT ACCOMODATIONS

The Agency shall assist in locating suitable accommodations for the student(s) placed under this agreement. The accommodations shall be safe and appropriately located in relation to the location of the field placement. The cost of accommodations shall be borne by the student. The accommodations for this placement shall be at the following location:

Phone Number: _____

IV. NOTICES

Both MU and the Agency shall use their best efforts to maintain frequent and regular communication between each other during the course of the field placements, which are the subject of this Agreement utilizing the telephone numbers and e-mail addresses set forth below.

Primary Contact Person for MU:

Attention: _____
Address: _____
Phone: _____
E-mail: _____

Primary Contact Person for Agency:

Attention: _____
Address: _____
Phone: _____
E-mail: _____

Monmouth University School of Social Work

Course Completion Agreement

I understand that in order to graduate from the Master of Social Work (MSW) program at Monmouth University, I must complete all assignments in all required courses. Below, I have listed the assignments due after my scheduled departure date for field abroad. I have completed a separate form for each of my classes. I will record my plan for submission of these assignments and agree to complete and submit them on time. Additionally, I recognize that certain courses may have assignments attached specifically to my placement abroad, which may differ or be beyond those required of students who complete their field experience domestically. I have familiarized myself with the requirements listed in the MSW Student Handbook, specifically pages 30-31.

Course: _____

Assignments:

Notes:

Signature of Student: _____ Date: _____

Printed Name of Student: _____

Signature of Professor: _____ Date: _____

Printed Name of Professor: _____

Monmouth University School of Social Work

Financial Capacity and Accountability Agreement

In signing this document, I am certifying my understanding of two points:

1. I have the financial capacity to complete my international field assignment.
2. I understand that I am accountable for my behavior during my international field assignment.

Financial capacity means that I have planned for my assignment in such a way that I am sure that I have adequate financial resources to complete the placement. Failing to complete this placement can jeopardize my ability to graduate from Monmouth University with an MSW degree.

Accountability means that I understand that I represent the School of Social Work at Monmouth University while in placement abroad. I will be an appropriate ambassador for the program and behave, both personally and professionally, in such a way that does not jeopardize future placement with the agency or other related parties in the destination.

Signature of Student: _____ Date: _____

Printed Name of Student: _____ Student's
Age: _____

MONMOUTH UNIVERSITY
WAIVER OF LIABILITY AND AGREEMENT NOT TO SUE:
INTERNATIONAL FIELD PLACEMENT

THIS IS A LEGAL DOCUMENT - READ CAREFULLY BEFORE SIGNING.

I am a student in the Monmouth University Masters of Social Work (MSW) Program and have chosen to voluntarily participate in the international field placement described below (the "Placement"). The "Placement" is understood to include all activities at the destinations, and all travel to and from such destinations.

Name of Student: _____ Student ID #: s _____

Location of Field Placement: _____

Semester: _____ Duration of Placement: _____
_____ weeks

Approximate Date(s): _____

Cell Phone Number (To be contacted while abroad): _____

Email Address (To be contacted while abroad): _____

In consideration of the opportunity to participate in the above-identified International Placement, the undersigned has read, understands, and agrees to the following:

1. **Risks of International Travel**

- a. I understand that participation in this Placement and international travel involves risks not found in study at the University. These include risks involved in traveling to, from, and within international locations; foreign, political, legal, medical, social and economic conditions; different standards of design, safety and maintenance of buildings, public places and conveyances; and local weather conditions. The country or countries to which I will travel may have health and safety standards that differ from those in the United States, and I recognize that I may be subjected to potential risks, illnesses, injuries and even death. I have made my own investigation of these risks, understand these risks and assume them knowingly and willingly.
- b. I also acknowledge that in living and traveling in cities abroad, I may experience problems associated with urban living, including increased crime, pollution, high population density standards of living and health standards that are different from those to which I am accustomed in the United States. I acknowledge that it is my responsibility to take every precaution to safeguard my health and to protect my personal belongings from damage or theft. I acknowledge that Monmouth University recommends that I never travel alone, particularly at night. Being alone, especially at night, may present additional danger to my safety and well-being.
- c. I understand that, although Monmouth University has organized this Placement, it cannot eliminate all risks or guarantee my safety while I am abroad. I have read and understood all information on the U.S. State Department website (<http://travel.state.gov>) about the country

or countries to which I am traveling, including, without limitation, the U.S. Department of State Consular Information Sheet and the State Department Warning (if applicable). I also have reviewed the U.S. Centers for Disease Control health advisory information relating to travel abroad found at (<http://www.cdc.gov/travel>), and any additional information available from the World Health Organization website (<http://www.who.int/>). With knowledge of this information, I have made the independent judgment to participate in this Placement.

2. **Assumption of Risk and Release of Claims:** Knowing the risks described above, and in consideration of being allowed to participate in the Placement, I hereby assume all risks and responsibilities surrounding my participation in the Placement. I, on behalf of myself, my personal representatives and my heirs, hereby voluntarily agree to release, waive, discharge, hold harmless, defend and indemnify MU, their respective officers, directors, agents and employees from any and all liabilities, claims, actions, or demands for damages, including reasonable costs and attorney's fees, for personal injury, disability, death, property loss or damage, wrongful death, loss of services, or other loss of any kind that I may sustain as a result of my participation in the Placement, from any cause whatsoever, or for which I may be liable to another person, caused by, deriving from, or associated with my participation in this Placement from any cause whatsoever, except to the extent that such loss or damage is caused solely or in part by the gross negligence or intentional acts of MU, its employees or agents. If this Placement involves strenuous activity, it is strongly recommended that I consult with a physician before participating in this Placement to determine any potential hazards that may adversely affect my participation. I am aware of no impairment that would interfere with my successful participation in this Placement.
3. **Passport and other Travel Documents:** I acknowledge that it is my responsibility to obtain and carry at all times a valid passport and any other travel documents necessary. I further acknowledge that I have been advised to carry photocopies of important documents with me, including, but not limited to, passport, plane tickets, travelers checks, International Student ID card, driver's license, numbers for lost and stolen credit cards, health card, and the telephone number to my health insurance carrier. I give my permission for the U.S. State Department or any other agency of the United States or other national or other local government to release to the University any information regarding my whereabouts, health, safety or well-being.
4. **Immigration and Visa Implications/Risks of Travel (For non-U.S. citizens only):** I acknowledge that I have considered the immigration and visa implications/risks of travel on this Placement and have found no impediments to traveling out of the United States at the time of the Placement.
5. **Standards of Living and Travel Arrangements:**
 - a. The country to which I am traveling may have living conditions and standards different from and below those in the United States. Some of these conditions may include unsafe drinking water, the presence of disease (including AIDS and tuberculosis), higher levels of pollution, lack of heat/air conditioning, criminal activity, and other related and potentially hazardous conditions.
 - b. My housing arrangements abroad may include shared living and eating facilities. I may also be using public transportation and visiting private residences in conjunction with my Placement activities.
 - c. I understand that the University does not represent or act as an agent for, and cannot control the acts or omissions of, any host family, transportation carrier, hotel, tour organizer, tour director or other provider of food, goods or services involved in the Placement. I understand

that the University is not responsible for matters that are beyond its control, and that it cannot warrant the safety or convenience of the circumstances under which I will be living. I hereby release the University from any injury, loss, damage, accident, delay, or expense arising out of such matters.

6. **Travel Expenses:** I understand that there may be additional costs associated with international off-campus travel, including, but not limited to, lodging, meals, and travel expenses. I agree to pay for these expenses, as well as any other costs not included in my participation fee (if applicable).
7. **Independent Activity:** I understand that the University strongly encourages that participants in the Placement do not leave the group for independent activities. I understand that if I spend any time away from the Placement's location or participate in any activity that is not a planned part of the Placement, that I will inform the Placement leader no later than 2 days prior to departure each time I intend to leave for independent travel or activities. The Placement leader has the discretion to deny time away requests. I hereby represent and warrant that my participation in these activities is not required by the University and is wholly voluntary. I understand and hereby acknowledge that I may face additional and/or increased risk of injury due to civil unrest, violence, terrorism, crime, illnesses, kidnapping, or political instability by traveling away from the Program's location(s). I hereby assume, knowingly and voluntarily each of these risks and all other risks that could arise. I understand that the University is not responsible for any injury or loss I may suffer when I am traveling independently or am otherwise separated or absent from any University-supervised activities.
8. **Standards of Conduct:**
 - a. I understand that each foreign country has its own laws and standards of acceptable conduct, including dress, manners, morals, policies, politics, drug use and behavior. I recognize that behavior which violates those laws or standards could harm the University's relations with those countries, as well as, my own health and safety.
 - b. I recognize that I will assume an important personal obligation to conduct myself in a manner compatible with local laws and regulations; and with any instructions given by Placement leaders. I agree to act responsibly and will be informed of, and will abide by all such laws, regulations, policies and standards for each country to or through which I travel during the Placement. I will comply with Monmouth University's policies, standards and instructions for student behavior. I agree that Monmouth University has the right to enforce all standards of conduct described above.
 - c. I agree to comply with Monmouth University's policies for student conduct (including, without limitation, those set forth in the *Student Code of Conduct* and in any Placement specific materials); I understand that if I am disruptive or participate in misconduct, I may be charged under the *Student Code of Conduct*.
 - d. I will be solely responsible for any legal problems I encounter with any foreign nationals or government of the host country. The University is not responsible for providing any assistance under such circumstances.
 - e. I understand and agree that if I violate any of Monmouth University's policies and standards for student conduct, the laws of the host country(ies) while participating in this program, or the instructions and guidelines given to me by the Placement leaders, or otherwise demonstrate behavior which is detrimental to the group or the program, I may be dismissed from the program

and sent home at my own expense and that, in this case, may forfeit any rights to academic credit (if applicable) from the University for study performed while abroad.

9. **Placement Changes:**

- a. MU will utilize its best efforts to minimize changes to the trip. However, I understand that if such changes are beyond MU's control, MU cannot be held responsible for any disruptions in the Placement, nor for any consequent expenses I may thereby incur. MU has the right to make cancellations, substitutions or changes in case of emergency or changed conditions or in the interest of the Placement. I understand that the Placement's fees and program charges are based on current airfares, lodging rates and travel costs, which are subject to change. I understand that the University, its officers, employees, and agents shall not be responsible for any losses or expenses that I may sustain because of these changes.
- b. If I leave or my participation is terminated during the course of the Placement for any reason, there will be no refund of fees already paid, except for those offered by a specific vendor (hotel, airline, etc.) to the extent such costs are reimbursable persistent to the vendors' policy. I accept all responsibility for additional expenses due to delays or other changes in the means of transportation, other services, or sickness, weather, strikes, or unforeseen causes. If, as a result of my own actions, I become detached from the Placement group, fail to meet a departure bus, airplane, boat, train, or other transit, I will, at my own expense and risk, seek out, contact, and reach the Placement group at its next available destination.
- c. I understand that the University is not in any way responsible for my well-being with respect to any travel to destinations beyond those specifically required under the Placement that I may choose to undertake before, during or after the Placement.
- d. I acknowledge that I should consider purchasing trip insurance (if available) which I may elect to purchase at my own cost, to reimburse any losses which I may suffer due to unexpected cancellation or early termination of my participation in the Placement.

10. **Health Insurance; Medical Care; Health and Safety Concerns:**

- a. By initialing below, I certify that I am up to date on my immunizations, including those for Hepatitis B, DPH, and others. It has also been recommended that I have a tuberculosis screening before and after the completion of my Placement. I have consulted with my physician or specifically a travel physician as to all health precautions I should take, including immunizations, prior to leaving for this placement. The specific precautions listed above are for illustrative purposes only and are not intended to be exhaustive.
- b. It is recommended that I carry valid and current medical insurance and will bring a valid insurance identification card on the Placement. I understand that the University is not responsible for the cost or quality of any care I may receive during the course of the Placement, or after the Placement for injuries sustained during the Placement. However, I understand that health insurance obtained in the United States is not always valid outside of the United States. I further understand that I should check with my health insurance carrier to determine whether it will provide coverage during my time in another country, as well as, whether it will provide for medical evaluation if necessary and whether payment will be made directly to the foreign hospital or doctor or whether I will be reimbursed for costs incurred for medical treatments I receive while in another country. I have arranged, through insurance or otherwise, to meet any and all needs for payment of medical costs while I participate in the program. I recognize that the University is not obligated to attend

to any of my medical or medication needs, and I assume all risk and responsibility therefore. If I require medical treatment or hospital care, in a foreign country or in the United States, during the Placement, the University is not responsible for the cost or quality of such treatment or care.

- c. I understand that if I am a student with a physical, psychiatric/psychological, or learning disability or if I have any other special needs that require services and/or accommodations, that it is my responsibility to explore what is available and make arrangements for necessary services. If I have any questions or concerns regarding services and/or accommodations, I understand that I may contact the ADA/504 Coordinator at (732) 571-7577. The ADA/504 Coordinator will direct me to the appropriate University individual who I may contact to discuss or answer any questions I may have.
- d. I recognize that physical, medical, mental health concerns or disabilities may become serious under stresses or travel abroad. I am aware that during this Placement, the host country may not offer the same support services that I utilize on Monmouth University's home campus and that medical, physical, mental health and disability support services in the community abroad may be different than those at home.
- e. I understand that medical care in other countries may be limited. Medical problems of a serious nature may require evacuation to the United States or another country in order to obtain appropriate medical treatment.
- f. The University may (but is not obligated to) take any actions it considers to be warranted under the circumstances regarding my health and safety. I authorize the University to obtain appropriate health care for me in the event that I need it but am unable to obtain it for myself. I further agree to hold harmless and indemnify Monmouth University for any and all actions taken by Monmouth University to provide necessary emergency medical care to me during the Placement. I also understand and agree that if I experience serious health problems, suffer an injury, or am otherwise in a situation that raises significant health and safety concerns, that Monmouth University may contact my parents or any other person whose name I have provided as my "emergency contact". I understand that Monmouth University ordinarily will not initiate such contact without first having a discussion with me. I agree to pay all expenses relating to such medical care.

11. Students With Disabilities Who May Require Accommodations:

- a. I understand that if I am a student with a physical, psychiatric/psychological, or learning disability or if I have any other special needs that require services and/or accommodations, that it is my responsibility to explore what is available and make arrangements for necessary services. I further understand that in order to receive accommodations, I must be registered with the Department of Disability Services, as set forth in the student handbook and must follow Monmouth University's procedures for self-disclosure, which is stated in the University's *Guide to Services for Accommodations for Students with Disabilities*. I understand that I will not be afforded any special accommodations for academic work completed prior to disclosure of the disability and, at the discretion of the University, prior to completion of the documentation process with the Department of Disability Services. If I have any questions or concerns regarding services and/or accommodations, I understand that I may contact the Department of Disability Services at 732-571-3460 to schedule an appointment. (The Department of Disability Services is located on the first floor of the Student Center).
- b. While Monmouth University makes reasonable accommodations for students with disabilities who are otherwise qualified to participate in its activities and programs, I understand that the

Americans with Disabilities Act does not govern accessibility standards in other countries. I understand that while the laws in other countries regarding legal requirements and standards for accessibility and the provision of reasonable accommodations to students with disabilities may not mirror those of the United States, Monmouth University, through its Department of Disability Services, will attempt to facilitate equivalent access to such programs. However, I acknowledge and understand that Monmouth University cannot assure accessibility in international locations nor guarantee that accommodations will be available. I understand that to request assistance with accommodations in this Placement, I have been strongly encouraged to contact the Department of Disability Services prior to beginning this Program in regards to requesting accommodations to travel and study abroad as part of this Program. While Monmouth University will try to arrange accommodations, I understand and agree that some international experiences may not be appropriate for students with disabilities.

12. Miscellaneous:

- a. I acknowledge that this contract will bind members of my family, my spouse, heirs, assigns, and personal representatives. This contract will be construed under the laws of the State of New Jersey. I agree that any lawsuits filed under or incident to this agreement or to the Placement shall be brought in the County of Monmouth, State of New Jersey.
- b. I agree that, should any provision or aspect of this Release be found unenforceable, that all remaining provisions of the Release will remain in full force and effect.
- c. I represent that my agreement to the provisions herein is wholly voluntary, and further understand that, prior to signing this Release; I was advised to seek private legal advice regarding this form. By signing this agreement, I acknowledge that all questions, which I raised with regard to this form, were fully and adequately responded to by the University personnel, including but not limited to an explanation of the meaning and possible legal effect of signing this form.
- d. This Release represents my complete understanding with the University concerning its responsibility and liability for my participation in the Placement. It supersedes any previous or contemporaneous understandings I may have had with the University on this subject, whether written or oral, and cannot be changed or amended in any way without my written concurrence.
- e. I represent that I am at least eighteen (18) years of age, or, if not, that I have secured on the following page, the signature of my parent or guardians as well as my own.
- f. By signing your name and inserting the date, you acknowledge and agree that you are submitting an electronic signature indicating that you have read and agree to accept all of the terms and conditions set forth in this Assumption of risk and Release Form. It is recommended that you print a copy of this form for your file. If you do not wish to submit an electronic signature, you may request that a paper copy be provided to you for signature. I further acknowledge and agree that a facsimile copy, PDF or photocopy of my signature hereto shall be valid and shall have the full force and effect as an original.

No representations, statements, or inducements, oral or written have been made in connection to my signing this agreement. This agreement shall become effective upon receipt by Monmouth University and shall be governed by the laws of the County of Monmouth, State of New Jersey, which shall be the forum for any lawsuits filed under or incident to this agreement or to the Placement.

I certify that I have carefully read and understand this Assumption of Risk and Release Form before signing it. I represent that I am voluntarily signing this Form and that I was advised to seek private legal counsel regarding this Form. By signing this Form, I acknowledge that I am aware of the health and safety risks associated with travelling abroad. I further understand that any information that I may disclose regarding my health and safety is confidential and will not be disclosed without my consent.

Signature of Student: _____ Date: _____
Printed Name of Student: _____
Student's Age: _____

If Student is under 18 years of age:

I (a) am the parent or legal guardian of the above Student; (b) have read and understand the foregoing Assumption of Risk and Release Form (including such parts as may subject me to personal financial responsibility); (c) am and will be legally responsible for the obligations and acts of the Student as described in this Release Form; and (d) agree, for myself and for the Student, to be bound by its terms.

Signature of Parent/Guardian: _____ Date: _____

Emergency Contact Information:

Primary Contact Name: _____ Relationship: _____

Daytime Phone: _____ Evening Phone: _____

Secondary Contact Name: _____ Relationship: _____

Daytime Phone: _____ Evening Phone: _____

Your Cell Phone Number (To be contacted while abroad): _____

Your Email Address (To be contacted while abroad): _____