



NYU

**SILVER SCHOOL
OF SOCIAL WORK**

MSW STUDENT MANUAL

2025-2026

Updated as of 8/14/25 (Is subject to changes throughout the academic year)

NYU Silver School of Social Work at 1 Washington Square North, New York, NY 10003.

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A Welcome Note from the MSW Program Director

Welcome to New York University's Silver School of Social Work, your new academic home!

We recruit students who show tremendous potential to integrate theory in novel ways of practice and critically assess scientific findings to inform interventions across the micro to macro continuum. The social work profession is expansive, dynamic, and complex. Recently, the American Academy of Social Work & Social Welfare shared [policy recommendations](#) for meeting Social Work's [Grand Challenges](#). These [Grand Challenges](#) are – a nationwide initiative harnessing science and practice to forge real progress on society's toughest social problems. Eliminating racism, ending homelessness, advancing long and productive lives, and promoting equal opportunity and justice are just a few examples. Faculty at Silver are leading these national efforts through development of scientific knowledge, advocacy for policies and practices, and educating a new cadre of social work leaders.

Although our focus is expansive, the National Association of Social Worker's [Code of Ethics](#) binds us as a profession. Social justice, dignity and worth of the person, importance of human relationships, integrity, and competence are just a few of the many prominent ethical principles we share. This is common ground among social workers and ally professionals around the globe. Together with your life experience and professional goals, you will be able to make a unique impact on society.

Silver faculty, staff, and community partners are here to encourage, challenge, and support your successful trajectory into the profession. This transition is a time to deeply reflect on your own experiences, values, beliefs, behaviors and professional goals. Your Silver experience will require a fluid understanding of many theoretical perspectives from many disciplines to guide your practice. Our syllabi are distinct from those at most other schools as they are bolstered with the inclusion of Critical Race Theory, Standpoint Theory as well as intersectionality, anti-oppressive practices and social justice frameworks. These critical perspectives are especially important in the context of understanding and dismantling interconnected systems of oppression tied to racism, sexism, ageism, homophobia, and transphobia, among others.

Thank you for choosing to be part of a profession that continuously seeks to improve the lives of individuals and strengthen communities. I look forward to seeing your development and impact on society while you are with us and for years to come.

Sincerely,

A handwritten signature in cursive script, reading "Cora de Leon". The signature is written in dark ink and is positioned above the printed name and title.

Cora de Leon, PhD, MPH, LCSW
MSW Program Director and Clinical Associate Professor

SILVER SCHOOL OF SOCIAL WORK MISSION STATEMENT

The mission of the Silver School of Social Work at New York University is to educate professionals in a global perspective for social work practice with individuals, families, groups, and communities and to provide leadership in the development of knowledge relevant to social work practice in a complex urban environment.

The School seeks to fulfill its mission by building and transmitting knowledge that will help to alleviate human suffering, enhance the vitality and caring capacity of communities, and promote the ideals of a humane and just world.

The School is committed to the core social work values of: belief in the dignity and worth of all individuals; the centrality and power of caring human relationships; a commitment to social and economic justice that includes freedom from all forms of oppression and access to social goods; and a dedication to practicing with integrity and the highest level of competence. The School offers programs at the undergraduate, master's, and doctorate level.

The Bachelor of Science in Social Work (BS)

The Bachelor of Science in Social Work (BS) provides students with the knowledge, skills, and ethical standards necessary for beginning social work practice. The BS program is grounded in the liberal arts and emphasizes human rights, social justice and advocacy, all of which establishes the foundation graduates need to effectively address the social problems of today's world.

The Master in Social Work (MSW)

The Master of Social Work (MSW) educates professionals for the pursuit of social justice with an emphasis on direct social work practice that aims to improve biopsychosocial functioning through helping relationships. Dedicated to excellence in integrating teaching and learning in both classroom and community contexts, the MSW Program prepares its graduates to apply critical thinking, research-based knowledge and practice wisdom to restore, maintain, and enhance the functioning and well-being of individuals, families and communities, and promote effective and equitable social policies and social services.

The Doctor of Philosophy in Clinical Social Work (PhD)

The Doctor of Philosophy in Clinical Social Work (PhD) prepares its graduates to be the intellectual leaders of the social work profession. Students in the PhD program learn to engage in practice-based research and the development of theories relevant to practice, to disseminate new knowledge through professional writing and speaking, and to educate future generations of social workers.

The Doctor of Social Welfare Program in Clinical Social Work (DSW)

The Doctor of Social Welfare Program in Clinical Social Work (DSW) trains advanced clinical social work practitioner-scholars to assume leadership positions in clinical social work education and organization-based behavioral health practice settings. Through the promotion of practice-relevant scholarship, the program prepares graduates to develop new clinical social work knowledge and skills to advance social work practice and education benefiting client populations-at-risk.

The School is committed to the education of its students in collaboration with community partners and the advancement of the social work profession through the scholarly contribution of its faculty.

Find links to key program resources and any important updates from the School and/or University at our [Current Students page](#) on the NYU Silver website.

SECTION I: THE MSW PROGRAM CURRICULUM

The MSW curriculum consists of a generalist practice level and a specialized practice level. Both levels are organized according to five curriculum areas: Social Work Practice, Human Behavior in the Social Environment, Social Welfare Programs and Policies, Social Work Research, and Practicum Instruction. In addition, each curriculum area addresses social work values and ethics, diversity, social and economic justice, and populations at risk. Students must complete the generalist practice content of the MSW Program, including Practicum Instruction, before continuing on to the specialized practice content.

The MSW Curriculum is developed and refined by a team of scholars and practitioners. Please contact Lead Instructors and/or Chairs below if you have ideas on how to improve a particular course and/or provide constructive feedback on an instructor's pedagogical techniques and skills. For any ideas or constructive feedback related to an MSW Elective, please reach out to your Academic Advisor.

Curriculum Chairs

<i>Curriculum Area</i>	<i>Chair</i>	<i>Email</i>
Practicum Education	Dr. Juhi Malhotra	Ju218@nyu.edu
Practice	Dr. Anne Dempsey & Dr. Nick Lanzieri	Anne.dempsey@nyu.edu Nicholas.lanzieri@nyu.edu
Practice Electives	Dr. Katherine Compitus	Katherine.compitus@nyu.edu
Social Work Research	Dr. Neil Guterman	Nbg4@nyu.edu
Social Welfare Programs and Policies	Dr. Wen-Jui Han	Wjh3@nyu.edu
Human Behavior in the Social Environment (HBSE)	Dr. Minchao Jin	Minchao.jin@nyu.edu
Diversity, Racism, Oppression and Privilege (DROP)	Dr. Dale Maglalang	Dam506@nyu.edu

Lead Instructors

<i>Curriculum Area</i>	<i>Lead Instructor</i>	<i>Email</i>
Practice I and II	Dr. Anne Dempsey & Dr. Nick Lanzieri	Anne.dempsey@nyu.edu Nicholas.lanzieri@nyu.edu
Practice III and IV	Dr. Shaddy Saba	Sks9496@nyu.edu
Practice with Groups	Dr. Katherine Compitus	Katherine.compitus@nyu.edu
Human Behavior in the Social Environment II and III	Dr. Kiara Moore	Kiara.moore@nyu.edu
Practicum Pedagogy and Curriculum	Dr. Anne Dempsey & Dr. Nick Lanzieri	Anne.dempsey@nyu.edu Nicholas.lanzieri@nyu.edu

Support Staff

Support staff for faculty and curriculum areas are below.

<i>Curriculum Area(s)</i>	<i>Name</i>	<i>Contact Information</i>
<i>Support Staff</i>		
Research, Policy and assigned MSW Electives	Jeannine Coppola	Silver.AcademicAffairs@nyu.edu
HBSE and DROP	Jacqueline Escobar	Silver.AcademicAffairs@nyu.edu
Practice with Groups Practice III, IV, Practice Electives	Suki Li	Silver.AcademicAffairs@nyu.edu
Practice I, II Practicum Education and SIFI Support	Guill Mercado Heather MacRae	Silver.practicum@nyu.edu
Rockland campus	Loriana Aviles	Loriana.aviles@nyu.edu
Westchester campus	Lori Stasieluk	Silver.westchester@nyu.edu
Shanghai campus	Michelle Yue Hua	Silver.shanghai@nyu.edu

Generalist Practice

The generalist practice curriculum emphasizes the importance of working across a range of systems that includes individuals, couples, families, groups, agencies, and communities. There is particular emphasis on knowledge of and identification with the social work profession, social work values and ethics, self-awareness, and building a foundation for the development of culturally competent practice with diverse and at-risk populations. At this level the curriculum maintains a focus on the interaction between systems (person-in-environment perspective) and emphasizes a strengths perspective as well as specific theories such as systems theory and empowerment theory. Students learn about and are expected to demonstrate the ability to carry out a range of social work roles, including but not limited to: case manager, advocate, mediator, and counselor.

As part of the generalist practice curriculum, students undertake an integrated set of final assignments which focuses on demonstrating competencies in engagement, assessment, and practice with individuals, families, and communities, including a policy/service organization assessment and improvement project. These assignments are designed to facilitate the integration of a generalist social work perspective with an improvement project conducted at the Practicum setting.

The generalist practice curriculum consists of the following courses:

- Social Work Practice/Practicum Instruction I
- Social Work Practice/Practicum Instruction II
- Human Behavior in the Social Environment I
- Human Behavior in the Social Environment II
- Diversity, Racism, Oppression and Privilege
- Social Welfare Programs and Policies I
- Social Work Research I
- Practice with Groups

Note that Practicum Instruction must be taken concurrently with the associated Practice course (e.g., Practicum I and Practice I).

Specialized Practice

The specialized practice curriculum is designed to deepen knowledge and skills and add breadth, depth, and specificity to content learned at the generalist practice level. Students are expected to deepen and extend their assessment, intervention, and evaluation skills with diverse and at-risk populations, demonstrating a critical understanding of the major theories that inform

practice with individuals, families, and larger systems. Students are also expected to demonstrate understanding of the biopsychosocial and cultural factors underlying the concepts of mental health and illness.

The links between practice and research, and practice and policy, are integrated throughout the curriculum, as is the attention to social and economic justice, and the importance of practicing competently with diverse and at-risk populations.

Socialization in the profession also continues at the specialized practice level. Students are expected to consolidate their identification as a professional social worker, recognize and manage personal values in a way that allows professional values to guide practice, implement strategies for applying ethical principles to decision-making processes in practice, practice self-awareness and respect for its importance to the therapeutic process, and demonstrate reflection, independence, and accountability for professional behavior, practice, and lifelong learning.

The specialized practice curriculum consists of the following courses:

- Social Work Practice III/Practicum Instruction III
- Social Work Practice IV/Practicum Instruction IV
- Human Behavior in the Social Environment III
- Advanced Social Policy
- Social Work Research II
- Electives: Students who elect to take one-credit electives must attend every hour of one-credit electives, given the brevity of these electives; 3 one-credit electives equates to 1 three-credit elective requirement.

Note that Practicum Instruction must be taken concurrently with the associated Practice course (e.g., Practicum III and Practice III).

Sequential Courses

Core required courses are numbered courses, such as Research I and Research II. They are designed to be taken in order. Students are responsible for following their designated curriculum guide and cannot take these courses out of their designated order unless otherwise indicated by their Academic Advisor.

Pathways to the MSW Degree

Two Year

The traditional path to the MSW degree, this is the option that attracts the greatest number of students. The period of study is four semesters: fall-spring-fall-spring, including 900 hours of Practicum. Study during the summer is not required. Students spend two semesters in each of two different agencies selected from among the more than 500 social service agencies throughout the metropolitan area affiliated with the School.

16 Month Accelerated

An accelerated route to the MSW degree, the 16 Month option is identical to the Two Year pathway in the sequence of courses. Students begin study in the spring semester and complete the program in four consecutive semesters, including an intensive summer term. The period of study is spring-summer-fall-spring, with two 450-hour Practicums.

Advanced Standing

This accelerated route to the MSW degree is available to graduates within the past 5 years of a CSWE accredited undergraduate social work program. Study is nearly, but not exactly, identical to the specialized practice level (2nd year) of the Two Year pathway. The period of study is two semesters: fall-spring, including 450 hours of Practicum learning at one Practicum.

Hybrid MSW

For employed social workers, this option includes one Practicum of 900 hours and allows students to complete most classes online. An employment-based Practicum learning option is available to students employed in agencies that provide an appropriate educational experience as determined by the Department of Practicum Education and Community Partnerships. The period of study ranges from 3 to 5 years.

Extended

This flexible option enables students to complete an individualized study plan arranged with their Academic Advisor. The period of study ranges from 3 to 5 years, with two 450-hour Practicums. Most students in this program take advantage of the option for study during the summer term.

32 Month

Designed for those who work full time, this option allows students to earn an MSW degree over a 32-month period through evening, weekend, and summer study. This pathway is open only to new first-year MSW students. Students in each entering cohort take their first year of courses

together. They also participate in a Practice Lab during the first 2 semesters that prepares them for the Practicum Education, which begins in the third semester. Courses and Practicum are scheduled during evenings and weekends, leading to the MSW degree in 32 months. The period of study for this option is 8 semesters including summer, with 900 hours of Practicum Education.

Study Away Options

MSW Program in Shanghai and New York: Full Time

NYU Silver's MSW program at Shanghai and New York provides the opportunity to experience an innovative global MSW education. Extended immersion in Shanghai and New York allows students to critically reflect on cultural, social, and economic similarities and differences between these two environments and enhances their learning about and capacity for culturally appropriate practice. The program consists of a generalist practice curriculum in Shanghai followed by a specialized practice curriculum in clinical social work in New York City. Students spend two semesters in a Practicum Instruction organization in each of the program's two years, for a total of 900 hours of Practicum learning experience.

MSW Program in Shanghai and New York: Extended

This option is designed to meet the needs of working professionals, consisting of part-time study during the Shanghai portion of the program and full-time study during the New York portion of the program. The extended pathway is available to Chinese nationals (including residents from Hong Kong, Macau and Taiwan), and to non-Chinese nationals who have an appropriate visa for part-time study in China.

Short-Term Study Away Options

Students at Silver have several opportunities to participate in short-term (elective or advanced social policy) global learning courses in which they are able to experience social work as a global profession. These courses are coordinated by Silver's Office of Global and Lifelong Learning and taught by Silver faculty primarily during the summer, spring break week, or January intersession. There are additional travel and program costs for these courses, and students must complete an application in order to enroll. Short-term study away courses that have been offered in the past include, Dominican Republic, France, Germany, Ghana, Israel, Mexico, and The Philippines. Current offerings include Argentina, the UK (inclusive of Glasgow, Scotland; offered every other year), and Washington, D.C.

Dual-Degree Program

MSW/MA in Child Development

The School has joined with Sarah Lawrence College to offer a dual degree in Social Work and Child Development. Students in this program can pursue study leading to an MSW degree and a master's degree in Child Development. Admission to both programs is required. By taking courses that are acceptable for transfer credit in each of the schools involved, and through careful course planning, the dual degree student can complete both degrees full-time in three years.

All classes in Child Development are held at Sarah Lawrence College in Bronxville, New York. Students must begin this program at Sarah Lawrence College, completing one year of course work in developmental theory and an observational Practicum. Social work classes begin after the completion of this first year and can be taken at any campus. Neither degree will be conferred until the requirements for both degrees are fulfilled.

MSW/JD

The School and the NYU School of Law offer a program in which students may simultaneously pursue study leading to an MSW degree and a Juris Doctor (JD) degree. By taking courses that are acceptable for transfer credit in both of the schools involved and through careful course planning, the dual degree student can complete both degrees within a four-year period.

Admission to both programs is required, and neither degree will be conferred until the requirements for both degrees are fulfilled.

MSW/MPH

This interdisciplinary, three-year program with the NYU College of Global Public Health is for students who seek to combine social work and public health with a global focus. At completion of the program, students will have earned an MSW degree and a Master of Public Health (MPH) degree. Courses are taught by faculty from relevant programs across five schools at NYU, including the Silver School of Social Work; Robert F. Wagner Graduate School of Public Service; School of Medicine; College of Dentistry, and Steinhardt School of Culture, Education and Human Development.

Students in the MSW/MPH dual degree program enroll as full-time students taking courses within each program concurrently. Neither degree will be conferred until the requirements for both degrees are fulfilled.

MSW/Executive MPA

The School and the NYU Robert F. Wagner Graduate School of Public Service offer a program in which a student may simultaneously pursue study leading to an MSW degree and an Executive Master of Public Administration (EMPA) degree. By taking courses that are acceptable for transfer credit in both of the schools and through careful course planning, the dual degree student can complete both degrees in two years, including two summers.

Students have flexibility to take courses in either the Public and Nonprofit Management and Policy or Health Policy and Management programs at Wagner. Neither degree will be conferred until the requirements for both degrees are fulfilled.

Non-Matriculated Option

This is an exploratory option for people who have not been admitted to the MSW degree program. A maximum of 12 credits (or 4 courses) may be attempted without making a commitment to a degree program; no more than 2 courses may be taken per semester. These courses are subject to the School's policies for [Incomplete Grades](#) and the [Course Grading Guidelines](#).

For students later admitted to the MSW program, they may receive credit for these courses in which they earn a grade of B or higher.

Non-Matriculated students can take the following courses:

- Social Welfare Programs and Policies I
- Diversity, Racism, Oppression and Privilege
- Human Behavior in the Social Environment I
- Human Behavior in the Social Environment II
- Social Work Research I

ONRAMP Option

The Online Remote Access MSW Preparation (ONRAMP) exploratory option provides an online, non-degree entryway to graduate social work education and the vast career possibilities an MSW provides. ONRAMP students can take two sequential, foundational, three-credit courses that are optimized for the virtual platform and taught by NYU faculty experienced in online instruction.

The courses are centered in the bio-psycho-social perspective, which stresses a multi-

dimensional view of human development and behavior in the context of the environment, taking into consideration the challenges that occur throughout the life cycle. Human Behavior in the Social Environment I, offered in the first semester, focuses on birth through late childhood. Human Behavior in the Social Environment II, offered in the second semester, focuses on early adolescence through old age.

Students who decide to apply to NYU Silver's MSW program and are admitted will receive credits toward their degree for each course in which they earned a grade of B or better.

ACADEMIC GUIDELINES

Academic Advisors

All students are assigned an Academic Advisor generally by program pathway or campus, as indicated below.

<i>Name</i>	<i>Email</i>	<i>Pathway/Campus</i>
<i>Washington Square</i>		
Elizabeth Chon	Elizabeth.chon@nyu.edu	Two Year and Transfer
Hannah Levy	Hannah.levy@nyu.edu	Advanced Standing, International, Dual-Degree, 16 Month
Hosanah Bryan	Hosanah.bryan@nyu.edu	Extended, OYR, 32 Month, Non-Matriculated, ONRAMP
Jessie Guy-Ryan	Jessie.guyryan@nyu.edu	Hybrid MSW
<i>Rockland</i>		
Dr. Katherine Compitus	katherine.compitus@nyu.edu	All Rockland Students
<i>Westchester</i>		
Lori Stasieluk	Lori.stasieluk@nyu.edu	All Westchester Students
<i>Shanghai</i>		
Dr. Minchao Jin	Minchao.jin@nyu.edu	All Shanghai students

In most cases, academic advisement is not mandated, but students are strongly encouraged to meet with their Academic Advisor to discuss academic plans, course sequencing, credit loads, leaves of absence, program changes, cross-school registration, referrals to university resources, and other issues as needed.

International Student Advisement

International students should also consult with the NYU Office of Global Services (OGS), which provides comprehensive support, advisory services, and programs for international students and their dependents. Because immigration laws and regulations may change, it is important to consult OGS for the latest information.

Notices of Academic Concern

At the end of each semester student transcripts are reviewed to assess MSW students' academic standing. Students who have low or failing grades are placed on academic concern and may be required to meet with their Academic Advisor.

Academic advisement is especially important when a student is admitted or placed on academic concern. Therefore, any student placed on academic concern is encouraged to contact their Academic Advisor for resources and guidance. Students must meet the following criteria in order to come off of academic concern and return to good academic standing:

- A 3.0 cumulative grade point average
- No F (failing) grades
- No W (withdrawal) grades

If the student meets the conditions of their notice of academic concern and the criteria for good academic standing at the end of their review period, they will come off of academic concern. If the student fails to return to good academic standing any semester after being placed on academic concern, they will be dismissed from the MSW program.

Repeated Academic Concern Status and Academic Dismissals

Students are allowed on academic concern status once during their tenure at NYU Silver School of Social Work. If a student is removed from academic concern status, but is placed on academic concern status in future semesters, the student will be automatically academically dismissed from the program.

Additionally, the following criteria will result in an automatic academic dismissal:

- Failing all courses in one semester
- In the case where a student's cumulative GPA is unable to elevate their GPA above a 3.0 upon completion of the next academic term

The MSW Program Director will notify the student in writing of the academic dismissal decision. The decision may be appealed by writing to the Associate Dean for Academic Affairs

(Dr. Linda Lausell-Bryant, linda.lausellbryant@nyu.edu) and MSW Program Director (Dr. Cora de Leon, cora.deleon@nyu.edu) within 5 business days of receiving the academic dismissal notification in cases when the student believes the academic dismissal decision involved a violation of school policies. The appeal letter must identify the specific policy that was allegedly violated.

Degree Requirements

All MSW Pathways, with the exception of the Dual Degree and Advanced Standing pathways, require successful completion of the 65 credit curriculum, which includes Practicum Instruction. To qualify for the MSW degree, students must have a grade point average of at least 3.0 (corresponding to a B average).

Students cannot enroll in additional courses once they achieve 65 credits. Students should refrain from enrolling in more classes than are needed to graduate as this may impact their financial aid and scholarship package eligibility.

Finally, students who elect to enroll in one-credit courses should confirm their credit enrollments are accurate, so as to not be confused by three-credit courses. Students have a total of 5 years from the point of matriculation to complete all degree requirements.

While a credit audit may be performed on each student at the culmination of their degree, it is the student's responsibility to ensure they have satisfied and obtained their pathway program requirements.

Requirements for Good Standing in the MSW Program

Students enrolled in the MSW Program are expected to maintain good academic standing, which includes the following criteria:

- A 3.0 grade point average.
- No F (failing) grades. Note that regardless of the grade point average, students earning an "F" grade will be placed on academic concern. Students who receive an "F" grade for a required course must repeat the course at their own expense.

Additional requirements include the following:

- Students are responsible for the removal of Bursar, Health Services, and/or final official transcript blocks, which prevent students from registering.
- [Registration for appropriate classes in the proper sequence \(see Appendix A\).](#)
- Students must complete all Generalist Practice level courses, including Practicum Instruction prior to enrolling in Specialized Practice level courses.

Full-Time and Half-Time Equivalency

At NYU, there are two ways to understand full-time and half-time status: administrative enrollment status and academic unit load requirements.

Administrative Enrollment Status

A student's **administrative enrollment status** determines eligibility for student loans and student visas. It is the status that the university reports when certifying enrollment to external organizations such as the National Student Clearinghouse. In order for an NYU graduate student to have an administrative enrollment status of full-time, they must enroll in at least 9 credits. In order for an NYU graduate student to have an administrative enrollment status of half-time, they must enroll in at least 4.5 credits.

Please note: Equivalency is used to help students retain their eligibility for loans, but it does not make a student eligible for scholarships. Graduate students may be approved as having full-time or half-time equivalency for an academic term based on various conditions as determined by the schools. Some of these may include:

- If a student needs to complete spring practicum hours into the summer semester and are enrolled for less than 4.5 credits for both summer sessions, they can be considered for half-time equivalency.
- Students enrolled in a 3 credit study away course in the summer term may be offered half-time equivalency.
- If a student needs to take fewer credits than expected based on their program pathway's curriculum in their final semester (due to advanced/waiver credits or completion of non-degree courses), a one time exception may be granted for half-time equivalency.

Academic Unit Load Requirements

Students who receive [Silver Scholarship funding](#) are required to meet the MSW Program's **academic unit load requirements** irrespective of the administrative enrollment status definition. Academic unit load requirements vary by program.

For Silver MSW students:

- Two Year and Advanced Standing students must enroll in at least 12 credits each fall and spring semester to have an academic unit load of full-time;
- All 16 Month students must enroll in at least 12 credits each semester of enrollment to have an academic unit load of full-time;

- Extended, 32 Month, Hybrid, and OYR students must enroll in at least 6 credits each semester to have an academic unit load of half-time.

Academic unit load requirements are based on each program pathway's curriculum. Students should follow their pathway's curriculum guide, as doing so will keep them in compliance with the MSW Program's academic unit load requirements.

Waiving Required Courses

Students may be eligible to receive up to 12 advance or waiver credits of coursework completed at a CSWE-accredited graduate social work program or an accredited related graduate program. These courses must have been taken within the past five years and completed with a grade of 'B' or higher. Course content must be equivalent to the Silver School curriculum. Practicum Instruction and Practice courses cannot be transferred. In order to apply for transfer credit, students must submit the official transcript and course syllabus to the Admissions & Enrollment Services Office six weeks before the semester begins.

Students can apply for **Advance Credit** if they have completed comparable graduate coursework in a similar social science discipline or CSWE-accredited social work program, and the course taken elsewhere was not used toward receipt of another degree. Advance credit allows students to receive course credit toward the MSW degree at Silver for the course taken elsewhere.

Students can apply for **Waiver Credit** if they have completed comparable graduate coursework in a similar social science discipline or CSWE-accredited social work program, and the course taken elsewhere was used toward receipt of another degree. Waiver credit allows students to take an approved Silver elective course in place of a required course. However, credit will not count toward the MSW degree for the waived course. See [Appendix I](#) for more information and instructions.

Please contact the Silver Advanced and Waiver Credit Team at silver.advancedcredit@nyu.edu for inquiries about advance and waiver credit from previously completed courses outside of NYU Silver School of Social Work.

Waiver approval for Social Work Research I or II

Students who receive waiver credit approval for Social Work Research I or II are required to take an approved research alternative elective. An approved list of research alternative electives is shared with the student by the Admissions & Enrollment Services Office. Students should inform their Academic Advisor, the Chair to Research, and obtain permission, if applicable, to register for an approved research alternative elective. It is the student's responsibility to fulfill the waiver credit requirement in order to meet their degree requirements.

Taking Diversity, Racism, Oppression, and Privilege as an Elective

Advanced Standing students have the option of enrolling in DROP as one of their electives. In order to do so they must contact their Academic Advisor before the registration period begins, who will make sure the Registrar is notified about this change in the student's degree program. Failure to contact the Academic Advisor could result in difficulties with graduation.

Requests to Change Practice I-II Class

Practice I-II/Practicum Instruction I-II is a two-semester sequence in which the Practice instructor also serves as the Faculty Practicum Advisor. Normally, changing sections in the middle of this sequence is not allowed. However, students in extenuating circumstances may request an exemption from this rule. Students must make this request in writing to the [Chair of Practice](#) and the Assistant Dean of the Department of Practicum Education and Community Partnerships, Dr. Anne Dempsey (anne.dempsey@nyu.edu), that explains the reason(s) for the request. Exemptions may only be granted on a case by case basis.

Both the Chair and the Assistant Dean must approve for the exemption to be granted. In cases when the request is denied, students may appeal the decision in writing to the Associate Dean for Academic Affairs within 5 working days of the request denial.

Online, Blended, and Hybrid Courses

The MSW program offers three types of courses: online, blended, and hybrid. *Online* refers to a fully online course with no in-person meetings; *blended* refers to a course that has both online and in-person components; *hybrid* refers to an online or blended course that has both synchronous and asynchronous components. Online, blended, and hybrid courses will be listed in Albert course listings with explanatory notes (if applicable).

Policy on Audio and Video Recording of Classes

1. Audio and video recording of classes is prohibited without written consent of the instructor. Instructors may, but are not required to, seek the permission of other members of the class before providing consent.
2. Permission to record will be at the sole discretion of the instructor except in cases in which recording is an approved academic accommodation from the Moses Center for Accessibility and Inclusive Culture, for which permission to record shall be determined as part of an interactive process between the instructor, the student, and the Moses Center.
3. When the instructor's permission is granted, students must sign the Audio and Video Recording Agreement form ([see Appendix M](#)), which indicates their agreement to abide

by the principles delineated on the form).

4. Violation of the principles having to do with audio and video recording of class sessions may result in disciplinary action.

Cross-School Registration

Students who wish to take elective courses at other schools within New York University and apply those credits toward their MSW degree must receive prior approval from their Academic Advisor by submitting a course description and syllabus. Upon receiving advisor approval, the student is responsible for contacting the appropriate offices at the other school to secure permission to register and complete the registration process. Finally, the student must complete the [Cross-School Registration Form \(see Appendix H\)](#). Note that the completion of this form does not constitute registration for the desired course.

Students who have already taken two non-social work electives must take their remaining elective(s) at the School. Language courses are not eligible for cross-school registration.

Auditing a Course

Students can audit one elective course during their time in the MSW program. Students who wish to audit an elective must [complete the MSW Audit Request Form](#) (Appendix N) no earlier than one week before the course begins. Auditing will be allowed only for courses that are not fully enrolled; auditing will not be allowed for any course with a waitlist. Students who are approved to audit an elective will be added to the course's [NYU Brightspace site](#) and the instructor will be notified. Students who audit a course are expected to attend each class session and participate actively, but they are not expected to do any course assignments other than reading. There are no tuition costs associated with auditing a course and no course credit will be given. Please note: Students can only audit an elective after they have taken their required elective credits or registered for their remaining elective requirements.

Research Opportunities

Students who are interested in research experience have various ways to be involved both within the School and through external offerings. Please review the resources below.

Independent Study Opportunities

An independent study allows students to design and carry out a learning project that covers material that is not available in an existing course. Students are allowed to substitute an independent study for either a three-credit elective or an one-credit elective. More than one independent study will not be allowed. Independent study must be supervised by a full-time faculty member of the Silver School of Social Work.

There are two independent study options: a traditional independent study, and a research independent study. A traditional independent study typically focuses on theoretical or applied material of strong interest to the student that is either not covered in an existing course or it is not covered in sufficient depth. A research independent study provides an opportunity to gain meaningful research experience by working with a faculty member engaged in an existing program of research.

For either type of independent study, the application process should begin well before the semester for which it is being planned. The first step for students who are interested in applying for an independent study is to discuss it with their academic adviser in order to make sure that doing an independent study fits within their degree plan.

In order to apply for a traditional independent study, the second step is for students to identify a faculty member with the appropriate substantive expertise. The student and faculty will then discuss, refine, agree and submit the learning project and timeline to the respective curriculum chair. Supervising an independent study is a voluntary activity for faculty, and the School does not guarantee that a sponsor will be available.

In order to secure a research independent study, the second step is for students to submit a request (see [Appendix K](#)) via email to the Associate Dean for Research (Professor Marya Gwadz: marya.gwadz@nyu.edu). Dr. Gwadz will send a list of Silver faculty who are willing to provide a meaningful research experience to students. Students will contact the faculty directly to discuss a research independent study. As with the traditional independent study, students are responsible for finding a faculty sponsor, and the School cannot guarantee that one will be available.

Upon agreeing to supervise either a traditional or research independent study, the faculty sponsor should work with the student to develop a mutually agreeable learning contract. Students must then complete the [MSW Independent Study Form \(see Appendix J\)](#), which both the student and sponsoring faculty member have to sign. The form must be submitted to the [Office of Enrollment Services](#), which will register the student for the independent study. At the end of the semester, the sponsoring faculty member is responsible for submitting a final grade for the independent study.

Research Jobs and Internship Opportunities

NYU Handshake is the Wasserman Center's career development platform for jobs, internships, events, and more. It hosts any available openings for research positions in jobs, paid and unpaid internships. Handshake may be directly accessed by logging in with your NYU Net ID credentials at <https://nyu.joinhandshake.com/login>.

There are also research jobs appropriate for students posted by NYU on [Interfolio.com](#), NYU's

Research Career site. Additionally, Indeed.com and Idealist.org are external platforms that may host appropriate positions. While these sites are open to all, students are encouraged to apply.

Volunteer Opportunities

Students may also request to volunteer to work for a faculty directly by contacting them. Faculty research interests are noted on the School website.

Research Course Opportunities

All students in the Silver MSW program are required to enroll in MSWPF-GS 2009 Research I and MSWAC-GS 2008 Research II courses. For further research education, students can request to take research courses within the Silver PhD program. Students seeking to take PhD Research courses must obtain permission from that course's instructor. The available PhD Research courses are found on [Albert's Course Search](#).

Students may also utilize Cross School Registration and take a research focused course as an MSW elective; refer to [Cross School Registration](#) for further information.

Events and Lectures

Students may attend scientific talks at Silver and the wider NYU community such as the Center for Drug Use and HIV/HCV Research, and NYU School of Global Public Health. These are generally distributed through email and disseminated on the School's or center's twitter profile.

Expectations for Attendance

Students are required to attend all classes. Please be proactive and notify your instructors via email if you know you will be absent or immediately after missing a class. Instructors are highly encouraged to reduce participation points due to unexcused absences. Excused absences include, but are not limited to: [Religious and spiritual observations](#), health, economic, or social shocks (unexpected events), or planned events relating to family, personal, or professional commitments. It is the student's responsibility to make up missed material. To make up for missed classes, students may be required to do additional work at the request of the instructor and submit the assignment within a reasonable timeframe (e.g., prior to the next class).

Students may also be granted attendance related accommodations through the Moses Center for Accessibility; these accommodations are applied in tandem with the Excused Absence policy defined in this MSW Student Manual. Students can learn more about individualized accommodations offered through the Moses Center by contacting an Accessibility Specialist using their [Contact webpage](#).

For one-credit electives, students must attend all classes in order to be eligible for a passing grade. If a student is absent for an excused reason, such as religious and spiritual observations,

health, economic, or social shocks (unexpected events), withdrawals and refunds may be granted with an appeal. Medical documentation or other documentation may be required for a refund. Please refer to the [Withdrawals and Refunds for One-Credit Electives policy](#) for additional information.

Class Absences due to Waitlist

Students who join a class in the second or third week due to being waitlisted will not have the class sessions count as absences. However, the student must make up the work missed and, in some cases, upon professor discretion, may need to complete an additional assignment.

Expectations for Waitlists

During the Add/Drop period students may enroll in open courses until the class capacity has been reached. Once a class is full, it will be labeled as Waitlisted. If your desired class is full, you may add yourself to the waitlist. Once a waitlist also fills, the class will be labeled as Closed.

Movement on waitlists occurs from the beginning of registration through the first two weeks of the semester until Add/Drop ends. It is not a guarantee if the waitlist for any given class will change and if waitlisted students will get into a class.

Students who are placed on a waitlist for a preferred course should confirm they have utilized SWAP in Albert. If you need support with SWAP, please reach out to the Silver Enrollment Services at silver.registration@nyu.edu.

Waitlist Requests

Silver does not guarantee that students will get their preferred choice of classes and cannot promise students a certain class time or professor. Enrollment Services and Academic Advisors do guarantee assistance to modify a student's class schedule if a required course conflicts with their practicum schedule and their practicum schedule cannot be changed; this process is called a Waitlist Request.

Your Academic Advisor and the Enrollment Services Office will consider Waitlist Requests for closed or waitlisted classes during the Waitlist Review Period in the two weeks prior to the start of the next term. Following the Waitlist Review Period, students will be responsible for enrolling in the open classes available to them during Add/Drop.

We can only consider waitlist requests if it meets all of the following criteria:

- The course waitlisted is a required course for your pathway
- There are no open alternatives

- All other open alternatives conflict with your practicum schedule and it cannot be changed

To submit a Waitlist Request:

Please fill out the [NYU Silver MSW Waitlist & Closed Course Request Form](#). If you have multiple waitlisted or closed courses that meet the waitlist exception criteria you must submit a separate form for each course.

Please do not reach out to the instructor of the class. They will not be able to assist you with these requests.

Late Assignments

Students are expected to complete all course assignments on time. Instructors of each course may inform students of specific guidelines regarding the consequences of handing in assignments late.

Incomplete Grades

Students who are unable to complete all of the assignments for a course by the time the course ends can request an I (incomplete) grade from the instructor by submitting [an Incomplete Grade Form \(see Appendix I\)](#). Instructors cannot issue Incompletes without active initiation of an Incomplete Form by the student. Otherwise, instructors must issue the grade earned. It is to the instructor's discretion to discuss with the student their academic performance in the course and encourage the student to initiate an Incomplete request. If the student does not submit a request for an I grade, the student will receive a grade based on their submitted assignments and performance in the course.

Requesting an Incomplete Grade

Students are required to initiate an Incomplete grade before the last day of the course. Requests for Incomplete grades will not be accepted after this period. Note that instructors are not obligated to grant a request for an I grade. If a student has not been academically engaged (attending classes and submitting assignments) for a significant portion of the current semester, an Incomplete grade is not appropriate and should not be assigned. Incomplete grades are typically reserved for students who experience an emergency issue, medical or personal, that prevents them from completing the last few weeks of class.

If the instructor does agree, the student is responsible for 1) completing the form, in agreement with the instructor and 2) submitting the completed form by email to the MSW Program Office for Washington Square or the Campus Coordinator for branch campuses, copying their

instructor.

Resolving an Incomplete Grade

It is the obligation of the student who has received an I grade to complete all late assignments by the deadline that is agreed upon with the instructor. The time for completion is *no more than 2 weeks* from the original due date to complete the course. The student can request more time from the instructor, and the instructor can seek consultation from the [Curriculum Chair](#) if the situation is complicated. Grades will convert to an F in cases when students fail to submit the assignment by the agreed-upon deadline (and the student will automatically be placed on academic concern).

Students with any outstanding I grades (not resolved by the end of the next semester) can be blocked from registering for the following semester. Students with an academic block are responsible for contacting their Academic Advisor. At that point, the student's educational plan will be assessed, and registration approval for the next term may be granted on a case-by-case basis. Enrollment for the next semester is not guaranteed.

Receiving an Incomplete Grade in Practicum Instruction

If a student passes Social Work Practice and receives an Incomplete grade in the corresponding Practicum Instruction course, the student must have already completed 150 hours of practicum in the current semester and be in good standing (in Practicum) to move forward with enrollment in the next Practicum course in the sequence. If the student has completed less than 150 hours, the student will be required to repeat the Practicum Instruction course. The Assistant Dean of Practicum has final discretion.

Guidelines for Grading Papers

The attached guidelines, adopted by the faculty, are the culmination of a lengthy process aimed at objectifying the basis for grading. The guidelines do not mandate a rigid formula for grading students but rather offer some guidance to faculty members in determining the various grade levels. Individual faculty members have discretion within the scheme of attributes presented to weigh factors differentially as they see fit. However, it is intended that each instructor has a clear contract with his/her/their class which would include the following components:

- Clarity on the way in which attributes included in the guidelines would be weighed.
- Clarity on the basis for demonstrating performance (in other words, what evidence will be utilized) in regard to attributes.
- Clarity on the process that will be used by the instructor for offering feedback on performance.

Guidelines for Course Grading

Faculty have a responsibility to provide feedback to students on their performance at appropriate intervals throughout the course, and to respond in a professional timeframe to questions and concerns about grading. Students have the right to consult with a faculty member about how the grade for a particular assignment or the final grade was determined. Final course grades typically include a combination of paper grades, tests, attendance, and participation.

A

- Excellence in integrating conceptual learning with practice situations.
- Consistently superior performance in dealing with conceptual material.
- Excellence in written expression and scholarship.
- Evidence of self-direction in learning with substantial reading activity in depth and breadth.
- Resourceful, intelligent participation in class discussion. Might include leadership in class projects.

A-

- Attributes would be similar to the above, but to a lesser degree.
- There might be somewhat more unevenness than in the “A” performance.

B+

- Performance on attributes would be somewhat above “B” level, but less than “A-” level.
- One might find more unevenness and more gaps than in an “A-” student in an otherwise good level of functioning.

B

- Expectations for graduate level work acceptable in terms of self-direction, reading activity dealing with conceptual material, integration of conceptual-practice dimensions of learning, class participation, oral and written expression.
- Stress would be on acceptable performance.

B-

- Barely acceptable performance in attributes described in “A” and “B” categories.
- Some areas might be below expectations.
- The work has been done but there are a number of gaps and some superficiality in grasp

of material.

C

- There is minimal grasp of concepts and minimal integration of conceptual and practice learning.
- Students might repeat some content areas on a mechanical, rote basis, but the student's understanding is unclear or questionable.
- The grade is "passing," but the student is considered marginal in important areas of learning.
- The gaps in learning are more extensive than in the case of a "B-" grade.
- The grade of "C" should serve to alert the student that his/her/their work is borderline and should improve.

F

- Work is unsatisfactory in most of the attributes considered and does not warrant receiving credit for the course.
- A student receiving an "F" grossly misunderstands course content and/or is deficient in its mastery.
- Failure to submit assignments or other required materials is clearly unacceptable. Non-matriculating students who receive an "F" grade are not eligible for future registration.

I (Incomplete)

- Grade given for incomplete coursework due by a date the student and instructor agree upon (see policy on [Late Assignments](#) and [Incomplete Grades](#) below).

NR (No Record)

- Grades not entered by the course instructor within 60 days from the grade due deadline will lapse to NR. NR grades can be later changed by class instructors using the standard grade change process. Courses with NR grades do not count toward earned credit and do not factor into the GPA, but do count as credits attempted and do impact academic progress evaluations used for financial aid eligibility (i.e., Satisfactory Academic Progress, also called SAP). Students may not graduate with NR grades on their record without a formal documented exception approved by the Academic Dean.

Postscript Note

Other factors that might be utilized in distinguishing between a higher and lower grade would

include:

- Student's progress during the semester in his/her/their own professional development reflected in course performance.
- Extent of absences and/or lateness; excessive unacceptable absences and/or lateness would be taken into consideration.

The guidelines presented do not represent a perfect continuum in scaling attributes nor are the categories mutually exclusive. Yet they provide a point of departure for guiding school grading which may prove more reliable than otherwise.

Procedure for Appealing a Grade

Students have the right to dispute a grade they believe resulted from a violation of the grading policy or standards set forth by the instructor. To do so, the student must first meet with the instructor within five working days after the grade is posted unless the student and the instructor mutually agree on a later date. If the issue remains unresolved, they may proceed with an appeal.

Students have an additional 5 working days to appeal the instructor's decision about reconsidering the grade by writing an appeal letter to the Curriculum Chair. Upon review of the request, there may be a meeting with the instructor and relevant Curriculum Area Chair, at the discretion of the Curriculum Chair, to discuss the situation. The instructor makes the final decision about the grade and there is no further appeal process.

Policy on Repetition of Courses

- Students must repeat a required course for which they receive a grade of "F" in order to receive credit for that course at their own expense.
- Students can repeat any elective course for which they receive a grade of "F" in order to receive credit for that course at their own expense.
- In all cases, an original "F" grade continues to be included in the computation of the grade point average even if the course is repeated and passed successfully.
- Students are not allowed to repeat courses for which they receive a grade of "C" or better without consulting with their Academic Advisor and informing the Registrar.

Faculty Constructive Feedback and Resolution

As co-creators of the classroom environment and emerging professionals in the field of social work, it is important to be able to navigate classroom concerns with social work values and code of ethics, including respect, specificity and openness. We recognize the inherent power

dynamic within classroom structures and the barrier it can pose to reflection, restoration, and resolution. Students have the following options for support and feedback outside of the final course evaluation:

Feedback Protocols

- Students are encouraged to speak with their instructor one-on-one. Typically, it is best to have a verbal conversation.
- If the issue/concern is not resolved, students can reach out to the [Lead Instructor](#) first (if a Lead Instructor is not available, such as in Research, then the [Chair](#) is the next level of elevation). As a supportive measure, students may elect to engage with the Lead Instructor (or Chair first).
- For anonymous feedback, students should email a letter, no more than one-page, detailing their concerns to their [Academic Advisor](#) (listed on page 12). The Academic Advisor will send your concern to the course's Lead Instructor, who will engage with the instructor to address the concerns raised. Students who submit feedback anonymously will be informed of the outcome by their Academic Advisor.

The letter should be as specific and clear as possible. In this letter, student(s) should detail: the nature of the concern(s), dated examples if applicable, and goals for the outcome (i.e. how might your feedback be used to create a positive resolution).

If the concern is not resolved, student(s) may request that their letter is shared with the Curriculum Chair as well.

Support and Resources

- For concerns related to bias, microaggressions, discrimination and harassment incidents, students may request a Silver Climate Support Team member for assistance with the [Climate Support Protocol](#). The Director of Diversity, Equity and Inclusion can also assign a Peer Advocate to provide support and community care upon request (full details on p. 67).
- [The NYU Bias Response Line](#) can also be used for any student that has experienced bias, discrimination, or harassing behavior within the classroom, practicum placement, or community. It is designed to help ensure that our University community is equitable and inclusive. In order to report an incident, students can call (212) 998-2277, email bias.response@nyu.edu, or [complete a Bias Response Online Form](#).

- For concerns about this policy or to share your experiences navigating the above path to resolution, you may reach out to the Student Ombuds and Associate Dean, Student Affairs Courtney O'Mealley at courtney.omealley@nyu.edu.

Student Course and Instructor Evaluations

At the end of each semester, students are emailed with links to electronic evaluations for each of the previous semester's courses, including Practicum Instruction. These evaluations are extremely important for the shaping and restructuring of courses and the professional development of instructors. Because of the invaluable nature of student feedback, the School strongly encourages students to complete these evaluations. This is your opportunity to have your voice heard. Consider offering a constructive critique that identifies strengths of course material and pedagogical tools, while also noting and clarifying how the course and the teaching method can be improved.

Participation is anonymous, meaning students' identities are not collected. Finally, you should know that instructors do not receive evaluation results until after final grades are submitted. Students can review course evaluations from previous semesters at the [Online Course Evaluation website](#).

Withdrawals and Refunds from Courses

The MSW program adheres to New York University's [policy on refunds](#) that result from withdrawing from a course or complete term withdrawals. Students may appeal a decision determined by this policy by writing an appeal letter to the MSW Refund Appeals Committee that explains the reason(s) why the refund decision should be changed. The appeal letter must be submitted to the student's Academic Advisor within 5 working days of withdrawing from a course or requesting a term withdrawal.

Note that students can withdraw from any course, with a full refund and without a W (withdrawal) grade on record, during the add/drop registration period at the beginning of each semester.

Following this period, students can withdraw from a course until the 12th week of classes during the fall and spring semesters but will be held responsible for related tuition and fees according to the Bursar's Refund Schedule. For the summer semester, please refer to the Summer Academic Calendar for the last day to withdraw from classes in each of the summer sessions. A grade of W will be recorded if the withdrawal occurs after the add/drop registration deadline but before the 12th week or 12th week equivalent. After that deadline, students must receive a grade for the course, which could be F if they failed to attend any part of the course.

Students who are considering withdrawal from a course after the add/drop registration deadline

should discuss it with the course instructor. The next step is to contact the Academic Advisor to facilitate the withdrawal process. Students who withdraw from a course cannot audit the same course at a later time; if it is a required course, it must be taken at another time at the student's own expense.

Withdrawals and Refunds for Intensive Electives (One-credit and Short-term Three-Credit Electives)

Students must attend every hour of an intensive elective which are one-credit electives and three-credit intensive electives (short term electives). Due to the brevity of one-credit electives/three-credit intensive electives and the condensing of course content, absence from one session is equivalent to missing multiple sessions of a semester-long course.

Students who need to withdraw from a one-credit elective or three-credit intensive elective can get a full refund and no W (withdrawal) grade up until 24 hours after the start of the first class session. To request a withdrawal, students must email the Silver Enrollment Services Office at silver.registration@nyu.edu. After this deadline, students must receive a grade for the course which can be P, F, or W or a letter grade.

Following the 24 hour deadline, if a student has an excused absence (see [Expectations for Attendance](#)) which prohibits them from attending a session after the first class, the student must contact the Enrollment Services Office and their [Academic Advisor](#) as soon as possible in order to withdraw from the course and receive a W. Excused absences include, but are not limited to: Religious and spiritual observations, health, economic, or social shocks (unexpected events). Medical documentation or other documentation may be required for a refund. In this scenario, the student will not be able to pass the class or continue taking the class due to the absence.

Withdrawal or Failure in Practice or Practicum Courses

To maintain the integrity of the educational experience and ensure that students are adequately prepared for professional practice, the following policy applies to all MSW students regarding withdrawal or failure in Practice and Practicum courses.

Simultaneous Enrollment Requirement

MSW students must be concurrently enrolled in both Practice and Practicum courses. Successful completion of both Practice and Practicum courses is required to progress to subsequent Practice and Practicum courses.

Withdrawal from Practice or Practicum

If a student withdraws from a Practice course, they must also withdraw from the corresponding

Practicum course. Similarly, if a student withdraws from a Practicum course, they must also withdraw from the corresponding Practice course.

Failure in Practice or Practicum

If a student fails Social Work Practice I-IV, and passes the corresponding Practicum Instruction course, this will require a change in your academic plan and impact graduation. The student will need academic advisement guidance at that time.

If a student fails Practicum Instruction and passes the corresponding Social Work Practice course, the student will repeat the Practicum Instruction course the next time it is offered by approval of the Assistant Dean of Practicum Education and will simultaneously audit the corresponding Social Work Practice course.

They must meet with their academic advisor to discuss an appropriate plan for re-enrollment and to address any academic or personal concerns that may impact their progress in the program. Exceptions to these policies may be considered on a case-by-case basis. Students must submit a formal request to the Chair(s) of Practice and Practicum, including a rationale and supporting documentation for the exception. The decision of the Chairs is final.

Guidelines for Student Leaves of Absence and Term Withdrawals

A leave of absence (LOA) is a temporary leave from the MSW Program. The minimum length is one semester. With the exception of military leaves, the maximum length is one academic year.

Students can request a LOA until the end of the add/drop registration period. They will be dropped from all courses, and no W (withdrawal) grades will appear on the transcript. Students will be responsible for tuition and fees according to the NYU Bursar's Refund Schedule.

After the add/drop period ends, students can request a term withdrawal. A term withdrawal allows students to withdraw from their current semester courses but, in this case, they will receive W (withdrawal) grades on the transcript. Students will be responsible for tuition and fees according to the NYU Bursar's Refund Schedule.

Please [refer to the Academic Calendar](#) for the deadline to request a term withdrawal. After this deadline, term withdrawals for extenuating circumstances must be approved by the school Dean.

A medical LOA or term withdrawal supported by NYU Wellness or Student Health will receive a 100% tuition and fee refund. A medical LOA or term withdrawal must be completed for the current semester and is not retroactive (applicable for past semesters).

While NYU Wellness provides a recommendation for leave of absences, it is ultimately up to

the MSW Program Director, with information gathered from Academic Advisors and other sources, to approve or deny a leave of absence as well as to dismiss the student from the program.

Voluntary vs. Involuntary Leaves of Absence

Most leaves and withdrawals are voluntary. Involuntary leaves and withdrawals are used in cases of academic/performance dismissal and as an option in cases of danger to self, others, or property.

Psychological Medical Leave of Absence

Psychological medical leaves and/or withdrawals are warranted when students are: (a) psychologically unable to perform academically or live in the residence halls; (b) dangerous to themselves, others or property; or (c) in need of treatment that prevents their current or future continuation at the School. The psychological medical leave option requires approval from the NYU Wellness Center and is applicable for the current semester, not retroactively.

To return from a psychological medical leave of absence, students must fulfill certain conditions:

(a) sufficient time away from the School; (b) a course of treatment the entire time away from the School; (c) a Certificate of Readiness to Return Form sent from the outside therapist to the NYU Wellness Center; and (d) an evaluation with the NYU Wellness Center.

Students who plan to return must notify the University at least 2 months prior to the start of classes. The limit for consecutive leaves of absence is one academic year. If students need to extend their leave, they must formally request an extension by repeating the original request procedure.

Physical Medical Leave of Absence

An illness may prevent students from participating in class. Depending on when students become ill and how quickly they recover, they may not be able to make up missed work; in this case, a physical medical leave of absence is recommended. The physical medical leave option requires approval from the NYU Student Health Center.

To return from physical medical leave of absence, students must notify the University at least 2 months prior to the start of classes. The limit for consecutive leaves of absence is one academic year. If students need to extend their leave, they must formally request an extension by repeating the original request procedure. Students must complete an evaluation with the NYU Student Health Center before they can re-matriculate.

For non-medical leaves of absence and term withdrawals, the following conditions apply.

Non-Medical Leave of Absence or Maintenance of Matriculation

Students may be experiencing personal, family, or financial problems. Depending on the nature of these issues, students may request a non-medical leave of absence or Maintenance of Matriculation (MoM) for the current semester, and is not applicable for past semesters. Students must follow the procedure for a non-medical leave of absence or MoM for each semester of absence. Students are responsible for paying the MoM fee, which is determined by the NYU Office of the Bursar.

To return from a non-medical leave of absence or MoM, students must notify the University at least 2 months prior to the start of classes. The limit for consecutive leaves of absence is one academic year. If students need to extend their leave, they must formally request an extension by repeating the original request procedure.

Non-Sanctioned Leave and Deactivation

Students are responsible for returning from Leave of Absences and other periods of absences during their expected term as outlined and approved by their Academic Advisor. If this is not possible, proactive communication with advisors and relevant offices, ahead of their anticipated return term, is required to maintain an active status within the program. Students must contact their Academic Advisor at least two months before classes start. Students who do not officially extend their leave and/or do not enroll in courses for their expected return will not be able to register for future terms. Failure to return within a year may result in a discontinuation from the MSW program.

Full Withdrawals from the MSW Program

Students who are considering a full withdrawal from the MSW program should contact their Academic Advisor to arrange an exit interview. Students located in Washington Square will be required to return their NYU Student ID to Associate Dean Courtney O'Mealley by mail (1 Washington Square North, Rm G08, New York, NY 10003) or in-person at the NYU Card Center (7 Washington Place, New York, NY, 10003). Students located at the branch campuses, including Shanghai, should make arrangements to turn in their University ID with their Academic Advisor.

Following the interview, students should submit an online withdrawal form via Albert. Once this form is processed, the student will be terminated from NYU and must reapply for admission to the MSW Program.

Students who withdraw from the MSW program must notify the Financial Aid Office if they have been receiving financial aid. Students will be held responsible for related tuition and fees according to the Bursar's Refund Schedule. They can appeal a decision determined by this

policy by writing an appeal letter to the MSW Refund Appeals Committee that explains the reason(s) why the refund decision should be changed. The appeal letter must be submitted to the student's Academic Advisor within 5 working days of requesting a total withdrawal.

Readmission to MSW Program

Students who wish to return to the MSW program after withdrawing will be required to submit a new application for admission. At minimum, the School reserves the right to require a full application to any academic program after an absence of one year or longer for any reason. Readmission to all academic programs is reviewed on a case-by-case basis.

Students who are academically dismissed from the NYU Silver School of Social Work MSW program will not be readmitted to the program. Academic dismissal occurs when a student does not meet the minimum criteria for good academic standing after academic concern (i.e., a cumulative GPA of at least 3.0, no F grades).

Reapplication

Some applicants may wish to reapply if they are not admitted to the MSW Program. The School strongly recommends waiting a minimum of one academic year before initiating a new application.

SECTION II: PRACTICUM EDUCATION

Practicum is an integral component of social work education, and anchors the Silver School of Social Work's mission, goals, and educational program. Practicum is one of the five key curriculum areas. Practicum takes place in organizational settings, selected by the School, that reinforce students' identification with the purposes, values, and ethics of the social work profession.

In accordance with approval from the New York State Education Department, NYU Silver has aligned Practicum placement hours from 1,200 hours to 900 starting in Fall 2024 for students beginning the first year of their Practicum experience. This change aligns Silver with the requirements of the Council on Social Work Education (CSWE) and with the majority of schools across the United States who have historically required 900 hours of practicum experience. Students who began Practicum prior to Fall 2024 will remain at 1,200 hours. Students who began Practicum after Fall 2024 will complete 450 hours per year, per practicum assignment for a total of 900 hours in practicum to complete the MSW degree.

Practicum Curriculum

The purpose of the Practicum curriculum is to facilitate the development of a professional social worker who can enter the practice arena in any setting of practice and be able to apply the profession's knowledge base, perform direct social work practice skills, and act according to social work ethics and values. Thus, learning in the Practicum setting is an integral component of the student's social work education and lies at the core of the student's professional development. At the organization Practicum, the student will have the opportunity to integrate theory and practice, and as such, connect the theoretical and conceptual contributions of the classroom with the world of practice.

Generalist Practice Curriculum

The Practice/Practicum Curriculum (Social Work Practice and Practicum Instruction I & II) courses are integrated; the Practice I and II Instructors serve as their students' Faculty Advisor. Students remain with the same Practice Instructor/Faculty Advisor for both semesters in the Generalized Practice year. Students wishing to change their Practice/Practicum class between the fall and spring semesters must first obtain approval from the Chair of the Practice Department as well as the Assistant Dean of Practicum Education.

The purpose of the Integrated Practice/Practicum Curriculum (Social Work Practice and Practicum Instruction I & II) is to teach students the generalist perspective of social work practice which emphasizes the importance of working across a range of systems that includes individuals (older adults, adults, adolescents and children), couples, families, agencies and

communities.

This approach maintains a focus on the interaction between systems, also known as the person-in-environment perspective. It is expected that students will develop a broad approach to social work practice through the use of different modalities, an understanding of the choice and application of intervention approaches, and an understanding of the link between theory and practice skills.

Specialized Practice Curriculum

Practicum Instruction III builds on the objectives achieved in the Practicum Instruction courses in the Generalized Practice year. Students move from a generalist perspective to specialized clinical practice with complex individual, family, group and larger community/organizational client systems. (See syllabus for Practicum Instruction III in [NYU Brightspace](#)).

Practicum Instruction IV builds on the objectives achieved in Practicum Instruction III. Students move to increasingly complex specialized clinical practice with individual, family, group and larger community/organizational client systems, developing as professional social work leaders and change agents. In addition, students demonstrate accountability for lifelong learning and professional development. (See syllabus for Practicum Instruction IV in [NYU Brightspace](#)).

Practicum Education - The “Open Classroom”

In contrast to the formal classroom at the School, Practicum Education takes place in the “open classroom” – in the organization setting. The Practicum curriculum is outlined in the respective syllabi and facilitates the student’s ability to implement social work values, knowledge, and skills to inform professional behaviors in the practice of social work.

Practicum Instruction is a course. As in any course there is a grade. Grades for Practicum Instruction are “Pass”, “Fail”, or “Incomplete.” A student achieves a grade of “Pass” by meeting all the required competencies outlined in this manual specific to the program year: by adhering to the National Association of Social Workers’ Code of Ethics, participating in faculty advisement, and demonstrating the Essential Abilities and Attributes for Performance in the School of Social Work.

32 Month Practicum Curriculum Deviations

The official curriculum plan for the 32 Month Pathway ensures that students are enrolled in at least one required course while in Practicum Instruction; this is inclusive of Social Work Practice I - IV. There are academic scenarios in which 32 Month Pathway students may have a semester(s) where they are only enrolled in Practicum Instruction, such as in cases of leave of absence or a revised curriculum plan. These deviations may be approved by the academic advisor as long as the Practicum Education & Community Partnerships Department is informed.

Expectations for Successful Completion of the Practicum Instruction Course: Evaluation and Grading

The grades for Practicum Instruction (Pass, Fail, Incomplete) are given at the end of each semester. The Practicum Instruction course grade is given by the Faculty Advisor and is based on the student's professional conduct and full participation in Practicum at the organization, submission of process recordings, project assignments, reflective recordings, participation in individual meetings with the Faculty Advisor, as well as the Initial Educational Statement, Mid-Year Evaluation and Final Evaluation completed by the Practicum instructor. The Faculty Advisor is the course instructor and is responsible for the grade.

Initial Educational Statement

The Initial Educational Statement is completed by the Practicum instructor after the first 7 weeks of the Practicum, shared with the student, and signed by both. The signed statement is emailed to the student's Faculty Advisor and silver.practicum@nyu.edu. The statement offers an early indicator of learning objectives specific to the organization, a learning plan including practice tasks related to the learning objectives, and student performance in Practicum.

Mid-Year Evaluation

A Mid-Year Evaluation is completed at the end of Practicum I or Practicum III. This online evaluation is completed and submitted by the Practicum instructor; the student then receives their evaluation via email and indicates electronically that it was reviewed. Finally, the Faculty Advisor receives the evaluation via email. The Faculty Advisor reviews the Mid-Year Evaluation as a major component of the process of assigning a grade for Practicum Instruction. The Faculty Advisor will not be able to give a grade without a completed evaluation.

Final Evaluation

The Final Evaluation is completed at the end of Practicum II or Practicum IV. This online evaluation is completed and submitted by the Practicum instructor; the student then receives it via email and indicates electronically that it was reviewed; and finally the Faculty Advisor receives it via email. The Faculty Advisor reviews the Final Evaluation as a major component of the process of assigning a grade for Practicum Instruction II or IV. The Faculty Advisor will not be able to give a grade without a completed evaluation.

Attendance at the Practicum Education Site – The Organization Setting

Students who began Practicum prior to Fall 2024 are expected to be in the organization for a

total of 1200 hours over the course of the Generalized and Specialized Practice years and as per organization requirements (schedule to be worked out with the Practicum instructor at the beginning of each semester with final approval of the Faculty Advisor). Incoming students will complete 900 hours over the course of the Generalized and Specialized Practice years. Students may not participate in Practicum more than 8 hours per day (with a meal break), or more than 4 days per week. If a student is out of Practicum for jury duty or religious observance, the time must be made up. In the event of inclement weather, students should check with their organization/Practicum instructor to see if they are operating on a normal schedule, and use their own discretion on whether it is safe to travel.

NOTE: Students are expected to contact both the Practicum Instructor and the Faculty Advisor immediately (via e-mail or phone) if, for some reason, they are not able to be in attendance at their organization.

If a student is absent for more than 3 days (21 hours) during the academic year, the time must be made up. Arrangement for making up such missed time must be coordinated with the Practicum instructor and the Faculty Advisor and approved by the Assistant Dean of Practicum Education (please refer to the [Required Hours Form in Appendix B](#) and posted on [NYU Brightspace](#)). In case the student has not completed the required hours at the end of the semester, or has not fulfilled all the requirements for Practicum Instruction, the student must request an I (Incomplete grade) and should follow the procedure outlined in this manual.

Should a student leave school, either voluntarily or by request, a Final Evaluation should be submitted by the Practicum instructor. The Faculty Advisor will then write a final summary for the student record.

Guidelines for Process Recordings

Process Recording Requirements

<i>Pathway</i>	<i>Year</i>	<i>Number of Process Recordings Required Per Week</i>
Two Year, 16 Month, Dual Degree, Shanghai-NY, and Extended Pathways	Generalist Practice	Two Per Week
Two Year, 16 Month, Dual Degree, Shanghai-NY, and	Specialized Practice	Fall: Two Per Week Spring: One Per Week

Extended Pathways		
32 Month Pathway	All Students	One Per Week
Hybrid MSW, OYR, and 3-2 Rockland Pathways	All Students	Two Per Week to Start One Per Week in the Final Semester

1. Process recordings are a teaching, learning, and assessment tool used for examination of the student's practice and should be utilized as one of the primary tools in Practicum Instruction. Process recordings should be written in a verbatim format. The format of the process recording varies given the nature and task of the assignment the student is given. In direct practice with individuals, groups, or families, the recording reflects the interactional process between student and client(s) and should include any important content of the interview or contact. In addition, the recording should include the student's feelings and impressions about the interview. Please review [Appendices C — G](#) for sample templates for group verbatim process recordings, critical reflective logs, verbatim process recordings, and macro (project) process recordings.
2. Students are expected to submit their process recordings in advance of their scheduled Practicum Instruction to allow adequate time for the Practicum instructor to read the material prior to the conference.
3. Confidentiality should be observed by the Practicum instructor and the student with respect to the use of process recordings. If process recordings are viewed outside of the organization, all identifying data relevant to the client(s) must be removed or coded.

Structure and Function of Practicum Education and Community Partnerships

Practicum Education, under the direction of the Assistant Dean of Practicum Education and Community Partnerships together with the Clinical Faculty, is charged with planning, implementing, and evaluating the School's Practicum curriculum. Practicum Learning is responsible for assessing all potential and continuing agencies and working with them to plan for the educational programs in a mutually beneficial way.

Practicum Education Faculty

Staff in the Practicum Education Office oversee Practicums for each of the students placed with the School's community partners according to Silver School of Social Work Fields of Practice.

Staff match the student to a Practicum site based on the student's academic program, professional interest, past experience, requirements of the Practicum learning site, and where

the student lives in relation to the Practicum site. For the Specialized Practice Practicum, the clinical faculty also consults with the student's classroom instructors and Faculty Advisor to make the best possible match.

Faculty Advisor

The Social Work Practice I and II Instructor serves as the Faculty Advisor in the Generalist Practice year. For Specialized Practice students, a Faculty Advisor is assigned at the beginning of the academic year. The advisor, who is employed by the Silver School of Social Work, oversees the student's progress in Practicum, and assists the student, the Practicum instructor, and the Practicum learning site to meet the educational goals and objectives established for the student's Practicum learning. The Faculty Advisor, in the capacity of educational consultant, assists the student and the Practicum instructor in the development of an educational plan, identifying and accessing educational resources as well as facilitating the integration of the curriculum content with social work practice in the field. The Faculty Advisor is responsible for assigning the grade for the semester. Faculty Advisors, either full-time faculty or adjunct faculty, are master- and doctoral- level social workers who have extensive experience working in social work and have oftentimes been Practicum instructors themselves.

The Faculty Advisor and the Generalist Practice Year Student

The Integrated Social Work Practice I and II and Practicum Instruction I and II courses are taught by the Practice Instructor/Faculty Advisor. Students remain with the same Practice Instructor/Faculty Advisor for both semesters in the Generalized Practice year. Students wishing to change their Practice/Practicum section between the Fall and Spring semesters must first obtain approval from the Chair of the Practice Department as well as the Assistant Dean of Practicum Education.

The purpose of the Social Work Practice I and II Courses is to teach students the generalist perspective of social work practice which emphasizes the importance of working across a range of systems that includes individuals (adults, children, and adolescents), couples, families, agencies, and communities. This approach maintains a focus on the interaction between systems, also known as the person-in-environment perspective. It is expected that students will develop a broad approach to social work practice through the use of different modalities, an understanding of the choice and application of interventive approaches, and an understanding of the link between theory and practice skills.

The purpose of the Practicum Instruction I and II Courses is to facilitate the development of the student as a professional social worker who can enter the practice arena in any setting of practice, be able to apply the knowledge and skills learned in the classroom, perform direct social work practice skills, and act according to social work ethics and values.

The Classroom Practice/Practicum Instruction course meets for 2¾ hours each week to permit the integration of skill-building exercises with course content. Instructors will use several modalities including lecture, discussion, small group work, exercises, and viewing videos in order to integrate social work practice with theory and to help students develop skills for professional practice. During the skill-building component of the course, students will have ample opportunity to practice, observe and refine the skills necessary for social work practice.

The Practicum Instruction course consists of four aspects: classroom participation focusing on Practicum assignments, professional conduct, and participation in virtual or in-person advisement meetings. In addition to the classroom participation, students are required to complete the hours in Practicum during the semester depending on their pathways and program start date. Students are placed in a Practicum site by the Practicum Education Office. At the Practicum site, students will receive Practicum Instruction from their primary Practicum instructor (supervisor) who will assign students to work with individuals, groups, families, communities or organizations in both direct and indirect practice. The task of Practicum learning is to facilitate the student's ability to implement social work values, knowledge, and skills to inform professional behaviors in the practice of social work with individuals, families, groups, communities, and/or larger systems.

The Faculty Advisor has the overall responsibility to assist each student in the assessment of his/her/their learning needs and in the development of his/her/their professional self. In addition, the Faculty Advisor serves as the School's liaison with the agencies where students are placed. Refer to the Integrative Practice/Practicum Syllabus in [NYU Brightspace](#) for more detailed information about course expectations.

The Faculty Advisor and the Specialized Practice Student

During the Specialized Practice year, all students enrolled in Practicum Instruction are assigned to advisors who guide students in Practicum matters. Contact is primarily on an individual basis but may also occur in small group meetings and seminars. Specialized Practice advisors are assigned at the beginning of the academic year and serve as a guide and resource for students. Faculty Advisors meet with each student and their Practicum instructor via videoconference in the first seven weeks of the first semester to review the Initial Educational Statement and the student's learning progress in Practicum. Individual meetings are conducted on an as-needed basis and can be requested by a student, Faculty advisor or Practicum instructor at any time. The Faculty advisor will also hold one group meeting in both the Fall and Spring semesters. The Faculty Advisor is available for additional individual conferences upon request. The Faculty Advisor reviews the Initial Educational Statement and the Mid-Year and Final Evaluations and gives the Practicum Instruction grade at the end of each semester. The Faculty Advisor is familiar with the organization and the student's assignments and initiates contact with the Practicum instructor (refer to the syllabus for Practicum Instruction III and Practicum

Instruction IV in NYU Brightspace).

The Faculty Advisor and the Advanced Standing Student

To facilitate the transition of BS/BSW graduates to the Specialized Practice, advanced standing program, students at the Washington Square campus enroll in an enhanced section of the required practice course, Social Work Practice III. The instructors who teach these sections serve as their students' Faculty Advisor. The advisor meets individually with students as needed and performs the other advisement duties described above. At the Rockland and Westchester campuses, intensive advisement is provided to advanced standing students.

The Practicum Instructor

Practicum Instructors are an integral part of the student's learning community. Practicum Instructors are usually employed by the organization in which the student will do their Practicum. The organization has a formal agreement with our school to have student(s) as social work interns. Practicum Instructors have at least two years of post-master's experience and have successfully completed a Seminar in Field Instruction (SIFI). Practicum Instructors commit to carrying out the learning goals set forth by Silver School's curriculum guidelines.

Selection of Practicum Instructor and Qualifications

In order to be eligible to provide Practicum Instruction, a social worker must meet all of the following criteria: 1) Graduate from an accredited MSW Program, 2) Have at least two years of professional, post-masters experience as a social worker in an organization, or have special approval by the Practicum Education Office, 3) Have SIFI (Seminar in Field Instruction) certification (please see below), and 4) Obtain appropriate licensure for the scope of social work practice for which Instruction will be provided (LMSW or LCSW). For complete information on scope of practice for LMSW and LCSW, [visit the Website for the Office of the Professions](#).

Practicum Instructor Responsibilities

It is expected that the Practicum Instructor will provide the following:

During the first week the student should receive orientation to the Practicum learning site. The orientation should include, but is not limited to, the following: organization mission, population served, the scope of practice, organization theoretical framework, modalities used, meeting schedule, documentation requirements, organization policies around the use of social media and electronic communications, phones, safety policy and procedures, Practicum Instruction schedule, sign in and out procedures, and dress code. The Practicum Instructor and student should utilize this checklist to accomplish these tasks.

	Organization	Reviewed and Discussed (Y/N or N/A)
1	Mission & Vision	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A
2	Organizational structure	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A
Role of Social Work Intern		
1	Introduction to key staff	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A
2	Introduction to the role of as a social work intern	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A
3	Social Work scope of practice within the organization	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A
4	Tour of organization and student's work space	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A
5	Review of assignments	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A
6	Expectations about macro/mezzo/micro responsibilities	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A
7	Applicable State/Federal regulations guiding the organization	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A
Policies and procedures		
1	Frequency and time requirements of documentation	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A
2	Process for Practicum Instructor's co-signature	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A
3	Safety Policies and Procedures	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A
4	Sexual Harassment Policy	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A
5	Accommodations and accessibility protocols	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A
6	Confidentiality - HIPAA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A
7	Child abuse reporting process	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A
8	Suicidal and homicidal reporting process	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A

- Formulate a beginning assessment of appropriate assignments relative to the learning style, cognitive and emotional level of functioning of the student
- Provide appropriate constructive feedback to the student through supervisory conferences and Initial, Mid-Year, and Final Evaluations
- Employ an array of teaching methods and techniques tailored to the specific needs of the student
- Demonstrate an ability to meet the administrative tasks inherent in Practicum Instruction, including but not limited to: 1) reading and reviewing process recordings, and 2) writing accurate and appropriate evaluations in a timely manner according to school standards
- Read, review and provide feedback to students on process recordings:
 - a. At least one process recording (but no more than two) and one reflective log per week for Generalist Practice students.
 - b. At least one verbatim process recordings (but no more than two) and one reflective log per week for first semester Specialized Practice students.
 - c. At least one verbatim process recording and one reflective log each week for second semester Specialized Practice students.
- Teach skills necessary for students to become competent and ethical social work practitioners.
- Form a partnership with the Faculty Advisor and the School and be able to train students in a way that is compatible with the ethics, values and orientation of the School.

Qualifications and Requirements for Practicum Instructors

Practicum Instructors are expected to possess and model to their students certain abilities and attributes in addition to meeting essential eligibility requirements for supervising undergraduate and graduate level social work students. These qualities and attributes include cognitive requirements, emotional and character requirements, as well as professional standards. In addition to these Qualifications and Requirements, see the *Practicum Education Manual* of the School from which your student is enrolled (developed and endorsed by Greater New York Area Directors of Field Education).

Professional Commitment

Practicum Instructors have a strong commitment to the values of social work, to the ethical standards of the profession, and to imparting this knowledge on their students. Practicum Instructors are committed to the fundamental values of social work which include the dignity

and worth of every individual student and respect for diversity and promotion of equity and inclusion.

Knowledge Base for Social Work Practice

The professional activities of Practicum Instructors are grounded in relevant social, behavioral, and biological science, knowledge and research. This includes knowledge and skills in relationship- building, data-gathering, assessment, interventions, and evaluation of practice. Practicum Instructors exhibit sufficient knowledge of social work skills, as well as clarity of thinking to process information and apply it to appropriate situations in Practicum instruction and in practice.

Professional Behavior

Practicum Instructors adhere to the NASW Code of Ethics. They must exhibit behaviors that are in compliance with organization and university policies, professional standards, and societal laws in the Practicum and the community. They demonstrate responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, prioritizing responsibilities, observing deadlines, maintaining boundaries, completing assignments on time, and completing the *Seminar in Field Instruction*. Practicum Instructors provide weekly individual Practicum instruction to students according to the guidelines provided by the School. They should collaborate effectively with students, faculty advisors, and other representatives of the *Department of Practicum Education*, and use appropriate means for conflict resolution.

Acceptance of Diversity

Practicum Instructors maintain an open dialogue with their students regarding the acceptance and appreciation of human diversity. They serve in a professional manner all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender, ability, sexual orientation, and value system. The Practicum Instructor is prepared to engage the student in recognizing and working through the inherent challenges and opportunities around diversity.

Self-Awareness

Practicum Instructors understand how their values, beliefs, attitudes, emotions, and past experiences affect their thinking, behavior and relationships. They show awareness of self and how one is perceived by others, and exercise sound judgment. Practicum Instructors are willing to examine their transference and countertransference and examine how their behavior may interfere with working with students, clients, and other professionals. Practicum Instructors are sufficiently objective to systematically evaluate students and their situations in an unbiased,

factual manner. They demonstrate openness to constructive feedback from students, school, and others, and actively participate in evaluating their teaching methods and strategies.

Communication Skills

Practicum Instructors communicate effectively and sensitively with students, colleagues, and other professionals. They express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They have satisfactory skills to adequately complete the SIFI requirements and documents relevant to the students' education (i.e. evaluations, process recordings, Educational Agreements).

Interpersonal Skills

Practicum Instructors model and teach the interpersonal skills needed to relate effectively to students, colleagues, faculty, staff, clients and other professionals. Practicum Instructors exhibit compassion, integrity, and demonstrate respect for and consideration of others.

Empathy

Practicum Instructors seek to understand another individual's perspective and experiences. They are able to convey this consideration and support to the student as a basis for a positive learning experience.

Seminar in Field Instruction (SIFI)*

**The terminology Seminar in Field Instruction (SIFI) will remain the same, while the consortium of NY-area schools of social work determines whether/how to change the name of this course.*

Social workers who are not SIFI-certified are required to enroll in the SIFI as part of their training and professional development in Practicum Instruction. The SIFI is required for all social workers who serve as Practicum Instructors in the New York City Metropolitan area. SIFI is a 12-session (24 hours) course taught at the School that provides training for new Practicum Instructors, endowing them with the skills necessary to effectively meet the educational responsibilities in their new supervisory role and will focus on developing competencies in the areas required of all Practicum Instructors listed above. SIFI is offered twice a year, in September and January (refer to the website for information about registration and benefits for NYU Silver School of Social Work Practicum Instructors).

Annual Orientation for Practicum Instructors

At the beginning of each academic year, all Practicum Instructors new to the Silver School are invited to an orientation. At this meeting, Practicum Instructors are provided with information about the Silver School's mission and program objectives as well as a description of the

required courses. Practicum Instructors may also find this information on the School's website.

Continuing Education for Practicum Instructors

For continuing education of Practicum Instructors, the Silver School offers opportunities for further training and collaboration such as short-term seminars, workshops and webinars on specific areas of interest. At the end of each academic year, Practicum Instructors are also invited to the Annual Appreciation Breakfast where Practicum Instructors are celebrated and honored for their dedication to social work education, and a keynote speaker discusses an emergent issue in Practicum.

Collaboration with our Community Partners

The Silver School is committed to the education of its students in collaboration with community partners, the Practicum learning sites. The selection of Practicum learning sites and agencies for Practicum learning is an important component of the Silver School's overall educational planning. The Practicum Education office carries out the responsibility for determining the suitability of an organization for student education and works closely with interested agencies and Practicum Instructors in this process.

Selection and Approval of Agencies for Practicum Learning

Potential agencies are identified in a number of ways. Practicum Education staff will reach out to agencies and inquire about their interest in partnering with us in social work education. Agencies may request students, or a student, faculty member, alumnus, or community representative may suggest the organization. After verifying the presence of appropriate assignments and the availability of a qualified Practicum instructor, the Practicum Education Office will email a letter acknowledging interest along with several forms for the organization to fill out. After the organization completes and returns the material to the Silver School, the organization will be assigned to the staff in the Practicum office responsible for the field of practice to which the organization belongs (see list below). The responsible staff member will assess the function and services at the organization, possible student assignments, availability of resources for the students, level of practice competence of the Practicum instructor, and special requirements for student Practicum. The staff member will also discuss the School's learning objectives for Practicum education and the School's requirements for assignment, Practicum Instruction and evaluations of the student's learning.

Important to the selection of the organization is its ability to provide a learning context in which respect for all persons, and understanding of and respect for diversity are practiced, and there is regard for the social work profession's fundamental tenets as per the NASW code of ethics. If the organization is accepted to serve as a Silver School Practicum Education site, a student will be matched with the organization. If the Practicum Instructor has not attended a Seminar in

Field Instruction, they will be invited to one of the seminars offered at the School; Practicum Instructors must be SIFI-trained.

Ongoing Evaluation of Agencies' Effectiveness in Providing Practicum Education

In addition to the initial assessment conducted by the staff in Practicum Education, students fill out an online course evaluation for all Practicum Instruction courses on par with all other academic courses. This evaluation asks specifically about the educational experience at the organization in which the student was placed.

Fields of Practice

Practicum Education is organized along fields of practice. In the Generalized Practice year, a member of the staff in the Practicum Education office assigns the student to an organization, based on the student's program, past experience, requirement of the Practicum site, and where they live. In the Specialized Practice year, it is possible for the student to concentrate their graduate education on specific aspects of social work within the NYU Fields of Practice.

Fields of Practice

Child, Youth and Family Services

- Early Childhood
- Child Welfare Services
- Mental Health

Adult Services

- Domestic and Community Violence
- Immigrants/Refugees
- LGBTQ+
- Veterans' Services
- Substance Abuse Services

Aging

- Senior Centers
- Short and Long Term Care Facilities

- Caregiver Support Services

Health

- Medical (hospital) Inpatient and Outpatient Services
- Community-based Health Care
- Interprofessional Home Based Health Care

Mental Health

- Outpatient Mental Health Services
- Integrative Health/Behavioral Health Care
- University and College Counseling

Hospital Based Psychiatry

- Inpatient Hospital
- Outpatient Hospital
- Mobile Crisis and Emergency Services

Disabilities Across the Life Cycle

Homeless

Social Work and Law

- Forensic Social Work
- Alternatives to Incarceration
- Court-based Programs

School-based Services

- Elementary/Middle School Programs
- High School Programs

Specialized Learning Opportunities

- [Fields of Practice are described in detail on the NYU Silver website](#)

Matching Students to Practicum

Matching Deadline

If a student is not confirmed for their Practicum Assignment at the onset of the Practicum course, the Practicum Department will make every effort to place the student by the 5th week of the Practicum calendar. Any delay in a student's placement start date will result in the need for making up practicum hours which can be completing additional hours each week, attending practicum during the term break and/or adding time at the end of the term. Students and Faculty Advisors will jointly be responsible for completing a Required Hours Form and submitting it to the Practicum Department. Students who do not begin Practicum by the 5th week, will not proceed with Practicum in that semester, and will need a revised academic plan by their Academic Advisor.

Generalist Practice Year

Students are placed in one of the Fields of Practice where they are expected to learn and practice within a generalist perspective. Learning objectives for Generalized Practice year are described in the course syllabi for the *Integrative Practice/Practicum Instruction I and II courses*. Upon receipt of the student's *Practicum Education Questionnaire* and an up-to-date resume, a staff member in the Practicum Education Office matches the student to a Practicum Learning site based on the student's program, past experience, location, and requirements of the Practicum site. Based on information provided by the student, Faculty and Practicum Coordinators make every effort to place the student in a Practicum site that is less than one-hour from the student's residence and to ensure that the Practicum location will not pose a personal conflict to the student's stated history or interest. [All Practicum Learning web forms are located on the Silver School's website.](#)

Specialized Practice Year

At the beginning of the second semester of the Generalist Practice year, the student meets with their Faculty Advisor to plan for the Specialized Practice year. In the Specialized Practice year, it is possible for the student to focus their graduate education on specific aspects of social work within a specialized Field of Practice. The Faculty Advisor, in the capacity of educational consultant, assists the student with the development of educational goals and objectives for the Specialized Practice year that will facilitate the individual student's professional development and growth. Students may elect to participate in one of the Specializations in the Specialized Practice year. Fields of Practice and Specializations are described in detail on the website.

The student will complete the Practicum Questionnaire for the Specialized Practice year and submit an updated resume. The student's Faculty Advisor will complete an Assessment Form. If the student is interested in one of the Specializations, an additional short essay is required from

the student (located on the Practicum Questionnaire) as well as a letter of reference from the Faculty Advisor (located on the Faculty Advisor Assessment Form). Students are allowed to select only one of the Specializations. All Practicum web forms can be found on the School's website.

Once the Practicum Education team receives all information from both the student and the Faculty Advisor, the student's material will be given to a faculty member in the Practicum Education Office who will match the student to a Practicum learning site based on the student's academic program, professional interests, goals and objectives, past experience, where the student lives in relation to the Practicum site, and requirements of the Practicum learning site. The staff consults with the student's classroom instructors and the Faculty Advisor to make the best possible match. (Refer to the Practicum Process and Timeline on the website for a more detailed process and important deadlines). All placements must be coordinated through the Practicum Coordinator and the Practicum Office. If students have a specific site of interest, they should speak with the Practicum Coordinator to see if the site is approved for MSW student interns.

Some Practicums require health exams, vaccinations, or other documentation in advance of the start date. Some of these have costs associated with them; students are responsible for these costs. Note: Students may apply for reimbursement from NYU Silver for practicum-required onboarding costs by emailing silver.agencyonboardingcosts@nyu.edu. These are requirements imposed by the Practicum setting and not by NYU. Many of our affiliated agencies require criminal background checks with fingerprinting and drug screenings of potential employees and student interns. Those checks will be performed by the affiliated organization; NYU is not involved in those procedures. If students have concerns about onboarding and background check procedures, they are advised to communicate directly with their assigned Practicum Coordinator and/or email silver.practicum@nyu.edu for support and guidance.

Employment-Based Practicum

Employment-Based Practicum Education involves Practicum education in the agency where a student is employed, but with assignments different from their current position.

Students meeting one of the following criteria may apply for Employment-Based Practicum Education:

1. Students interested in potential Employment-Based Practicum must submit the completed Employment-Based Practicum application provided by their Practicum Coordinator. Please note that Employment-Based Practicum is not guaranteed. The application must be approved by the Assistant Dean of Practicum. Applications deadlines are as follows:

- July 15 - Deadline for Fall term
 - December 1 - Deadline for Spring term
 - March 15 - Deadline for Summer term
2. Students with two years of social work experience who have passed probation at the current employer; AND
 - Enrolled in the Extended One Year Residence (OYR) or Hybrid MSW pathways; OR
 - Entering the MSW Specialized Practice, having completed one year of Practicum Education in an assigned agency setting, who are employed in a qualified agency; OR
 - Undergraduate seniors who are employed in a qualified agency.
 3. Entering MSW students in any pathway can request Employment-Based practicum in their first year and approval is based on a case by case basis and approval by the Assistant Dean is required and is not guaranteed.

Employment Based Practicum Education Requirements:

1. All students in the OYR and Hybrid MSW pathways must complete 900 hours of Practicum.
 - Students can complete 28 hours/4 days per week of Practicum for about 33 weeks (Sept – May). OR
 - A second option is to complete 21 hours/3 days per week for about 43 weeks (Sept – July/Aug).
2. Students in other program pathways completing Employment-Based Practicum Education must complete 450 hours of Practicum, following the Practicum education calendar.
3. The Employment Based Practicum Education assignment must be different from the work the student has been doing as an employee of the agency, including a change in focus and client population. The assignment must also be aligned with the nine social work competencies, as noted by the Council on Social Work Education.
 - For students completing a 28-hour per week practicum placement, 14 hours of their usual employment activities may be counted towards their Practicum requirement and 14 hours must be in a new experience provided at the agency.

- For 21-hour per week students, 10 hours of their usual employment activities may be counted, and 11 hours must be in a new experience.
 - For 15-hour per week students, 7 hours of their usual employment activities may be counted, and 8 hours must be a new experience.
4. The student's assignment is a learning experience, and must meet the school's requirements for professional skill development:
- Addressing the student's educational needs,
 - Providing adequate time for instruction (60 minutes per week minimum),
 - Reviewing process recordings, and
 - Offering other opportunities for learning (e.g., case conferences, staff meetings).
5. The level of the Employment Based Practicum Education assignment must provide macro-related responsibilities or direct practice with individuals, families, groups and/or communities and be commensurate with that of specialized practice graduate work as outlined by the following:
- Criteria for Practicum Education Performance:
 - i. Build on generalist practice skills to deepen knowledge and interventions to achieve a beginning level of mastering in direct practice with individuals, families, communities and groups.
 - ii. Demonstrate advanced skill in initiating a sustaining empathy, exploration, contracting, treatment planning, assessment, and different techniques in providing direct practice to clients.
 - iii. Demonstrate the capacity to listen with understanding, to convey sensitivity to difference and acceptance of clients, and to tolerate a range of feelings and affect.
 - iv. Be able to elicit and utilize knowledge about historical, cognitive, behavioral, affective and interpersonal data and the range of factors impacting upon clients to develop biopsychosocial assessments with some independence.
 - v. Clearly and consistently demonstrate the capacity for critical thinking in relation to the work, integration of theories and practice knowledge and self-reflection.
 - vi. Appreciate the impact of policy on clients and communities, anticipate

service needs and issues of prospective clients and seek ways to promote social and economic justice.

- vii. Demonstrate a capacity for refined, differential use of an agency's resources and other community resources as necessary and an understanding of an agency's place in a service network.
- viii. Understand and practice in accordance with the NASW Code of Ethics.
- ix. Recognize and evaluate ethical issues and dilemmas in direct service and in agency policies and practice, formulate choices and appropriately seek consultation.
- x. Appreciate the role of scientific inquiry and research, understand various approaches to the evaluation of practice and demonstrate a beginning ability to apply them.
- xi. Other requirements as outlined in the MSW Student Manual

Practicum Instruction Requirements:

1. A qualified Practicum instructor must be provided by the agency to give instruction to the student.
 - The practicum education experience must be under the instruction of one primary Practicum instructor.
 - The Practicum instructor may not be the student's current employment supervisor.
 - This Practicum instructor must be someone who has not previously instructed the student.
 - A "qualified" Practicum instructor must have an MSW from a CSWE-accredited school of social work plus at least two years of post-MSW experience. In addition, the Practicum instructor must have completed or be concurrently enrolled in the Seminar in Field Instruction (SIFI). The SIFI course is offered at no cost by NYU each semester (it may also be taken at other area schools).

Application Requirements:

Employment Based Practicum Education must be approved by both the appropriate administrators in your agency AND the Department of Practicum Education.

Required application materials:

1. Application for Employment Based Practicum Education (including clear description of change in assignment and Practicum instructor).
2. Curriculum Vitae on proposed Practicum Instructor (to be completed by proposed Practicum Instructor) inclusive of social work licensure date.
3. Copy of SIFI certificate or letter of completion, or proof of SIFI registration.

Applicants to the Hybrid MSW pathway submit Employment-Based Practicum Education application materials with their MSW program application. All other students must submit their application materials to the Department of Practicum Education.

The School's Responsibilities in Relation to Practicum Instruction

The School seeks to provide each student with a stimulating and relevant Practicum experience. To accomplish this objective, the Practicum learning staff works closely with our community partnerships to establish the educational opportunities for students at the Practicum site. Faculty Advisors serve as liaisons with the student's Practicum site organization and as consultants to students and Practicum Instructors. Faculty in Practicum Education closely with Faculty Advisors and students to monitor students' experience in Practicum learning.

Responsibilities assumed by the School include:

- Providing student's resume as a guide for the Practicum instructor.
- Consulting with the Practicum instructor in defining the student's educational needs and preparing the Initial Educational statement, Mid-Year and Final Evaluations.
- Providing guidelines for Practicum Instruction content and for evaluating students' skill, development, and performance.
- Providing required seminars for new Practicum Instructors, and special seminars and workshops for all Practicum Instructors.
- Providing appropriate feedback to the organization and Practicum Instructors. The organization's Educational Coordinator initiates and evaluates the motivation and effectiveness of the Practicum instructor in collaboration with the School.
- Providing the Practicum instructor with relevant materials in order to enhance the integration of classroom and Practicum learning.
- Providing the organization with information about school policies and programs, as they

affect Practicum Instruction.

- Initiating the student review process when an educational problem requiring faculty consultation arises in the Practicum.

School Policies in Relation to Practicum Education

Schedule and Attendance

- Students' schedules at the Practicum site are determined by the particular program in which they are enrolled. The practicum for all programs, except the Extended One-Year Residence Program (OYR), consists of 450 hours of Practicum Instruction in each year. The OYR Program requires one Practicum of 900 hours during the third year of residence.
- Students are generally placed in an organization two days a week. To provide continuity, instructors provide Practicum Instruction for the academic year. Full-time students are generally in the Practicum on Mondays and one or two other weekdays depending on the program pathway.
- *Students in the Extended pathway must be available at least one weekday for their Practicum site.* Practicums with evening and weekend hours are limited and cannot be guaranteed.
- In the 32 Month Program, the student will complete 65 credits within a learning community cohort that remains the same over the course of the program option. The student is placed in Practicum sites during evenings and weekends *with 3-4 hours during any weekday* arranged with the organization. The purpose of the weekday schedule is for the student to be able to participate in critical organization meetings.
- In the third residency year of the Extended OYR Program, the student will be required to be in Practicum 28 hours (4 days) or 21 hours (3 days). Students completing the 21-hour (3 days) schedule will remain in their Practicum site through the summer to complete the required 900 hours.
- Students may not complete more than 8 hours per day (with a meal break) or more than 28 hours per week in Practicum.
- On Practicum days, students will observe the organization's calendar in addition to the NYU holidays with the exception of students placed in school settings. In this instance, the students will observe the public school recess rather than the NYU spring recess.
- Regular attendance in Practicum is required. Students may not be absent from class to

fulfill any organization obligation.

- When a student is unable to report to the organization because of illness or an emergency, the Practicum instructor and the Faculty Advisor must be notified immediately. If a student is absent more than three days during the academic year because of illness, emergency or other personal business, the time must be made up. The time made up must be worked out with the Practicum instructor and the Faculty Advisor and approved by the Assistant Dean. (Please refer to the [Required Hours Form in Appendix B](#) and posted on [NYU Brightspace](#)).
- If a student is out of Practicum for jury duty or religious observance, the time (exceeding three days (21 hours) must be made up.
- In the event of inclement weather, students should check with their organization/Practicum instructor to see if they are operating on a normal schedule and should use their own discretion on whether it is safe to travel.
- At the Practicum Instructor's discretion, students may attend professional meetings during Practicum hours.

Excused Absence for Common Day and Career Fair

The Graduate Student Association (GSA) organizes Common Days each academic year. These are mandatory days for students, and they are therefore excused from their Practicum. In the Specialized Practice Year, students are also excused from Practicum and class (with instructor knowledge) to attend the Career Fair scheduled in the spring semester. [Practicum Calendars are available on the NYU Silver School of Social Work website.](#)

Study Abroad during Winter Session: Practicum Learning Considerations

Because Practicum takes place during winter intersession, students who wish to participate in a study abroad program during the winter intersession must carefully consider implications for their Practicum with both their Faculty Advisor and Practicum instructor and:

1. Review criteria for participation in the particular program and ensure eligibility.
2. Contact Faculty Advisor and Practicum instructor to discuss the feasibility of participation in a study abroad program in the context of the student's responsibilities at the Practicum site.
3. Complete a Required Hours form (see [Appendix B](#), or [NYU Brightspace](#)) that clearly states how the student will make up the hours that they will miss during the study abroad program. The Required Hours form must be signed by student, Practicum instructor, and Faculty Advisor and submitted to the Assistant Dean of Practicum Education for

approval.

Regulations & Procedures Governing Practicum and The Practicum Process

2. The student's status in the organization should be made clear at all times (i.e., graduate social work student/social work intern).
3. In the event of a strike involving the organization's social work staff, students should report to the Assistant Dean of Practicum Education for substitute assignments instead of going to the organization.
4. Any requests for change of Practicum site must first be discussed between the student and the Faculty Advisor. After examining the challenges that the student is encountering in Practicum, the Faculty Advisor will determine if a further assessment is needed by the student, Practicum Instructor, and Faculty Advisor. If so, the Faculty Advisor will arrange to visit the organization, and a three-way conference will be held. The Faculty Advisor will then consult with Practicum Education team regarding the assessment, and a determination will be made if a change in Practicum is warranted. Any changes must be approved by the Assistant Dean of Practicum Education.
5. The student is expected to pay travel-related costs to their practicum site. Every effort will be made to place students within a one-hour commute from home. Students should be reimbursed by the organization for any other expenses incurred in carrying out organization assignments.
6. Students should observe professional confidentiality by disguising any identifying data in organization material used for class assignment and process recording. Video tapes, audio tapes, cameras, or other material should not be used unless express permission is given by the organization for such use.
7. Students must follow all organizational policies and procedures.
8. If a Student Declines a Practicum opportunity:
 - For *Generalist Practice* students, students are expected to accept the Practicum that is offered to them. If a student declines or leaves a Practicum without discussion with the Department of Practicum Education and Community Partnerships, there will be a mandatory meeting scheduled as soon as possible. Depending on the outcome of the meeting, only one additional Practicum opportunity will be offered. If a student declines the second Practicum, this may result in the student's dismissal.
 - For *Specialized Practice Students*, declining a Practicum once confirmed is not allowed. If a student declines or leaves a Practicum without discussion with the

Department of Practicum Education and Community Partnerships, there will be a mandatory meeting scheduled as soon as possible. Depending on the outcome of the meeting, only one additional Practicum opportunity will be offered. This replacement process may result in a delay in being placed. If a student declines the second Practicum, this may be grounds for dismissal.

9. *If an organization declines to offer a Practicum following an interview*, a meeting with the Department of Practicum Education and Community Partnerships will be held with the student. After two unsuccessful interviews, the student may be permitted to interview one additional time only. If the third Practicum interview does not result in an offer, the student's program status will be reviewed collaboratively by the Department of Practicum Education and Community Partnerships, the Office of Academic Affairs, and the Office of Student Affairs in order to determine the next steps.
10. *If a student is dismissed from Practicum*, the student will meet with the Department of Practicum Education and Community Partnerships and their Faculty Advisor to determine the next steps. If the student receives an F for Practicum (which is possible even if the student received a passing evaluation), they will be placed on academic concern. The student will also need to repeat the Practicum Instruction course, and there will be only one more opportunity to pass before the student is dismissed from the program.
11. At the discretion of the Department of Practicum Education and Community Partnerships, when a student is dismissed from a Practicum a second time during their enrollment in the MSW program, they will be referred to the Student Standing Committee for review.
12. *If a student terminates Practicum* without any due process with the organization, Faculty Advisor, or the Department of Practicum Education and Community Partnerships, they will receive a grade of F for Practicum even if they previously received a passing Initial Educational Statement or evaluation, and they must repeat the Practicum course, with only one more opportunity to pass. The student also will be required to meet with the Department of Practicum Education and Community Partnerships prior to repeating Practicum. If a student ends their Practicum twice without any due process during their enrollment in the MSW program, this will be grounds for dismissal.
13. *If a student placed in an Employment-Based Practicum experiences a change in employment* status during their placement (e.g., terminations, resignations, leaves of absence), the student must inform the Department of Practicum Education and Community Partnerships immediately. The Department of Practicum Education and Community Partnerships will consult with the Office of Academic Affairs and the MSW Program Director as needed to collaboratively review the student's program status and

evaluate options. A mandatory meeting with the Department of Practicum Education and Community Partnerships and the student's Faculty Advisor will be held to discuss potential options for continuing Practicum, which may include changes to the student's academic course plan and pathway.

14. Additional note: If a Practicum situation arises that is not addressed by one of the policies outlined above, the Department of Practicum Education and Community Partnerships, at its discretion and in consultation with the MSW Program Director, will outline for the student the next steps to be taken with Practicum, and may also include changes to the student's academic course plan.

Organization Responsibility to Practicum Learning

Practicum Instructors are an integral part of the student's learning community. The organization has a formal agreement with the Silver School to host student(s) as social work interns. The organization agrees to provide a Practicum instructor (supervisor) for each student as well as other learning opportunities including, but not limited to, participation on a team, attending case conferences and organizational meetings. Practicum Instructors have at least two years of post-master's experience and have either successfully completed a Seminar in Field Instruction (SIFI) or are currently participating in the SIFI course in a social work accredited program. Practicum Instructors commit to carrying out the learning goals set forth by the Silver School's curriculum guidelines as well as providing written evaluations on students in the following format: Initial Educational Assessment, Mid-Year Evaluation and Final Evaluation (refer to the section on Selection of Practicum Instructors and Seminar in Field Instruction for more detailed information).

Handling Questions, Concerns and Difficulties in Practicum

If the student has questions, concerns, or difficulties at the organization, the Practicum learning site, the student may first discuss this with the Practicum Instructor. If the student is uncertain how to handle the particular issue, they may contact the Faculty Advisor for consultation, guidance and advice. In the event that the Faculty Advisor is unavailable, the student may contact the Practicum Education Office directly. In addition to the formal resources in place for the student (Practicum instructor and Faculty Advisor), the student may also contact the student-organized peer support system, the Student Affairs office, or attend any of the drop-in meetings with the Assistant Dean of Practicum Education along with other Deans.

The student's Faculty Advisor is available to answer all questions about Practicum for students, Practicum Instructors, and other organization staff. Concerns and potential problems should be brought to the advisor's attention for review and advice. The Faculty Advisor will contact a staff member in the Practicum Education Office who oversees the particular Practicum of practice in which the student is placed. The Practicum Education staff member will meet with the Assistant

Dean to review and assess with the student and/or organization the issues at hand and to develop an educational plan. The student may be asked to meet with the appropriate Faculty and/or the Assistant Dean of Practicum Education to review and evaluate the student's overall educational plan.

If a Practicum Instructor has concerns about a student's performance after having attempted to work with a student around a set of practice and learning issues and has seen little progress in resolving them, the Faculty Advisor should be contacted immediately. The Faculty Advisor will intervene with both the student and the Practicum instructor, sometimes jointly in a three-way meeting, to clarify the problem and suggest ways to resolve the issue.

If the problem continues, the Faculty Advisor will bring the matter to the Department of Practicum Education as outlined in the process above.

Can a Student Request a Change in Practicum Site?

A change in a Practicum site can take place. However, this is not done lightly and is not considered without a series of discussions between the student, Practicum Instructor, Faculty Advisor, and Practicum Education office. If a student is in a Practicum site that they feel is not meeting their educational needs, the student should first address this concern with the Practicum instructor. The student may also contact their Faculty Advisor for guidance and advice. The Faculty Advisor will review the student's educational goals and objectives in the context of the goals and objectives for either the Generalized Practice Year or the Specialized Practice Year. If, upon review and reflection, the student and Faculty Advisor feel that the learning needs are not being met, a plan will be developed to address the situation. The student, the Faculty Advisor, and the Practicum instructor and/or a member of the Faculty in Practicum Education will collaborate to find a solution.

Practicum Instruction (Supervision) Definitions and Expectations

Primary Practicum Instructor

Every student is assigned a primary social work Practicum Instructor in the organization who has completed a Seminar in Field Instruction (SIFI) or is currently participating in the SIFI course in a social work accredited program. This primary Practicum instructor carries the responsibility for the student's overall training at the Practicum learning site.

Practicum Instruction (Supervision) Meeting Requirements		
Type	Total Time	Frequency

Individual	60 Minutes	1 x per week
Group (if available, NOT required)	30 Minutes	1 x per week
Individual and Group Combined	90 minutes, with at least 45 minutes individual supervision	1 x per week

- The organization-based primary Practicum instructor is responsible for assessing and reviewing the student's educational plan. The primary social work Practicum Instructor is also responsible for coordinating additional aspects of Practicum education such as task assignments by other Practicum learning designees. MSW students may not contract for or arrange private consultation on organization cases.
- A **SIFI-credentialed Practicum Instructor** with an LMSW or LCSW must provide supervision to social work students.
- It is essential for students to have individual time with the Practicum instructor to reflect on their development, positionality, use of self, skill development, and emotion regulation.
- Individual supervision should be weekly, consistent, private, and focused on both administrative and clinical learning, including the review/feedback on process recordings.
- **Off-site SIFI-credentialed practicum instructors** may be hired by your organization. We may be able to provide Silver doctoral students who can serve as off-site supervisors, however, this resource is very limited.
- Task supervision and other organization related training can contribute to the student's training but does not meet CSWE parameters regarding SW supervision of students.
- A **Task Supervisor** may be a professional from another discipline or a social worker who is not yet eligible for SIFI training.
- We encourage task supervision as a support to SIFI-credentialed Practicum Instructors, in that they can be available for emergent questions/situations, daily assignments, and administrative support and training. This is also a critical part of professional development for other staff or social workers who are not yet eligible for SIFI training.

- In the absence of the Practicum Instructor, a qualified staff member(s) should be designated as a back-up for the student. In the event of an extended absence, the Practicum Instructor or the Educational Coordinator should notify the Silver School immediately.

Secondary Practicum Instructor

In some cases a student may be assigned to a second service or community program outside of his/her/their primary Practicum site. This kind of assignment is used to expand the student's learning opportunities. The primary Practicum instructor is responsible for the overall oversight of the student's learning and should be in regular contact with the secondary Practicum Instructor.

Task Supervisor

In some Practicum sites a student may be assigned to a task supervisor to learn specific tasks or modalities. A task supervisor may not be a social worker, but may work in other disciplines, e.g., a nurse, or a policy analyst. The task supervisor must communicate regularly with the primary Practicum instructor and will participate in the evaluation of the student's performance.

Group Supervision

Some Practicum sites provide regularly scheduled group supervision to students. This model of Practicum Instruction can be very useful in expanding the student's learning through the interchange with others. Agencies that have several students in Practicum from the Silver School or other schools are encouraged to provide an opportunity for all students to meet together.

Student Assignments

- Where possible, several assignments appropriate to the student's level of learning should be prepared prior to his/her/their arrival at the organization.
- In the Generalist Practice year, students should have a range of assignments reflecting professional social work practice with different systems, thus allowing the student to gain competency in the learning objectives listed above. In the Specialized Practice year, the student's time should include face-to-face interviews and/or phone contacts with individual clients, families, groups, and collateral contacts. Additional assignments in direct practice may be given. Again, assignments should enable the student to gain competency in the learning objectives listed above.
- In the first three weeks, actual practice assignments may vary depending on the organization workload and the Practicum Instructor's assessment of the student's skill.

Within the first four to six weeks, the student should be meeting the requirement in order to learn to implement the values, knowledge, skills and behaviors of social work practice as outlined in the Practicum Evaluation Forms. (Refer to the Initial Educational Statement, Mid-Year and Final Evaluations for Generalized and the Specialized Practice Year on the School's website).

Safety Guidelines

The School recommends the following safety guidelines for students in the Practicum site:

Practicum-Related Travel and Home Visits

- Students should not dress inappropriately or conspicuously, e.g., use judgment in wearing jewelry.
- Students should use main thoroughfares for walking and should be appropriately vigilant.
- If using subway transportation, students should not stand out of full view of the MTA attendant nor enter a car where a conductor is not present.
- Students should not plan trips for client groups unless arrangements are made to ensure safety, e.g., use of several workers in a children's group, inclusion of parents, proper transportation, etc.
- Students should not travel without official organization identification that establishes their status as a representative of the organization.
- In the event of any emergency while in Practicum, the Faculty Advisor should be notified immediately by the organization. In the absence of the advisor, the Assistant Dean of Practicum Education, or one of the Deans should be notified.
- Home visits are a valuable part of social work practice and should be included in the learning assignment when appropriate.
 - o Students should not make home visits without notifying the Practicum Instructor of the date, time, location, and purpose of the visit.
 - o Students are required to notify the organization by telephone upon the completion of the work day when in the community.
 - o Follow organization policies and protocols regarding home visits.

Evening Hours

Under no circumstances should the student be alone at the organization or make home visits

after organization hours. If there are special operational procedures that differ from those in effect during the day with respect to security and emergency procedures, these should be made clear to the student. Some agencies in high risk areas have provided transportation or have supplied an escort to a safe transportation stop near the organization. Students are strongly encouraged to negotiate such arrangements.

Physical Setting

Students should be thoroughly oriented to the organization building(s). Fire and disaster procedures should be reviewed. If maps for exiting the building in case of an emergency are posted or handed out, the student should be made aware of where they are located. Students should also be informed of security procedures, including how to locate a guard when necessary. Students should not be required to remain in the organization when conditions prevail that are hazardous to health. For example, students should have the option to leave when the heat is not functioning on a cold day without using sick leave. Although matters of this nature must be left to the discretion of the student and the Practicum Instructor, students should not be pressured to remain at the organization when conditions are not reasonably conducive to performing organization business.

Conditions for Interaction with Clients

As noted above, students should be made aware of security operations and how to get help quickly if necessary when interviewing a potentially dangerous client. Students are required to inform their Practicum Instructors when they will be interviewing such a client, and discretion should be used in determining whether or not to keep the door closed. Rooms for interviewing should not be isolated from the main stream of organization traffic. If a student feels uncomfortable about an interviewing situation, other arrangements or reasonable precautions should be requested.

If a Student Feels Uncomfortable at the Practicum Site Due to Harassment or Discrimination

If a student at a Practicum site feels either harassed or discriminated against, the student should first contact the Practicum Instructor and/or Faculty Advisor. The student may also contact the Associate Dean for Student Affairs at 1 Washington Square North (Room G08) or by calling (212) 998-9189 for guidance. Students may discuss the circumstances of their complaint confidentially.

New York University is committed to maintaining a learning and working environment that is free of bias, prejudice, and harassment – an environment that supports, nurtures, and rewards career and educational advancement on the basis of ability and performance. Harassment based upon race, gender, color, religion, age, national origin, ethnicity, disability, veteran or military

status, sexual orientation, marital status, citizenship status, or any other legally protected basis is prohibited by law and undermines the character and purpose of the University. Such harassment is illegal, against University policy, and will not be tolerated.

This policy covers all members of the University community and those who affect the University community such as vendors, visitors, or agencies. The University encourages everyone to report all incidents of harassment regardless of who the offender may be.

Learn more about the [policy, including definitions of prohibited harassment, confidentiality, etc.](#) Students should be encouraged to not sit silently with these important matters.

Registration for Practicum Instruction

Students must register for Practicum Instruction each semester that they are in the Practicum. Please note: It is advised that students of all program pathways do not enroll in courses prior to 5 PM Eastern Time on Mondays as Mondays are typically assigned as a Practicum Instruction day.

Please find programs below with instructions. Further instructions and Class Numbers for registration may be found on the School's website.

Withdrawal from Practice or Practicum Courses

To maintain the integrity of the educational experience and ensure that students are adequately prepared for professional practice, the following policy applies to all MSW students regarding withdrawal or failure in Practice and Practicum courses.

Simultaneous Enrollment Requirement: MSW students must be concurrently enrolled in both Practice and Practicum courses. Successful completion of both Practice and Practicum courses is required to progress to subsequent Practice and Practicum courses.

If a student withdraws from a Practice course, they must also withdraw from the corresponding Practicum course. Similarly, if a student withdraws from a Practicum course, they must also withdraw from the corresponding Practice course. If a student fails a Practice course, they are required to withdraw from the corresponding Practicum course. Conversely, if a student fails a Practicum course, they are required to withdraw from the corresponding Practice course.

Students who withdraw from or fail a Practice or Practicum course must re-enroll in both courses in a subsequent term. They must meet with their academic advisor to discuss an appropriate plan for re-enrollment and to address any academic or personal concerns that may impact their progress in the program. Exceptions to this policy may be considered on a case-by-case basis. Students must submit a formal request to the Chair(s) of Practice and Practicum, including a rationale and supporting documentation for the exception. The decision

of the Chairs is final.

Registration for First-Time Practicum Instruction Students

Two Year Program, Extended Program, and 16 Month Program

Register for Practicum Instruction I, MSWFD-GS 2100 (or Practicum Instruction II, MSWFD-GS 2200 in the second semester of Practicum). The section number (the last three digits after the course number) should match the section number of the Social Work Practice I course. So, for example, if one registers for SW Practice I, MSWPF-GS 2001 005, then they should register for Practicum Instruction I, MSWFD-GS 2100 005. The Practicum Education Office may sort students into a different section at the start of the semester.

Advanced Standing Program

Register for Practicum Instruction III, MSWFD-GS 2300 (or Practicum Instruction IV, MSWFD-GS 2400 in the second semester of Practicum). The section number (the last three digits after the course number) should match the section number of the Social Work Practice III course. So, for example, for Practice III, MSWAC-GS 2002 010, students should register for Practicum Instruction III, MSWFD-GS 2300 010.

One Year Residence (OYR) Program

Register for Practicum Instruction OYR-A, MSWFD-GS 2500 (or Practicum Instruction OYR-B, MSWFD-GS 2600 in the second semester of Practicum), section 001. The Practicum Education office may sort students into a different section at the start of the semester.

Hybrid MSW Program

Register for Practicum Instruction OYR-A, MSWFD-GS 2500 (or Practicum Instruction OYR-B, MSWFD-GS 2600 in the second semester of Practicum), section 091. The Practicum Education office may sort students into a different section at the start of the semester.

Two Year Program, Extended Program, and 16 Month Program

Register for Practicum Instruction III, MSWFD-GS 2300 001 (or Practicum Instruction IV, MSWFD-GS 2400 in the last semester of Practicum). The Practicum Education office will sort students into their Faculty Advisor's section at the start of the semester.

32 Month Program

Register for MSWFD-GS 3200 001 in the second semester of Practicum, MSWFD-GS 3300 001 in the third semester, MSWFD-GS 3400 001 in the fourth semester, MSWFD-GS 3500 001 in the fifth semester, and MSWFD-GS 3600 001 in the sixth semester.

Professional Liability (Malpractice) Insurance

The School provides professional liability insurance for all students in Practicum without cost to the student. Contact the Practicum Education office at (212) 998-5920 or silver.practicum@nyu.edu for questions about the coverage.

SECTION III: RIGHTS AND RESPONSIBILITIES

Essential Abilities and Attributes for Social Work Students

The complex process of becoming a competent professional social worker begins upon entrance into the NYU Silver School of Social Work MSW program. In order to maintain matriculation in the MSW program, and to meet their obligations as professionals, students are expected to meet all of the standards for social work education and practice listed below. These standards will be part of evaluations of students made by faculty during the course of study. *An inability to meet these standards will have consequences for successful continuation in, and completion of, the program.*

- **Attendance and Punctuality:** Social work students are expected to attend all scheduled classes and fulfill all required Practicum hours. They are expected to complete assignments on time and to be punctual and dependable.
- **Professional Behavior:** Social work students are expected to behave in a professional manner in all classes, in their Practicum, and in all interactions with faculty, staff, and other students. They are expected to communicate effectively and respectfully with other students, faculty, staff, clients and other professionals both orally and in writing.
- **Academic Integrity:** Social work students are expected to maintain the highest standards of academic integrity and adhere to NYU and Silver School of Social Work standards of academic conduct.
- **Professional Commitment:** Social work students must possess a commitment to the core values and ethical standards of professional social work. They are expected to be knowledgeable about and adhere to the National Association of Social Workers Code of Ethics.
- **Self-awareness:** Social work students must be open to examining how their values, attitudes, and beliefs affect their thinking, behavior and interpersonal interactions. Students must be willing to examine and change their attitudes or behavior when they interfere with their work with clients or with other professionals.
- **Diversity, Equity, and Inclusion:** Social work students must possess a commitment to diversity, equity, and inclusion, and they are expected to demonstrate this commitment in their Practicum, classes, and in the larger school community.
- **Judgment:** Social work students are expected to apply sound professional and personal judgment and effectively attend to professional roles and boundaries.
 - Self-care: Social work students are expected to manage the demands of the MSW program in a manner that enables them to remain consistently engaged, attentive

to duties, and professional in conduct and attitude. They must be able to recognize the signs of stress, develop appropriate means of self-care, and seek supportive resources if necessary. NYU Offers many socioemotional and mental health supports and accommodations for students. Please see [Student Life Resources, & Support](#).

Ethical Use of Social Media in Practice

In order to ensure the most appropriate and effective use of social media and to avoid unique challenges that social media usage may create, students should use ethical principles as outlined in the NASW Code of Ethics as a guide to practice. Specific guidelines on social media content and presence may differ at different agencies and institutions. Students are responsible for gaining clarity on these guidelines before sharing information and experiences, whether for professional, educational, or personal purposes, on social media outlets. In general, students should keep in mind the following:

- Social work students should avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment and should avoid dual or multiple relationships with clients.
- Students should respect a client's right to privacy and should not solicit private information unless it is immediately relevant.
- Students should not discuss confidential information in any setting unless privacy can be ensured.
- Students should not permit their private conduct to interfere with their professional work and should make clear distinctions between statements and actions made as a private individual and as a social work professional.

Professional Misconduct and Discipline

Policy on Plagiarism and Academic Integrity

A professional social work degree should represent genuine learning and readiness to undertake responsibilities that include adhering to the social work Code of Ethics. The degree's integrity must be carefully safeguarded. Faculty is responsible for helping students learn to understand and value other people's ideas, to use resources and conscientiously acknowledge them, and to develop and clarify their own thinking. In addition, all the usual academic norms addressing honesty in academic performance, such as following all of the rules involving examinations of any kind, must be scrupulously followed. Failure to do so can result in academic dismissal from the program.

All students are expected to pursue the highest standards of academic excellence and integrity. Students must adhere to the norms of a serious professional community. A student's responsibilities include the following:

- A duty to respect the efforts of others by submitting his or her own academic work and case recordings.
- A duty to acknowledge properly the efforts of others.
- A duty to safeguard and respect the property and rights of others. Please review [the University Policy on Academic Integrity for Students](#).

Definition of Plagiarism

In order to make the rules with regard to what does and does not constitute a breach of academic ethics as clear as possible, the faculty has formally clarified the definition of plagiarism for NYU School of Social Work as follows:

- Plagiarism constitutes both academic misconduct and a breach of professional trust.
- Plagiarism is presenting someone else's work, either academic or Practicum related, as though it were your own.
- More specifically, plagiarism is to present as your own a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer's work; facts or ideas gathered, organized, and reported by someone else, orally and/or in writing, without attribution.
- Since plagiarism is a matter of fact, not of the student's intention, it is crucial that acknowledgment of sources be accurate and complete.
- Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.

Ways to Avoid Plagiarism

- Familiarize yourself with the Publication Manual of the American Psychological Association (APA). Further information is available in NYU Brightspace.
- When taking notes from any written material (published or not), summarize rather than paraphrase. If you are not sure about this, check with your instructor. Even summaries should be acknowledged in your presentation since the idea, and often the manner in which the material is organized, is the work of someone else.
- When someone else has said something so well that you want to include it in your work,

be sure to copy it exactly, follow APA quotation guidelines, and cite the copied portion(s) appropriately.

- Students are fully responsible for any work they submit. If the work is typed by a typist, students must read the finished work to be sure that no references or quotation marks have been omitted.
- If you allow another student(s) to copy your work (including computer programs and research data) and submit it as their own, or if you submit a copy of someone else's work and claim it as your own, you have plagiarized.
- Understand that your reader will want to know the sources you used in your research/writing and may be concerned about phrasing that is not like your usual writing style. Online material must be clearly referenced as well.
- It is recommended that you cite electronic sources in the same manner you would non-electronic sources. Additionally, you must include all the electronic retrieval information needed for others to locate the sources you cited (i.e. web URLs or DOIs).

Anti-Bias Policy

Any student that has experienced bias, discrimination, or harassing behavior within the classroom, Practicum, or community is advised to report the incident through the New York University Bias Response Line, which is designed to help ensure that our University community is equitable and inclusive. In order to report an incident, students can call (212) 998-2277, email bias.response@nyu.edu, or complete a [Bias Response Online Form](#).

Committee on Academic Integrity

The Committee on Academic Integrity (CAI) will consider matters pertaining to plagiarism, cheating, and fraud on the part of students enrolled in any of the School's degree programs.

Parties concerned about a student's academic integrity may consult with the Committee or file a formal complaint. If consultation is requested, the Committee will review relevant information and render an opinion to the consulting party or other appropriate disciplinary body if necessary. If a formal complaint is filed, the Committee will review relevant information and make a decision about the complaint.

Members of the Committee on Academic Integrity shall consist of three (3) full-time faculty members appointed by the Dean. The Dean will appoint a Chair from among the three members. All appointees will serve for two (2) year terms with the possibility of reappointment.

Procedures of The Committee on Academic Integrity

The purpose of the Committee on Academic Integrity (CAI) is to review and provide a disposition of problems or issues related to academic integrity among students. Faculty, students, and other parties may refer matters concerning academic integrity. All referring parties may consult or file a formal complaint with the Committee.

Section 1. Consultation with the Committee

- a. Parties who wish to consult with the Committee may do so by sending a memo to the chairperson of the CAI setting forth the basis for the request.
- b. The CAI will review the memo requesting consultation within ten (10) working days.
- c. The CAI will transmit an opinion to the party requesting consultation and any other relevant party in writing within ten (10) working days of their review.

Section 2. Filing a Formal Complaint

- a. A party who wishes to lodge a formal complaint may do so by sending a memo and documentation to the chairperson of the CAI. Formal complaints must be accompanied by documentation in support of the allegation concerning the violation of academic integrity.
- b. The CAI Chair will share the allegation with the student within five (5) working days of its receipt. A student against whom a complaint is filed may submit a written response to the CAI Chair within five (5) working days.
- c. The CAI will review the allegation and supporting documents, and it will make a decision within twenty (20) working days.
- d. The decision will be sent to the student and the relevant program director, and it may be kept permanently in accordance with NYU's Retention and Destruction of Records policy.

Section 3. Appeal Process

Students may appeal the Committee's decision in writing to the relevant program director within ten (10) working days. Grounds for an appeal are limited to: (1) a material procedural error; (2) previously unavailable relevant evidence that could affect the outcome; and/or (3) the sanction being substantially disproportionate to the violation.

Student Standing Committee

The Student Standing Committee (SSC) reviews complaints against students enrolled in the BS and MSW programs on the basis of reported unethical or unprofessional behavior in the

classroom, Practicum setting, or school community at large, or violation of university or school policy. The SSC will serve a triaging role for all such complaints. If the SSC determines that the student may have violated a University policy, the complaint will be forwarded to the University Office of Student Conduct under the authority of the Senior Vice President of Student Affairs.

In the absence of evidence that a University policy may have been violated, the SSC, through its procedures, will determine whether the student's behavior meets the standards of unprofessional or unethical behavior or if any school policy was violated. The committee expects that before any party submits a complaint for consideration, they will have engaged in a problem-solving and/or conflict resolution process with the support of the appropriate Program Director, Chair, or office (e.g., Academic Affairs, Student Affairs).

The committee will exclude matters of academic integrity, which are appropriate for the Committee on Academic Integrity. If the decision regarding the appropriate committee (SSC or CAI) is not clear, the chairs of the CAI and SSC will consult in order to determine which committee will review the matter.

All members of the school community (faculty, Practicum instructor, students, and staff) can make a referral to the SSC.

The SSC Committee shall consist of five (5) elected faculty members (two tenured, one tenure track, two clinical full-time faculty members), three (3) student members (one MSW student, an alternate from the MSW program, and one BS student.) Student Affairs will coordinate selection of the students. Faculty members of the Committee shall serve staggered 2-year terms, and student members shall serve 1-year terms with the possibility of reappointment for an additional year.

In the event that a referral is made during the January or summer term, and should any of the Committee members be unavailable, the Dean may appoint ad hoc members of the faculty and student body to replace any unavailable member to serve for the duration of the referral under review. Appointed ad hoc members must agree to be available during the semester following the January or summer term in the event proceedings extend accordingly.

Procedures of the Student Standing Committee (SSC)

Section 1. Purpose

The Student Standing Committee (SSC) reviews complaints against students enrolled in the BS and MSW programs on the basis of reported unethical or unprofessional behavior in the classroom, Practicum setting, or school community at large, or violation of University or school policy. The SSC will serve a triaging role for all such complaints. If the SSC determines that the student may have violated a University policy, the complaint will be forwarded to the University Office of Student Conduct under the authority of the Senior Vice President of

Student Affairs.

Section 2. Rights and responsibilities of each party

1. The Chair will inform the student that they have the right to exclude either or both student members from the hearing and that the exercise of that right must be made in writing to the Chair.
2. Any member of the SSC who has a conflict of interest or the appearance of such a conflict in a specific case should recuse themselves from that case.
3. The student will be given a copy of the written complaint in advance of the hearing.
4. The student has the right to submit a written response to the written complaint in advance of the meeting.

Section 3. Procedures

1. All members of the school community (faculty, Practicum instructors, students, administrators, and staff) can make a referral to the SSC. A party who wishes to lodge a complaint may do so by sending a memo and documentation to the Chair of the SSC. Referrals must include any stated school/university policy or professional conduct violations and any attempts that have been made to resolve the issue.
2. The SSC Chair will inform the student, the complainant, and any other directly relevant parties regarding the referral, about information regarding the SSC procedures, and the rights and responsibilities of all parties. In addition, the Chair will encourage the student to seek support from the Associate Dean for Student Affairs.
3. The SSC will convene to determine whether there is any evidence in the complaint that a University policy may have been violated. When there is such evidence, the Chair will forward the complaint to the University Office of Student Conduct under the authority of the Senior Vice President of Student Affairs.
4. If no evidence of possible violation of a University policy is found, the Chair will convene a hearing as soon as it can be arranged, with every effort being made to convene it within ten (10) working days. The hearing will be attended by the Associate Dean for Academic Affairs. The Chair will invite relevant participants as necessary, which may include the Faculty Practicum Advisor, Practicum Instructor (if the alleged violation occurred in a Practicum setting), and/or course instructor (if the alleged violation occurred in a non-Practicum course). The Chair will inform the student that they have the right to exclude either or both student members from the hearing and that the exercise of that right must be made in writing to the Chair.
5. The student also shall be advised that they may invite a person to attend the hearing in

an advisory or support capacity. The student shall not be permitted to bring an attorney or law student. The student's invited supporter is not allowed to question, cross-examine, or voluntarily contribute directly in the SSC hearing. Participation as an advisor/supporter is voluntary and any faculty, student, or staff member can decline the student's invitation to attend the meeting. The SSC Chair must be notified in advance if such a person will be present.

6. The student shall be given a copy of the written complaint in advance of the hearing and will be advised that they have the right to submit a written response to the complaint in advance of the hearing.
7. Any members of the SSC who have a conflict of interest or the appearance of such a conflict in a specific case should recuse themselves from that case.
8. Prior to the hearing, the SSC and the Associate Dean for Academic Affairs will review all material submitted.
9. The hearing will consist of oral presentations from the participating parties and questions by the SSC and Associate Dean for Academic Affairs as needed.
10. Immediately following the hearing, the SSC and Associate Dean for Academic Affairs will deliberate in private and determine whether the student's behavior meets the standards of unprofessional or unethical behavior or a policy violation.
11. The Associate Dean for Academic Affairs will make the decision regarding the alleged violation, typically within fifteen (15) working days of the hearing. Copies of the decision will be sent to the SSC Chair, the student, the complainant (only as appropriate), the Dean, and relevant others (which may include the Assistant Dean for Practicum Education and Associate Dean for Student Affairs).

Section 4. Submission of Materials in Preparation for the Hearing

1. Materials pertaining to the student's performance and prior behavioral conduct while enrolled at the School shall be assembled and made available to the SSC.
2. Written material for the hearing will be prepared and submitted by the student, the complainant and, when appropriate, by the Practicum instructor, classroom instructor, or other relevant parties.
3. All materials, except the student's statement, must be submitted to the SSC at least five (5) working days before the hearing. Copies of written materials submitted to the SSC must be given to the student at least four (4) working days before the hearing. Student response statements must be submitted to the Chair at least two (2) working days before the hearing.

4. In order to protect confidentiality, all materials used by the SSC shall be returned to the Chair by all participants, including the student, with the exception that the student may retain their own notes. The Associate Dean for Academic Affairs will retain one (1) set of all material in a confidential file.

Section 5. Appeal Process

The student may appeal the decision in writing to the Dean within ten (10) working days of its receipt. Grounds for an appeal are limited to: (1) a material procedural error; (2) previously unavailable relevant evidence that could affect the outcome; and/or (3) the sanction being substantially disproportionate to the violation.

University Policies

Many University-wide policies, including those summarized or referenced elsewhere in this manual, apply to the Silver School of Social Work and its students. The following is a non-exhaustive list of important University-wide policies; NYU maintains a comprehensive, searchable [database of all University policies](#). Further, because policies undergo periodic revision, students and faculty should consult the most current version of these policies, as found on the University's and Social Work's web pages, to verify the precise conduct prohibited and governing language.

Statement and Guidelines on Bullying, Threatening and other forms of Disruptive Behavior

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behavior that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Although any action that is interpreted as being disrespectful, distracting, or even disorderly can be disturbing to others, it may not constitute a form of Disruptive Behavior that is actionable under this policy.

Examples of disruptive behavior can be found within the [statement guidelines](#). Students can report bullying, threatening and other forms of disruptive behavior to the Associate Dean for Student Affairs at courtney.omealley@nyu.edu or (212) 998-9189.

New York University Non-Discrimination and Anti-Harassment Policy

For details about the [New York University Non-Discrimination and Anti-Harassment Policy](#), see the NYU webpage.

Family Educational Rights and Privacy Act of 1974 (FERPA)

For details about FERPA, see the NYU [FERPA](#) webpage. You can also contact the Office of Student Affairs, 1 Washington Square North, (212) 998-5926.

Sexual Misconduct, Relationship Violence, and Stalking Policy

For information about this policy, see NYU's [Sexual Misconduct, Relationship Violence, and Stalking Policy](#) webpage.

New York University Policies on Substance Abuse and Alcoholic Beverages

[University policy on substance abuse and alcohol and information about relevant University programs and services.](#)

University Student Conduct Policies

[Please review all university student conduct policies and general rules of conduct for students.](#)

SECTION IV: STUDENT LIFE, RESOURCES & SUPPORT

The NYU Silver Resource Hub provides students with information, resources, and connections related to student health & wellbeing, student spaces, financial resources & emergency needs, academic support, climate support, community spaces, and career preparation.

To access these resources and more, visit our [Resource Hub](https://bit.ly/3xAxisE) page [*Accessible Link: <https://bit.ly/3xAxisE>*].

Counseling and Wellness Services

Counseling and Wellness Services (CWS) can help with any mental health concerns you might experience including stress, anxiety, alcohol or drugs, eating, depression, family issues, suicidal thoughts, and more. NYU offers individual counseling, group counseling, wellness workshops, referrals to long-term services in the community, and long-term psychiatric medication services on-site. Except for psychiatry services, all counseling services are provided at no cost.

Resources Include:

- 1:1 Counseling for NYU Silver students with [Dr. Tiffany Llewellyn \(LCSW-C\)](#)
- Wellness Workshops and the Wellness Exchange
- Psychiatry and recovery services
- Health promotion

For more information, who to contact, and important links, visit our [Student Health, Wellbeing, Socioemotional Support page](#) [*Accessible Link: bit.ly/3zIExE0*].

Financial Aid and Emergency Needs

There are several offices at NYU dedicated to addressing questions or concerns, about paying for your education, understanding your financial aid, and paying your bill. The [Scholarship and Financial Education Office](#) at Silver can assist with scholarship related questions; the university's main [Office of Financial Aid](#) can answer questions about federal aid including the processing of FAFSA, loans, or work study; and, the [Bursar's Office](#) handles matters related to payments, refunds, payment plans, payment methods, and your bill. If you are unsure which department to reach out to with questions you can email silver.financialaid@nyu.edu and we will assist you, or put you in touch with the correct office.

Resources Include:

- Financial Aid and Scholarships
- Challenges Related to Economic Accessibility
- Food Accessibility Assistance
- NYU-Sponsored Basic Needs Programs (e.g. the Silver Shelf, Childcare Subsidies, Moving Forward Fund, Practicum Onboarding Cost Reimbursement, NYU Law Immigrant Defense Initiative, and the Laptop Loan Program)

For more information, who to contact, and important links, visit our [Financial Aid and Emergency Needs page](#) [Accessible Link: bit.ly/3Bu7g0E].

Accessibility and Accommodations

NYU is committed to fostering an inclusive environment for community members of all faiths, backgrounds, and abilities. Any NYU student has the right to request and receive reasonable accommodations when their academic requirements conflict with either religious obligations or a student's ability to thrive.

Resources Include:

- Accommodations and support for religious observances
- Support for students with accessibility needs

For more information, who to contact, and important links, visit our [Accessibility and Accommodations page](#) [Accessible Link: bit.ly/3cK4U37].

Climate Support

NYU Silver Climate Support is committed to building a community where every person is valued, welcomed, and supported by campus-wide collaborative efforts that advance diversity, equity, and inclusion. In the event students experience harm as a result of identity-based bias, discrimination, harassment, and retaliation, [Silver Climate Support Protocol for Students](#) is available to all students. It is designed to empower the person targeted by facilitating community care and restorative resolution, providing support in reporting to [NYU's Bias Response Line](#).

Community Care Resources Include:

- Office of Diversity, Equity, and Inclusion offers assistance in navigating University and School-level bias response processes, support from Silver Climate Support Peer Advocates, restorative justice consultation, and community circles aimed at fostering accountability and trust within Silver.
- Wellness Exchange and access to 24/7 Crisis Response Counselors through the Sexual Assault Support Line
- [Student Ombuds](#) assisting students by confidentially discussing interpersonal difficulties, school and university policies and bureaucracy, as well as any situation or issues affecting your success as a Silver student.

For more information, who to contact, and important links, visit our [Climate Support page](#) [Accessible Link: bit.ly/3PJfPZy].

Finding Your Community

The opportunities to get involved at NYU are endless. Students can choose from an array of services, resources, activities, events, and leadership opportunities.

Get Involved with:

- Silver's Office of Inclusive Engagement and Student Life
- Silver student groups and University-wide clubs/organizations
- Silver's Graduate Student Association
- Silver's Office of Career Design & Social Work Readiness
- The Peer Support Leadership Program
- MSW Orientation Program
- LGBTQ+ Center
- Center for Multicultural Education & Programs
- Office of Global Spiritual Life
- Center for Student Life
- Office of Global Services for International Student Support

- Military Alliance Community Center
- Programs ranging from NYU Welcome, Silver Student Art Exhibition, Community Showcase, Student Appreciation Week, MLK Week, Solidarity Week, Trans Awareness Week, International Education week, and more!

For more information, who to contact, and important links, visit our [Find your Community page](#) [Accessible Link: bit.ly/3oDhsvR].

Career Readiness

One of the things that sets Silver apart is its commitment to your social work career. We offer a dedicated office, the Office of Career Design & Social Work Readiness (formerly known as the Office of Career & Professional Development), designed specifically to support Silver students.

Our office, in conjunction with students' academic experience inclusive of practicum, strives to prepare the best career-ready social workers in the profession. We partner across the explicit and implicit curriculum of the School to strategically integrate career design and readiness aligned with social work competencies and core values into all aspects of the Silver student experience and preparation for social work practice.

Resources Include:

- Skills-based career workshops integrated into all Practice classes that focus on placement and career preparation
- Events and programs designed to support social work readiness
- 1:1 career coaching, specifically for NYU Silver students
- Opportunities to connect with peers, alums, faculty, and practitioners in the profession
- Resources and tools for the licensing application process
- Virtual tools, resource guides, and modules

For more information, who to contact, and important links, visit our [Career Readiness page](#) [Accessible Link: bit.ly/4fdB1nJ].

Appendices

Please note: All appendix forms and documents are in PDF format. In order to access an appendix form/document, please hover over the title and click on the link.

[Appendix A: Sample MSW Program Curricula](#)

[Appendix B: Practicum Learning - Required Hours Form](#)

[Appendix C: Sample Group Verbatim Process Recording](#)

[Appendix D: Sample Critical Reflective Log](#)

[Appendix E: Sample Verbatim Process Recording](#)

[Appendix F: Sample Macro \(Project\) Process Recording](#)

[Appendix G: Skills List - Macro](#)

[Appendix H: Cross School Registration Form](#)

[Appendix I: Incomplete Grade \(I\) Request Form](#)

[Appendix J: Independent Study Form](#)

[Appendix K: Research Independent Study Application](#)

[Appendix L: Advance And Waiver Credit Application \(requires login to application portal\)](#)

[Appendix M: Audio and Video Recording Policy Agreement Form](#)

[Appendix N: Audit Request Form](#)