

Connecticut State Colleges and Universities



Social Work Program
Master's of Social Work

Social Work Department

Student Handbook & Field Education Manual
2024

Henry Barnard Hall #204
1615 Stanley Street New Britain, Connecticut 06050-4010
Social Work Department Website: <http://www.ccsu.edu/socialwork>

The School of
Education & Professional Studies



This Student Handbook and Field Education Manual is intended to provide general information and guidance only. The *Handbook* does not constitute a contract, either expressed or implied, and is subject to revision without prior notice at the discretion of the University or the Department of Social Work.

TABLE OF CONTENT

Welcome Letter	4
Mission and Program Goals	5
Connecticut State Universities Mission Statement	5
Central Connecticut State University (CCSU) Mission Statement and Policies	5
• CCSU Non-discrimination policy	5
• CCSU American with Disabilities Act (ADA) policy statement	5
• CCSU Policy For Academic Misconduct	6
• Sexual Misconduct Policy Statement	6
School of Education and Professional Studies (SEPS) Mission & policies	6
• Department of Social Work Program Mission	7
○ History of Social Work Program	7
• Completion of degree	7
• Purpose of Social Work Practice and Educational Policy and Accreditation Standards	8
• CSWE Social Work Competencies (2022)	8
• NASW Mission Statement	9
• NASW Code of Ethics (2021) and NASW Cultural Competence in Social Work (2007)	9
• Profession’s purpose	9
• Profession’s values	9
• How to Become a Social Work	9
• Education	10
• Licensure, Certification, Registration	10
• Social Work Program Explicit and Implicit Course Curriculum Learning Outcomes	10
Overview of Field Education	11
MSW Program Admission Policy/Requirements/Admission Process	12
• Regular Admission Criteria	12
• Advance Standing Admission Criteria	12
• Transfer Admission Criteria	13
• Professional Performance Policy	14
Curriculum Map	14
Transfer of Credits	15
MSW Field Education Manual	15-33
Application Process	16
Field Hours	16
Field Orientation	16
Advising	17
Assignment of Field Work Experiences Setting	17
Life experience and previous coursework experience	17
Preparing for the Field Agency/ Field Instructor Interview	17
Review of Statement of Understanding & FERPA Release	18

Confirming Placement	18
Roles in Field	18
• Student Responsibilities (background checks, etc.)	18
• Attendance	18
• Field background checks/agency orientation/trainings	19
• Other Student Responsibilities	19
• Field Director Role	20
• Field Instructors/Supervisors Role	21
• Field Instructor's Responsibilities	21
• Exceptions to Field Instructors not being MSW	21
• Role of Faculty Seminar Course Instructor/Faculty Liaison	22
• Faculty Liaison Responsibilities	22
Field Guidelines and Policies	22
• Safety Policy	22
• Vehicle Policy	23
• Employment Policies	23
• Ensuring Separate Assignments from Employment Placement	24
• Ensuring Separate Supervision from Employment Placement	24
• Intern Hired at Field Policy	24
• Advanced Standing Policy	24
• Life Experience Policy	25
• Social Media Policy	25
• Importance of Professional Conduct	25
• In Person Contact	25
• Process Recordings	25
• Student Malpractice Policy	25
• Home Visits	26
• Field Related Expenses	26
• Time to Travel to Field	26
• CCSU Academic Misconduct Policy	26
• Professionalism	26
• Accommodations	27
• Number of Placements	27
• CCSU Grading Policy	27
• CCSU Grading System	27
• Good Academic standings and Academic Probation	28
• Policies	28
• Procedures	29
• Grievance/Appeal Process	30
• Loss of Internship Placement	30

• Policy for Temporary Suspension from Program and/or Experiential Learning	30
Field Agency and Supervisors Guidelines	31
• Process to apply to Become a Field Education Agency Instructor	31
• Process to Apply to Become a Field Education Approved Agency	32
Assessments	32
• Field Education and Field Work Assessments for Each Semester	32
Final Steps	32
• Graduating Termination with Agency	32
• Graduating Cohort Focus Group/ Exit Interview	32
• Dinner-Celebrating and Terminating with Emerging New Clinical Social Work Social Work Program Faculty and Social Work Colleagues	33
CCSU Student Support Services	33-35
References	36

WELCOME MESSAGE

Dear Student,

On behalf of the faculty and staff of the Department of Social work we want to welcome you as new members of our community. The Department of Social Work has a long history, 30 years of preparing social workers to work effectively and ethically with individuals, families, groups, and the community. As a student at CCSU MSW program you will have both classroom and field experience to enhance your knowledge, values, critical thinking, skills, and social justice.

We are excited that you have chosen CCSU MSW Program to start your educational journey as a future MSW social worker. We ask that you take some time to review and learn about resources, policies and procedures in this student handbook and Field manual. You will find students responsibilities, field procedure/guidelines as well as others who will help you through your journey to becoming a MSW at CCSU.

We look forward to your success within the MSW program and encourage you to take advantage of the many services and supports CCSU offers students. We are here to help you through your MSW educational journey.

Sincerely,

The MSW faculty and staff

CCSU Department of Social Work

[Department of Social Work | Central Connecticut State University \(ccsu.edu\)](http://www.ccsu.edu)

MISSIONS AND SOCIAL WORK PROGRAM GOALS

Connecticut State Universities (CSCU) Mission Statement

The Connecticut State Colleges & Universities (CSCU) contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. Our learning environments transform students and facilitate an ever-increasing number of individuals to achieve their personal and career goals. <https://www.ct.edu/regents/mission>

Central Connecticut State University (CCSU) Mission Statement

Central Connecticut State University is a community of learners dedicated to teaching and scholarship that emphasizes development and application of knowledge and ideas through research and outreach activities, and prepares students to be thoughtful, responsible, and successful citizens. As a comprehensive public university, we provide broad access to quality degree programs at the baccalaureate, master's, and doctoral levels. <https://www.ccsu.edu/about/mission/2023-2024>

CCSU Non-discrimination Policy

Non-Discrimination Policy Central Connecticut State University (CCSU) is committed to a policy of nondiscrimination in education and employment. No person shall be discriminated against in terms and conditions of employment, personnel practices, or access to or participation in programs, services and activities with regard to: age; ancestry; color; gender identity and expression; intellectual disability, learning disability, mental disorder, physical disability; marital status; national origin; race; religious creed; sex, including pregnancy, transgender status, sexual harassment and sexual assault, sexual orientation; or any other status protected by federal or state laws. Discrimination in employment based on genetic information is prohibited. In addition, CCSU will not refuse to hire solely because of a prior criminal conviction, unless that refusal is permitted by Connecticut law. This policy is applicable to all employment practices, admission of students, programs and services to students, faculty, staff, and the community. For more information, please contact Equity and Inclusion at 860-832-1652.

CCSU Americans with Disabilities Act (ADA) Policy Statement

Central Connecticut State University's Office for Student Disability Services (SDS) is committed to providing equal access to an educational experience through the provision of reasonable accommodations and services to qualified students with disabilities in order to reduce or eliminate any disadvantages that may occur as a result of an individual's disability. In determining reasonable accommodations, CCSU is guided by the federal definition of "disability" which describes an individual with a disability as someone who has: 1) A physical or mental impairment that substantially limits one or more major life activities of an individual; for example: caring for oneself, standing, lifting, bending, speaking, breathing, eating, sleeping, walking, performing manual tasks, learning, reading, concentrating, thinking, and working 2) A record of such impairment; or 3) Is regarded as having such an impairment." If needed a student may file a formal complaint with the Office of Equity & Inclusion. Willard-DiLoreto Hall, Room W 201. -DisabilityServices@ccsu.edu

CCSU Policy for Academic Misconduct

At Central Connecticut State University, we value personal integrity as fundamental to our interactions with each other. We believe that one of the purposes of a University education is for students to learn to think critically, to develop evaluative skills, and to express their own opinions and voices. We place special weight on academic honesty in all of our intellectual pursuits because it is a value that is fundamental to academic life and scholarly practice. All members of the University community are obligated to uphold high standards of academic honesty in their scholarship and learning. Therefore, we expect students to take personal responsibility for their intellectual work and to respect and acknowledge the ideas of others. Academic honesty means doing one's own work and giving proper credit to others whose work and thought one may draw upon. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and plagiarism and to avoid all forms of cheating and plagiarism. This policy is also available in the University Student Handbook and the website. <https://www.ccsu.edu/academicIntegrity>

Sexual Misconduct Policy Statement

Central Connecticut State University (Central) will not tolerate sexual misconduct against students, staff, faculty, or visitors, whether it comes in the form of intimate partner violence, sexual assault, sexual exploitation or sexual harassment, as defined in the BOR policy. In an ongoing effort to prevent sexual misconduct and intimate partner violence on the Central campus, the University provides education and prevention programs for the Central community and pursues all criminal and administrative remedies for complaints of sexual misconduct.

Central is a community dependent upon trust and respect for its constituent members: students, faculty, staff and those visiting or under temporary contract. As noted in Central's Violence Free Campus Policy, members of the University community have the right to a safe and welcoming campus environment. Acts of sexual misconduct and intimate partner violence threaten personal safety and violate the standards of conduct expected of community members.

CCSU School of Education and Professional Studies (SEPS) Mission Statement

The faculty of the School of Education and Professional Studies constitutes a professional school dedicated to the quality preparation of professionals in education and other human service settings. As an integral part of Central Connecticut State University's history and traditions, the faculty in the school embraces the university's mission and commitment to "encourage the development and application of knowledge and ideas through research and outreach activities." Guided by the purpose of preparing leaders for service in diverse communities, it is our mission to provide leadership for:

- Preparing beginning teachers to serve in the region, the state, and the nation.
- Preparing entry level, culturally competent, generalist social workers for practice
- Providing advanced preparation to administrators, teachers, counselors, specialists, and other educational leaders
- Providing advanced preparation to specialists in physical education, counseling, and nursing
- Applying principles of learning and assessment through a variety of technologies to guide our own best practice and that of practitioners in the professions.
- Developing knowledge, skills, and dispositions necessary for professional practice and community service through learning experiences that are rich in diversity of perspectives, values, attitudes, and beliefs and that are enhanced by active reflection.

- Influencing educational and social policies at the local, State, and national levels
<https://www.ccsu.edu/seps/> 7/9/2021

CCSU Department of MSW Social Work Mission Statement – CSWE (2022) EPAS Standard 1.0.1

The mission of the Master of Social Work Program at Central Connecticut State University is to prepare clinical social work practitioners with advanced knowledge and skills to provide trauma-informed health care with individuals, groups, families, and communities, informed by the impact of a variety of social determinants of health, harm reduction strategies, an ecological systems perspective, and cross-cultural developmental theories. Students entering our traditional Master of Social Work at CCSU will develop all core competencies for entry-level generalist social work practice, as informed by The Educational Policies of the Council on Social Work Education. Building upon our profession's core values, our trauma-informed program will also include generalist social work curriculum that prepares students to embrace the practices of cultural humility to engage with diverse client systems from a strengths-based approach within an ecological perspective; guided by understandings of the social determinants of health, informed by the intersectional dynamics of power and oppression.

We strive to prepare diverse leaders who advocate for and engage in strategies to abolish the intersecting structures and institutions of white supremacy, colonialism, heteropatriarchy, and neoliberal capitalism by promoting the highest ideals of social work: social, racial, economic, political, and environmental justice and equity, and ultimately the liberation of all oppressed groups. We are committed to centering the voices, histories, struggles, and contributions of oppressed groups, particularly Black, Brown, and Indigenous people, and transgender and non-binary communities, in our curriculum, pedagogy, research, and community engagement.

We aim to develop graduates to apply critical thinking skills and scientific inquiry in accordance with the values and ethics of the profession to empower client systems and advance human rights and environmental, social, and economic justice. Furthermore, develop anti-oppressive and culturally responsive social work practitioners informed by intersectional factors of advantage and disadvantage and can demonstrate cultural humility through critical reflection, self-awareness, and self-regulation to manage their biases, power, privileges, and values in order to engage in collaborative and equitable relationships within all areas of practice. Intersectional factors include but are not limited to, race, ethnicity, class, culture, tribal sovereign status, nationality, disability and ability, caste, gender identity and expression, sex, sexual orientation, age, generational status, immigration status, legal status, marital status, religion, and spirituality.

History of the CCSU Social Work Program

The field education program in the Department of Social Work at Central Connecticut State University (CCSU) has a long and respected 27-year history of providing students with opportunities to implement generalist practice in diverse human service or human service-related organizations. First accredited by the Council on Social Work Education in 1994, the field education program has developed long-standing partnerships with over 50 agencies throughout the State of Connecticut. The field education program's enduring partnerships with community organizations affords its social work students valuable and challenging experiences in the field that link theoretical and conceptual knowledge to the practical arena of the practices.

At the completion of the degree program in generalist and clinical social work, completers will be able to:

- Apply social work ethical principles to guide professional social work practice towards the development of professional identity.

- Engage in critical thinking to assess, intervene and evaluate client systems and practice settings.
- Engage in research-informed practice and practice-informed research with diverse and at-risk client systems and practice settings.
- Advance human rights, and social and economic justice through mastery of social work knowledge and skills in a global context
- Advance knowledge and practice of cultural competency through application of learning and engagement of diverse client at-risk client systems of various sizes
- Analyze, develop, evaluate, and advocate for policy to enhance social and economic justice.

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

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

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master’s, and doctoral levels shapes the profession’s future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master’s level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

2022 Social Work CSWE Competencies

Competency 1 – Demonstrate Ethical and Professional Behavior

Competency 2- Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3 – Engage Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competency 4 – Engage in Practice- Informed Research and Research-Informed Practice

Competency 5 – Engage in Policy Practice

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

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

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

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

NASW Mission Statement

The primary Mission of the social work profession is to enhance well-being and help meet the basic needs of all people, with particular attention to the needs of those who are vulnerable, oppressed and living in poverty.

<https://www.socialworkers.org/Careers/NASW-Career-Center/Explore-Social-Work/Why-Choose-the-Social-Work-Profession#>

The National Association of Social Workers (NASW) Code of Ethics (2021) and NASW 9 Indicators for Cultural Competence in Social Work Practice (2007)

The National Association of Social Workers (NASW) is a national organization that represents all professional social workers and mandates program curriculum adherence to the Code of Ethics (2021) and the Standards for Cultural Competence (2007) in the organization. Hence, the CCSU social work program incorporates the ethical codes and cultural competence standards within the curriculum design. Students learn and demonstrate professional ethics and cultural competence linked directly to the curriculum content in the classroom and/or in the Field agency setting. Social work students are required to learn and apply NASW (2021) ethics and NASW (2007) cultural standards and indicators for cultural competence in social work practice.

The Department of Social Work at Central Connecticut State University (CCSU) is part of the School of Education and Professional Studies (SEPS). The mission of SEPS is to “*prepare professionals for service in our communities.*” Social Work is committed to student learning outcomes based on skills and competencies mandated by the Council on Social Work Education (CSWE) and the National Association of Social Workers, (NASW). A commitment to excellence in professionalism is the hallmark of the program by developing culturally competent social work professionals and trains students in the 10 standards and indicators for cultural competence developed by the National Association of Social Workers (2021).

Profession’s purpose:

“The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice, the creation of conditions that facilitate the realization of human rights, the elimination of poverty, and the enhancement of the quality of life for all people, locally and globally.” (EP 1.0, 2022 EPAS)

Profession’s values:

“Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social, racial, economic, and environmental justice.” (EP 1.0, 2022 EPAS)

How to Become a Social Worker

Although most social workers need a bachelor’s degree in social work, graduates with a master’s in social work will be eligible for the initial Master Social Worker license (LMSW). While a clinical social workers must have a

master's degree and two years of post-master experience in a supervised clinical setting to qualify for the Clinical Social Work Licensure (LCSW) in the state in which they practice.

Education

A bachelor's degree in social work (BSW) is the most common requirement for entry-level positions. A bachelor's degree in social work programs prepares students for direct-service positions such as caseworker or mental health assistant. These programs instruct students about diverse populations, human behavior, and social welfare policy. All programs require students to complete supervised field work or an internship.

Some positions, including those in schools and in health care, frequently require a master's degree in social work (MSW). For example, clinical social workers must have a master's degree in social work and two years of post-master experience in a supervised clinical setting.

A master's degree in social work generally takes 2 years to complete. However, some programs allow those with a bachelor's degree in social work to earn their master's degree in 1 year. Master's degree programs in social work prepare students for work in their chosen specialty by developing the skills to do clinical assessments and take on supervisory duties. All programs require students to complete supervised field.

The [Council on Social Work Education](#) offers a [Directory of Accredited Programs](#) that lists all accredited bachelor's and master's degree programs.

Licenses, Certifications, and Registrations

All states have some type of licensure or certification requirement, which varies by state. All states require clinical social workers to be licensed. However, some states provide exemptions for clinical social workers who work in government agencies.

Becoming a licensed clinical social worker usually requires a master's degree in social work and a minimum of 2 years or 3,000 hours of supervised clinical experience after graduation. After completing their supervised experience, clinical social workers must pass a clinical exam to be licensed.

Because licensing requirements vary by state, those interested should contact their state board. Most states also have licenses for nonclinical social workers. For more information about regulatory licensure board by state, contact the [Association of Social Work Boards](#).

Social Work Program Explicit and Implicit Courses Curriculum Learning Outcomes Are Anchored in CSWE Competencies and Professional Mandates

As noted previously in this handbook, in 2022, the Commission for Accreditation (COA) and the Commission for Curriculum and Educational Innovation (COCEI) Council on Social Work Education (CSWE) outlined core competencies that are common to all social work practice and revised the Educational Policy and Accreditation Standards (EPAS) required for the department of social work (CSWE, 2022). In adherence to the CSWE mandates the CCSU social work program applies a competency-based outcome approach to curriculum design. Hence the syllabi describe and explain how each competency is linked to component practice behaviors. Competency-based education is an outcome performance approach to curriculum design and assessment focused on student outcomes based on practice behaviors that a student must learn and be able to demonstrate both in the classroom and in the field agency settings (CSWE, 2022). All syllabi contain a "Connecting CSWE Core Competencies by Assignment Matrix. Also, most syllabi also

contain a “Connecting CSWE core Competencies by Chapter Matrix linking the student demonstrated learning of core competencies in the explicit curriculum in the social work program.

Assessment of individual student learning outcomes is heavily emphasized. The social work student competencies are measurable practice behaviors that are composed of knowledge, cognitive and affective process, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in generalist practice and clinical specialty with individuals, families, groups, organizations, and communities (CSWE, 2022). Student demonstrated learning outcomes are assessed in each core course each semester in the explicit and implicit curriculum. Students also engage in self-assessments in the explicit and implicit curriculum in most core courses each semester. All students complete self-assessments of their field work. The agency field instructors at semester end also assesses the student. Students in field 1000 hours over two years (500 hours for advance standing students) self-assess each semester and are also assessed at semester end by their assigned field instructor in the agency.

Overview of Field Education

Field education provides experiential opportunities to increase student knowledge and exposure to the broad spectrum of social services in the social work field. Field provides opportunities to gain experience the person-in-environment framework; the application of scientific inquiry, ethical principles, and critical thinking in practice at the micro, mezzo, and macro levels; and strategies to engage diversity in practice and advocate for human rights and social and economic justice.

Students in the CCSU MSW Social Work program are required to complete advanced courses to learn and to demonstrate skill competencies in the generalist and clinical field education experience by working in field agencies completing a minimum of 1000 hours (500 hours each year) of field over two years. Advance Standing students are required to complete a minimum of 500 hours of internship in one year. The MSW student works with agency field instructors in “hands on” field work in order to continue professional development and mastery of the CSWE core competencies as listed in the CSWE Educational Policy and Accreditation Standards.

Academic courses and field are to be completed simultaneously. In each area there are academic courses that need to be taken concurrently with the field.

Students in the CCSU MSW Social Work program are required to complete advanced courses to learn and to demonstrate skill competencies in the generalist and clinical field education experience by working in field agencies completing a minimum of 1000 hours (500 hours each year) of field over two years. Advance Standing students are required to complete a minimum of 500 hours of internship in one year. The MSW student works with agency field instructors in “hands on” field work in order to continue professional development and mastery of the CSWE core competencies as listed in the CSWE Educational Policy and Accreditation Standards.

Academic courses and field are to be completed simultaneously. In each area there are academic courses that need to be taken concurrently with the field.

MSW Program Plans

MSW Program (64 Credits)

The MSW program is a 64-credit program that may be completed in two or three years of full-time study, including 1000 hours of practicum education. Employed students are strongly encouraged to choose the three-year program plan.

The first part of the MSW program, students develop *generalist* knowledge and skills, and they complete a generalist practicum of 500 hours (about 16 hours per week) in the fall and spring semesters of an academic year. During the second part of the program, students develop *specialized* knowledge and skills in Trauma informed healthcare, and they complete a specialist practicum of 500 hours (about 16 hours per week).

Advanced Standing MSW Program (32 Credits)

Students who have graduated within five years from a CSWE-accredited BSW program may apply to the Advanced Standing MSW program. Advanced standing students have demonstrated competencies in generalist social work through exemplary performance in their BSW education. Advanced standing students complete 32 credits of specialized MSW coursework in Trauma-informed healthcare including a specialized practicum of 500 hours (about 16 hours per week). The Advanced Standing program may be completed in one calendar year of full-time study (fall, and spring semesters).

MSW Program Admission Requirements/ Admission Process

Admission to the Master's in Social Work program is made on a competitive basis only once per year.

Criteria for admission:

Regular Admission Criteria:

1. A completed online application with supplemental materials (ccsu.edu/apply):
 - \$50 application fee
2. Applicants must hold a bachelor's degree from a CSWE accredited institution of higher education.
3. Grade point average: Minimum 2.70 grade point average (GPA) for all undergraduate courses and a 3.00 for all Social Work courses including graduate courses, based on a 4.00-point scale where an A is 4.00.
NOTE: Applicants who earned a GPA less than the minimum requirement must address the details surrounding their GPA within their personal essay/statement of purpose (see criterion 5.d.) or their application will not be considered for possible admission to the program. If a student does not meet the minimum GPA, they may be conditionally admitted based on the expectation that they maintain a 3.0 GPA for their first semester in the program.
4. Three recommendations from individuals able to testify to the student's suitability as a prospective social worker.
5. Two- to three-page typewritten (double-spaced) personal essay/statement of purpose describing the following:
 - Personal and professional reasons and experiences that influenced you to pursue a graduate program that prepares you to enter the social work profession.
 - Personal and professional attributes you believe will contribute to your academic success as a graduate student.
 - Personal and professional characteristics you believe will contribute to your future success as a clinical social worker.

- If applicable, description of reasons for earning a GPA less than the minimum requirements, steps taken to overcome the issue(s), and results of integrating this experience that allowed you to positively become the person you are today as well as evolve into the person you ideally want to become (see the ***NOTE:** within criterion 3 for those applicants to whom this applies).

Advanced Standing Admission Criteria:

1. A completed online application with supplemental materials (ccsu.edu/apply):
 - \$50 application fee
2. Applicants must hold a bachelor's degree from a CSWE accredited institution of higher education and complete the degree within 5 years for consideration.
3. Grade point average: Minimum 3.0 grade point average (GPA) for all undergraduate courses and a 3.00 for all Social Work courses including graduate courses, based on a 4.00-point scale where an A is 4.00.
4. Three recommendations from individuals able to testify to the student's suitability as a prospective social worker.
5. Two- to three-page typewritten (double-spaced) personal essay/statement of purpose describing the following:
 - Personal and professional reasons and experiences that influenced you to pursue a graduate program that prepares you to enter the social work profession.
 - Personal and professional attributes you believe will contribute to your academic success as a graduate student.
 - Personal and professional characteristics you believe will contribute to your future success as a clinical social worker.

Transfer Admission Criteria:

1. A completed online application with supplemental materials (ccsu.edu/apply):
 - \$50 application fee
2. Applicants must hold a bachelor's degree from a CSWE accredited institution of higher education. Applicants must have also completed some courses while enrolled in a CSWE-accredited master's program to be eligible for transfer admission.
3. Grade point average: Minimum 3.0 grade point average (GPA) for all undergraduate courses and a 3.00 for all Social Work courses including graduate courses, based on a 4.00-point scale where an A is 4.00.
NOTE: Applicants who earned a GPA less than the minimum requirement must address the details surrounding their GPA within their personal essay/statement of purpose (see criterion 5.d.) or their application will not be considered for possible admission to the program. If a student does not meet the minimum GPA, they may be conditionally admitted based on the expectation that they maintain a 3.0 GPA for their first semester in the program.
4. Three recommendations from individuals able to testify to the student's suitability as a prospective social worker.
5. Two- to three-page typewritten (double-spaced) personal essay/statement of purpose describing the following:
 - Personal and professional reasons and experiences that influenced you to pursue a graduate program that prepares you to enter the social work profession.
 - Personal and professional attributes you believe will contribute to your academic success as a graduate student.
 - Personal and professional characteristics you believe will contribute to your future success as a clinical social worker.

- If applicable, description of reasons for earning a GPA less than the minimum requirements, steps taken to overcome the issue(s), and results of integrating this experience that allowed you to positively become the person you are today as well as evolve into the person you ideally want to become (see the ***NOTE:** within criterion 3 for those applicants to whom this applies).

A formal interview by the program's faculty admissions committee will assess the prospective student's application materials as well as personal/professional attributes and life experiences that may support the individual's ability to be successful in the field of clinical social work.

All applications must be fully completed and received by **February 1** to be considered for admission beginning the following fall academic semester. The graduate admissions application (including the provision of all required documents and supplemental materials) is completed via online submission protocols outlined by the Office of Graduate Recruitment & Admissions.

Note: Because admission to the master's in social work advanced standing is a highly competitive process, meeting the minimum graduate and program specific application criteria and requirements does not guarantee acceptance into the program.

Professionalism Performance Policy

Student professional behavior is an important part of their commitment to becoming a social worker. MSW students are expected to adhere to the social work professional performance standards throughout their academic journey. The Department of Social Work operates under a selective admissions policy. The policy is based on the need to maintain a program of excellence in the classroom, in field education, and to assure quality internship placements for professional student development. The Department reserves the right to admit a limited number of students each year.

Official transcripts may be sent directly to the Graduate Recruitment & Admissions Office:

By Mail:

Central Connecticut State University
Graduate Recruitment & Admissions Office
1615 Stanley Street
Davidson Hall 116
New Britain, CT 06050

By Email: graduateadmissions@ccsu.edu

Department of Social Work Master's Program Curriculum Map

<p><u>Semester 1 - Fall Year 1 (Foundation)</u></p> <ol style="list-style-type: none"> 1. SWK 501: Integrative Seminar: Social Work Theory with Practice I (3) 2. SWK 502: Social Welfare & Mental Health Policy and Services (3) 3. SWK 503: Human Behavior in the Social Environment I (3) 4. SWK 504: Disrupting for Social Justice and Equity within the Social Construct of Race (3) 5. SWK 505: Field Instruction I (4) <p>16 Credits</p>	<p><u>Semester 2 - Spring Year 1 (Foundation)</u></p> <ol style="list-style-type: none"> 1. SWK 506: Integrative Seminar: Social Work Theory with Practice II (3) 2. SWK 507: Practice with Groups (3) 3. SWK 508: Human Behavior in the Social Environment II (3) 4. SWK 509: Social Work Research I (3) 5. SWK 510: Field Instruction II (4) <p>16 Credits</p>
<p><u>Semester 3 - Fall Year 2 (Advanced)</u></p> <ol style="list-style-type: none"> 1. SWK 571: Integrative Seminar: <i>Social Work Theory with Practice III</i> (3) 2. SWK 572: Psychopathology: Advances in psychological theory and differential assessment/diagnosis I (3) 3. SWK 573: <i>Trauma Defined: Development, Attachment, Neurobiology</i> (3) 4. SWK 574: <i>Social Work Research II</i> (3) 4. SWK 575: <i>Field Instruction III</i> (4) <p>16 Credits</p>	<p><u>Semester 4 - Spring Year 2 (Advanced)</u></p> <ol style="list-style-type: none"> 1. SWK 576: <i>Integrative Seminar: Social Work Theory with Practice IV</i> (Emphasis on research and capstone project) (3) 2. SWK 577: Psychopathology: Advances in psychological theory and differential assessment/diagnosis II (3) 3. SWK 55x: Elective 4. SWK 55x: Elective 5. SWK 578: <i>Field Instruction IV</i> (4) <p>16 Credits</p> <p>1-Year Advanced Standing MSW = 32 Credits</p> <p>2-Year MSW = 64 Credits</p>

Must maintain a B+ or better in all courses.

Transfer of Credits

Students who have taken graduate courses in a CSWE accredited graduate program, comparable to CCSU MSW level course may request a transfer of credit. The course must be taken within **five** years of matriculation, with a **grade of B** or better. The MSW Social Work Program will consider up to **15 credits** for transfer. The MSW Program does not accept life/work experience for transfer into the program. To make a request, students must submit the following to our Office of Graduate Admissions: An official transcript.

MSW FIELD EDUCATION MANUAL

Field education provides experiential opportunities to increase student knowledge and exposure to the broad spectrum of social services in the social work field. Field provides opportunities to gain experience the person-in-environment framework; the application of scientific inquiry, ethical principles, and critical thinking in practice at the micro, mezzo, and macro levels; and strategies to engage diversity in practice and advocate for human rights and social and economic justice.

Students in the CCSU MSW Social Work program are required to complete advanced courses to learn and to demonstrate skill competencies in the generalist and clinical field education experience by working in field agencies completing a minimum of 1000 hours (500 hours each year) of field over two years. Advance Standing students are required to complete a minimum of 500 hours of internship in one year. The MSW student works with agency field instructors in “hands on” field work in order to continue professional development and mastery of the CSWE core competencies as listed in the CSWE Educational Policy and Accreditation Standards.

Academic courses and field are to be completed simultaneously. In each area there are academic courses that need to be taken concurrently with the field.

Application Process

For us to secure your placement in the field education program, CCSU Department of Social Work requires a formal application and documentation process for every student. If you are interested in a particular placement, you may provide the field department with the agency name, and we will contact the agency directly to discuss the possibility of an internship placement. However, this does not guarantee approval or placement to an agency.

Before you apply for your field placement, you must:

- Meet with your adviser or Field Director.
- Attend a field orientation.
- Meet with the Field Director.
- Complete an application for your placement.
- Submit a current resume.

Once you have applied and an agency has been identified, you will be notified by the department to set up an interview with the agency.

After the interview, if your placement is confirmed, you will receive an assignment letter via email. The letter will also be copied to the agency, your field instructor, and your liaison. This letter provides all contact information for the above-mentioned parties, as well as the start and end date for field placement.

Field Hours

Two-year field: Students are required to complete two years of a field at two different organizations. Students will be required to complete 1000 hours over two years (500 hours each year) at their field (2-3days/week).

Advance Standing students: Students are required to complete one year of a field with total of 500 hours. (2-3days/week)

The field takes place during the weekdays and is usually between 8am-6pm. Field cannot be arranged exclusively during the evening or weekends. Students are required to arrange their schedule to meet the needs of the field instructors and organization.

Field Orientation

Students are required to attend field orientation. Field orientation is in preparation for entering course requirements the following semester. Students attending the field orientation are doing so to demonstrate having met eligibility requirements to begin the seminar and field work. The scheduled dates for field orientation are emailed to students, posted on the social work website and bulletin board.

The meeting is conducted by both the Field Director and the Social Work Department Chairperson is for the purpose of the following:

- communicating the social work program policies
- steps leading to the placement in an agency setting.
- procedures for submitting materials to the Field Director.
- overview of CSWE competencies
- assessment/evaluation process

Advising

Post admission to the MSW program, students receive a Curriculum Map and are assigned an advisor based on the study plan of choice. The Curriculum Map specifies the courses to be taken in each semester of the two-year, part-time or advanced standing plans. It is important to note that students who make changes to their curriculum map may risk delaying their anticipated date of graduation. Therefore, be sure to follow your plan outline with your advisor or consult with your faculty advisor before making any changes in your program plan.

Assignment of Field Work Experience Setting

It is the student's responsibility to contact the assigned field work agency within a week of having received the agency interview assignment from the Field Director in order to set up an interview with the agency field instructor. Students are to prepare for the telephone call to the Field agency as they would for the actual face-to-face interview. Students should have reviewed the website for the agency

and familiarized themselves with the mission of the agency and the various services the agency provides. First impressions make a difference especially when a student is seeking a field. Students' first action should be to phone the agency to speak directly to the field instructor. Students should **not text or email** the agency unless the Field Director has specifically instructed the student to do so based on the field instructors' request.

Life experience and previous coursework experience

Please note that life experience and previous coursework experience CANNOT be used to fulfill course requirements or get credit for courses. Included in this, life experience cannot be used to meet the requirements of the Field Internships in the program. The Council on Social Work Education Accreditation (2022) mandates that the employment role must be separate from the field education learning experience. No exceptions will be made to this policy.

Preparing for the Field Agency/Field Instructor Interview

As noted previously, students should demonstrate professionalism by preparing for the agency interview and learning as much about the agency as possible before the interview. Students should dress professionally, arrive early for the interview to allow sufficient time to locate the agency, park and calmly prepare for the meeting. Field instructors evaluate the professional conduct of students from the time students contact the agency until the end of the process. This means being aware of one's professionalism at all levels required by the social work program. Being respectful of the agency environment, and everyone in the environment means turning off cell phones and focusing on presenting oneself as an emerging social work professional ready for field work. Students should review the Professional Dispositions Rubric to demonstrate social work professionalism. Students should have a copy of the Field Education Experience Confirmation Form with them should the field instructor accept the student during the interview.

Review of Statement of Understanding & FERPA Release

Students eligible for field placement must have submitted a signed copy of the *Statement of Understanding* and have it in the advising file. A *FERPA Release* form should also be in the advising file. Review of policies is to ensure all individuals are informed of CCSU, School of Education and Professional Studies Social Work Department student requirements and responsibilities, as well as agency requirements and responsibilities.

Confirming Placement

Students who successfully complete the field agency interview and are accepted by the field instructor and agency for field education experience are committed for the full academic year. At the time of the interview when the student is notified of acceptance the student provides the field agency instructor with a copy of Field Education Experience Confirmation Form. Both student and field instructor complete the form and sign the agreement. The student and field instructor may keep a copy of the form if they wish to do so. The original form is returned (by the student) to the Field Director as confirmation that the placement for the academic year is secured. A copy of the form is filed in the student file and in the Field Director file.

Roles in Field

Student Responsibilities

Attendance: Students are expected to be in the agency for a total of 500 hours over the course of the year (500 hours for advance standing) and as per agency requirements (schedule to be worked out with the field instructor at the beginning of each semester with final approval of the Faculty Advisor/Liaison). If a student is out of field for jury duty or religious observance, the time must be made up. In the event of inclement weather, students should check with their agency/field 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 field instructor (via e-mail or phone) if, for some reason, they are not able to attend their field.

If a student is absent for more than three days during the academic year, the time must be made up. Arrangement for making up such missed time must be coordinated with the Field instructor and the Faculty Advisor/liaison. In case the student has not completed the required hours at the end of the semester or has not fulfilled all the requirements for the field, the student must meet with the field instructor and faculty advisor.

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

Field background checks/agency orientation/trainings: Some agencies require students to attend orientations or training prior to beginning their field. Additionally, most agencies require background checks, medical physicals, other medical requirements, and fingerprinting. Students must fulfill all responsibilities agencies require according to the instructions provided by the agency. Students are responsible for any fees related to background checks. It is the student's responsibility to inquire about the agency requirements and to request instructions from the agency field instructor, and to fulfill the requirements promptly. It is also the student's responsibility to notify the field instructor and social work Field Director when the requirements have been met. Incomplete required agency pre-requisites may lead to a decline of the student by the agency. Also, the student must notify Field Director if the student fails to meet agency requirements resulting in a decline of the student field work experience placement, or if the student declines the request to complete the required agency prerequisites. The student will then meet with the Field Director and the Social Work Department Chairperson to explore the reasons for the decline and determine the next step for the student.

Other student responsibilities:

- Establish days and hours of field education experience in collaboration with agency requirements and needs as outlined by the Field Instructor
- Arrive promptly each day of field education experience.
- Establish the schedule for the entire semester.
- Work with Field Instructor to set up time log for field education and the procedure for the field instructor to review and sign log. Monthly time-logs must be submitted to the course instructor.

- Complete all documents required by the agency as part of the field.
- Establish weekly (a minimum of 1-hour weekly) supervisory time with field instructor.
- Establish a work journal documenting professional skills and competencies students will focus on learning each semester.
- Prepare for the 1-hour weekly supervisor time with notes, questions, and a work journal.
- Establish a learning contract with the field instructor in collaboration with the seminar course instructor/faculty field liaison to ensure the 9-generalist social work practice competencies learned, demonstrated, and assessed during the student's academic year.
- Please see the field work experience learning contract template.
- Learn and demonstrate the 9-Council on Social Work Education professional practice learning outcome competencies.
- Complete Student Self-Evaluation Field Education Generalist Practice Experience Evaluation
- Achieve an overall 2.7 mean benchmark in all competencies for the first academic semester of Field Education Experience as evidenced by the Field instructor.
- Achieve a 3.0 overall mean benchmark for all practice competencies in the second semester of Field Education Experience as evidenced by the Field instructor. Field Education Generalist Practice Experience Evaluation.
- It is the student's responsibility to keep the social work course instructor informed of Field placement progress and our concerns. This is especially true if the student needs assistance to complete course requirements.

Field Director Role

The Field Director works diligently to ensure that the field work agency can provide the individual student with the required clinical practice learning experience. Agencies and Field instructors must meet the CCSU, Social Work Program and Council on Education professional development competency requirements. For this reason, students cannot establish their own field work placements.

An essential role for the Field director is to demonstrate administrative ability not only to identify student field education placements, but also to build a consistent sustainable field resource base. To do this the field director must demonstrate professional social work administrative leadership skills to build the resource network of collaborative relationships with administrators in outpatient agencies, schools, and inpatient hospital settings throughout the state. The administrative networking skills require a substantial amount of marketing or advocacy skills to help agencies and institutions recognize the benefit for agencies to provide social work students with learning opportunities in the field. Other required administrative skills the director must demonstrate are skills to facilitate the cooperation of the field setting to collaborate with the social work program in applying the required social work learning protocol documents, assignments, assessments learning opportunities for the individual student learner. The field director seeks to identify field education field opportunities to provide a "living lab" while taking foundation or specialized courses to increase student knowledge and exposure to the broad spectrum of social services in the social work field.

The Role Responsibilities for the Field Director:

- Leadership and management of all aspects of field education programming for the MSW program.

- Participation in the CSWE accreditation process, with leadership for the field education components of the process.
- Participation in curriculum development, with leadership for the field education components of the curriculum, including effective linkages between field education and didactic curriculum.
- Participation in department meetings, college and university committees, and state and/or national organizations.
- Academic advising and career mentoring, classroom teaching, guiding student directed scholarly work.
- Providing leadership in the recruitment, development, and approval of internship sites locally and across the state.
- Overseeing University and agency internship agreements required for student internships.
- Collaborating with agencies to build partnerships, respond to changing needs, and mediate concerns and resolve problems.
- Developing and overseeing implementation of various orientations and training programs for agency field instructors, field faculty and students associated with field education.
- Planning placements and overseeing and facilitating the process of assigning MSW students to internships.
- Coaching and mentoring field education faculty and students, including organizing and overseeing professional mentoring activities for students.
- Developing and overseeing the internship tracking database and access for students, field instructors, and field faculty.
- Performs other duties as assigned.

Field Director is responsible for placing students in organizations that can provide the experience and field instructor required by the program. There are no exceptions to students negotiating or making any arrangements for a field without the involvement of the field education faculty.

Field instructors/supervisors Role

The Field instructor is a professional social worker employed at an agency, approved by the CCSU department of social work, who facilitates the learning process at the agency. Field instructors must have earned a Master of Social Work (MSW) degree from a CSWE accredited institution and have a minimum of two years post-master (MSW) experience. The Field instructor acts as the teacher, supervisor, mentor, and guide for the student assigned to the practice setting. For learning consistency, quality of education, retention and graduation, the same field instructor and agency is assigned for both semesters Field Education Experience during the student academic year. Field instructors work closely with the social work program Field Education Seminar/Faculty liaison to facilitate the translation and integration of learning from the classroom into the field work practice setting.

The Field Instructor's Responsibilities Include:

- Demonstrate a commitment to social work values and ethics.
- Work cooperatively with CCSU Field Director and Field liaison.
- Attend Field seminars provided by the CCSU Department of Social Work once a semester.
- Monitor & assess students using the CSWE Competencies, Field Instructor/Student Learning Plan & CSWE 2022 EPAS Practice Behavior Learning Outcome Rubric

- Facilitate the educational goals and objectives of the Social Work Department in cooperation with the Field liaison.
- Conduct a minimum of one hour of supervision with students per week.
- Provide a range of culturally sensitive learning opportunities to enable students to achieve educational objectives.
- Alert faculty liaison of difficulty/problems or potential problems immediately
- Provide a verbal mid-semester evaluation.
- Conference with student and prepare a final evaluation using the CSWE (2022) Competencies, Filed
- Instructor/Student Learning Plan & Practice Behavior Learning Outcome Rubric

Exceptions to the Field instructor not being an MSW:

In the unique case where a student might need to be supervised by a non-MSW:

1. Task Supervisor: A “task/day to day” supervisor is assigned to monitor ongoing field tasks.
2. Field Instructor: One individual is assigned by the program to provide an additional one-hour weekly supervision with the student. This individual must have received a master’s degree from a CSWE-accredited program and have completed at least two years of post-master’s social work degree practice experience in social work.

The non-MSW instructor will participate in the required Seminar in Practicum Instruction (SIPI) for field instructors who have never supervised an MSW student. Both individuals will work jointly with the student to develop the student’s learning contract and will complete the field evaluation jointly.

Role of Faculty Seminar Course Instructor/Faculty Liaison

The Field Education course instructor and faculty liaison is a social work faculty member who is assigned to teach the required seminar courses during the year. In all instances, the faculty liaison is the same faculty member who teaches the students’ field education seminar course. This faculty member is assigned to the individual students in the seminar and field for the purpose of connecting and coordinating coursework to the practice setting, monitoring student progress, and assisting the field instructor in teaching and learning strategies and activities that adhere to the CSWE competencies (2022), NASW Code of Ethics (2021) and NASW Indicators for Standards of Cultural Competence (2007). In all instances, the faculty liaison is the same faculty member who teaches the students’ field education seminar course. For learning consistency, quality of education, retention and graduation, the same faculty member is assigned for both semesters’ courses during the student academic year.

The Faculty Liaison's Responsibilities Include:

- Serve as the link between the CCSU Department of Social Work seminar faculty, the agency, the agency Field instructor, and the student.
- Collaborate with Field instructor to develop Field education contract and opportunities based on the CSWE competencies (2022) and the individual learning needs of student.
- Participate with Field instructor and student in development of the Field Education Generalist Practice Experience Evaluation form.

- Visit the agency a minimum of once per academic semester to confer with Field instructor and student on student demonstrated professional practice competencies, skills, values.
- Assist the Field instructor in dealing with challenges/problems.
- Collaborate with Field instructor in the evaluation and grading of student progress.

FIELD GUIDELINES AND POLICIES

Safety Policy

- It is the student's responsibility to be safe and remain safe while in a field work agency. Students are encouraged to be aware and alert in the field work placements.
- Discuss the agency safety policy and safety plan with the field instructor the first day of field work. During the field placement process, agency personnel share their safety policies and procedures with the SSW field Director arranging the placement. Any concerns are discussed, if relevant.
- Students are responsible for asking questions regarding the safety procedures and the potential for violence in the workplace. Social work professionals often work with individuals, families and groups that are in need of health, mental health, and behavioral health assistance.
- When students are in field work internship, it is the student's responsibility to learn the appropriate student intern safety boundaries and to adhere to the boundaries.
- Students only see clients when there are other staff present in the Agency.
- Supervisor or another supervisory level staff member designated by the agency must be accessible whenever students are engaged in field placement activities.
- Students have the right and responsibility to refuse any field assignment in which they feel physically at risk.
- If a student is concerned about personal safety, it is the student's responsibility to discuss the concerns with the agency field work instructor, the seminar course instructor/faculty liaison, Field Educational Director, and the MSW Program Director.

Additionally, student in field work should:

- **Be alert**, be aware of both verbal and non-verbal cues that might indicate an at-risk situation in the agency.
- **Exercise appropriate professional judgment**
- **Always be aware of your surroundings.**
- **Trust your (gut feeling) or instincts**
- **Report immediately any safety concerns at the agency to your field work instructor at the agency, the agency Director, or personnel, CCSU social work course instructor, Field Director, and department chairperson.**

Vehicle Policy

Students are **not** to use their own or the agency vehicles for work at the field work agency. Students are not to use their own vehicle or any agency vehicles to transport clients of any age. Should an agency require the student volunteer to drive, the student must decline the request indicating the student is a volunteer or intern and must discuss the agency request with the course instructor. If students are asked to use their (student) owned vehicle to transport clients, students must inform their field instructors that using their (student) own

vehicles or an agency vehicle to transport clients **is prohibited under the CCSU social work program**. The student must notify the course instructor if the agency requires them to use their vehicle. The course instructor will notify the department chairperson of the agency request. A representative from the social work program, the course instructor and/or Field Director and/or department chair will inform the agency of the social work department policy to prohibit students from using their own personal vehicle or an agency vehicle to transport clients in a sensitive but firm manor to help sustain the student's field work internship placement.

Only 1 state agency has been approved by CCSU for student use of agency vehicle however the approval is dependent upon (a) the agency's regional Director's approval and is (b) approved only as deemed appropriate by the regional Director of the agency with (c) the approval of the social work course instructor, Field Director, and department chairperson. It is **not** a blanket approval for all the state agency locations.

Employment Policies

Students can apply to complete one of their field placements at their place of employment. This option is not available for advanced standing students. The student and the Field Director need to discuss ways in which the student's field education experience will be different then current employment duties and include different activities and responsibilities that are challenging, skill enhancing and intentionally focused on learning and demonstrating the required CSWE 9-core competencies. The Council on Social Work Education Accreditation Standard 3.37 (2022) mandates that the employment role must be different and separate from the field education learning experience. Additionally, the field instructor for field experience **must** be different from the employment supervisor. The student must complete the required minimum 500 internship hours for the full academic year. The Field Director will notify the MSW Program Director, and the Department of Social Work Chairperson of the plan established to ensure the role of the student learner is different and separate from the employment role at the agency. The learning contract must document that student assignments and field education supervision are different from those of the student's employment and this plan and student learning contract must be approved by the MSW Program Director. Should a student be terminated from their employment, the student will be found an alternate field experience location after consultation with the MSW Director and Field Director.

Ensuring Separate Assignments from Employment Placement:

The student must take on additional/different activities/responsibilities that are challenging, skill enhancing, and educationally directed based on the curriculum of the CCSU Department of Social Work. These activities/responsibilities must be separate from employment activities/responsibilities.

Ensuring Separate Supervision from Employment Placement:

The field instructor must be different from the employment supervisor. The field instructor must meet the CCSU Department of Social Work's criteria used in the selection of field instructors and be available to attend field instructor seminars once each semester.

Policy for Intern Hired at Field Agency During Field Education Experience CSWE (2022) Standard 3.37

Interns are **required** to notify the seminar course instructor/faculty Field liaison, the Field Director, the Field instructor, and the department of social work chairperson when the student intern is offered an employment position at the agency. While the program will support the students' desire to accept the employment, it is the student intern's decision to either accept or decline the position. If the student is interested in accepting the position, they should notify their Field instructor to determine how the employment might impact the intern's

Field education learning experience. The student is also responsible for notifying seminar course instructor/faculty Field liaison. The student, seminar course instructor/faculty Field liaison need to discuss ways in which the student's Field education experience can continue forward by revising the learning contract to enable the student to take on additional, different activities and responsibilities that are challenging, skill enhancing and intentionally focused on learning and demonstrating the required **CSWE 9-core competencies**. **The Council on Social Work Education Accreditation Standard 3.37 (2022)** mandates that the employment role must be different and separate from the internship Field education learning experience. Additionally, the Field instructor for internship learning must be different from the employment supervisor. The student must complete the required minimum 1000 internship hours for the full academic year. The *Field Director* will notify the department of social work *chairperson* of the plan established to ensure the role of the student competency learning is different and separate from the employment role at the agency. If the CSWE (2022) standard is met, by the revised learning contract to ensure the role of student as learner, student assignments and Field education supervision are not the same as those of the student's employment, the chairperson will approve the student revised learning contract and plan.

Advanced Standing Policy

MSW Advanced Standing program is for students who have already completed a bachelor's degree in social work (BSW). Students complete 32 credits of specialized practice coursework to obtain the degree. This includes 500 hours of field education (See page 25 on Vol.3). The advanced standing program is based on the principle that generalist practice content has all been covered while enrolled in the baccalaureate program, so students' progress directly to specialized practice curriculum. The advanced standing program focuses entirely on the specialized practice curriculum. If a student enrolls in the MSW program, but does not qualify for advanced standing, that student may identify any courses completed in social work and provide a transcript and syllabus for each course. The program will then review those courses and determine whether to waive generalist curriculum content. Transfer credit is not provided in these instances and those students are responsible for completing electives of their choosing to ensure they complete sufficient credits for degree completion. The program director then reviews these materials in consultation with the professor(s) of the course(s) for which the course is being considered to replace. Following this consultation, the program director will make the final determination of whether the course will be waived.

Transfer of Credits Policy

MSW Students who have taken graduate social work courses in a CSWE accredited graduate program, comparable to CCSU MSW level courses, may request a transfer of credit. The course must be taken within **five** years of matriculation, with **a grade of B** or better. The MSW Program will consider up to **15 course credits** for transfer. The MSW Program does not accept life/work experience for transfer into the program. To make a request, students must identify the course to be considered for transfer and submit an official transcript, and course syllabus to the MSW program director. The program director then reviews these materials in consultation with the professor(s) of the course(s) for which the course is being considered to replace. Following this consultation, the program director will make the final determination of whether credit will be granted.

Life Experience Policy

Please note that life experience and previous work experience CANNOT be used to fulfill course requirements or get credit for courses. Included in this, life experience cannot be used to meet the requirements of the Field Internships in the program. The Council on Social Work Education Accreditation (2022) mandates that the employment role must be separate from the field education learning experience. No exceptions will be made to this policy.

Social Media

CCSU-Department of Social Work Social Media Overview

Social media have become integral parts of our lives. While they can support our work and learning, social media posts several challenges for social work students as they work with children, teenagers, and adults in several settings. These challenges have the potential to create serious problems for you and possibly derail your future career. All personal social media sites should be password protected to the extent that there are no way clients can “find you.”

The Importance of Professional Conduct

According to the NASW Code of Ethics¹, Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

- Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.
- Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker’s presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with clients.

The Social Work Department has adopted a social media policy provided upon admission.

In-person Contact

The Council on Social Work Education (CSWE) requires field education through “in-person contact.” Field placements are designed to provide students with in-person contact with clients and agency collaboration.

Process Recordings

All field students, regardless of their Specialized Practice Area, are required to write several process recordings throughout each semester of their generalist/clinical field experience for the direct service component of their field practice. The Specialized Practice Area requires more process recordings. Process recordings are required for some academic course assignments too.

Student Malpractice Policy

The University arranges professional liability insurance for all matriculated students. This covers our students in the performance of duties as a student intern. This blanket coverage includes the \$1,000,000/\$5,000,000 limits required by most agencies. Students are only covered by this professional liability insurance for semesters that they are registered and thus matriculated students. Students who are not registered for field placement, field seminar, and the required concurrent classes for a given semester are not permitted by the University to engage in field education during that semester until such time as they are fully registered and matriculated. Agencies may deem it prudent to provide additional coverage for students. Any such arrangements are between agencies and students, and do not involve the University.

Home Visits

The Field agency should provide safety orientation to students engaging in home visits. Policies and procedures will vary in different agency settings. Students should only be asked to make home visits to residences known to have a low risk to personal safety. If there is any question or concern about safety, the student should only be asked to visit the home with another person qualified to handle any difficult situation that could arise.

Field Related Expenses

Students are responsible for their own transportation cost to and from the agency and may be required to pay for parking. Agency are expected to reimburse students for travel expenses incurred through the field assignments. Field placements may require background checks, immunizations, drug screen, physicals, etc. Students are required to pay for this cost. CCSU and the Social Work Program do not pay for these checks.

Time to Travel to Field

Travel time to and from field is not counted towards the required hours of your field experience.

CCSU Academic Misconduct Policy:

- Utilizing artificial intelligence (AI) tools (e.g., ChatGPT, PhotoMath) during an exam to answer questions (multiple choice or short / long response questions)
- Submission of output generated by AI tools as one's own for academic evaluation.
- Copying information from other sources (including AI tools) and submitting it as one's own work.
- Utilizing AI generated texts without citation.

<https://www.ccsu.edu/academicIntegrity/what-academic-misconduct#defined>

Professionalism

Student professional behavior is an important part of their commitment to becoming a social worker. Students Pre-Social Work and Social Work majors are expected to adhere to the professional performance standard of the profession throughout their academic journey. These include the National Association of Social Workers (NASW) Code of Ethics (2021) and the NASW Indicators for the Achievement of Cultural Competence in Social Work Practice (2007). Therefore, in both the classroom and field, students are expected to act professionally, including promptness, class attendance, and respect for diverse opinions and tolerance for differences. "Therefore, cultural competence in social work practice implies a heightened consciousness of how clients experience their uniqueness and deal with their differences and similarities within a larger context. The achievement of cultural competence is an ongoing process," (NASW 2007 p. 8).

Accommodations

If you are a student with a documented disability, and would like to request academic accommodation, you are encouraged to contact Student Disability Services (SDS) at 860-832-1952, or email disabilityservices@ccsu.edu. Located Willard/DiLoreto W201. Please visit the SDS website at <http://www.ccsu.edu/sds/> to download an Intake form and documentation requirements. Temporary impairments may also qualify for accommodation. Central Connecticut State University provides reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act for students with documented disabilities on an individualized basis.

Number of Field Placements

Students will be referred to a field agency which they will contact for an interview and confirmed placement. A maximum of **two** field placement referrals will be made by the Field Director if needed.

CCSU Grading Policy

Letter grades are awarded for all MSW courses with the exception of field experience, which is graded Pass/Fail. Each course syllabus outlines the instructor's expectations and grading policy, which may include factors that may influence students' final grades for that course (e.g., lateness of submission, class participation, attendance etc.). In addition, all instructors may use the following criteria to evaluate student's assignments:

- Mastery of course content.
- Critical thinking.
- Organization of material.
- Writing ability.
- Integration and application of course content to social work
- Ability to conceptualize

CCSU The Grading System

Central Connecticut State University uses the letter grading system as follows:

- A, superior
- B, above average
- C, average
- D, passing but below average.
- F, failure

A grade of incomplete (INC) may be recorded, at the discretion of the instructor, for a course in which a student, because of circumstances beyond his or her control, has not completed certain work or has been absent from the final examination.

A grade of NR (not recorded by instructor) will be entered if grades are not submitted in a timely manner.

Additional grades used at CCSU include AU Audit (no credit) INC Incomplete IP In Progress (Doctoral) NC Satisfactory completion of a non-credit course S Satisfactory performance in a non-credit course TR Transfer credit U Unsatisfactory performance in a non-credit course W Withdrawal.

An FN is a failing grade given to students who have no record of attendance and no record of academic participation for a course. It is treated as an F for GPA calculations.

For Social Work courses anything less than a B+ is not considered good academic standing.

The student grade in Field experience is based on SUBJECTIVE data. This is substantially different than the previous grading procedure. Assessment of CSWE learning outcome competencies is conducted to determine if learning outcomes are demonstrated in all written assignments, in class discourse and professional demeanor in the classroom and the field education setting.

Good Academic Standing and Academic Probation

Faculty members evaluate student performance based on oral and written work for class, inclusive of both the classroom and field setting. Final course grades shall be A, B, C, D, or F, including designations of "+" or "-." To remain in good academic standing, all students admitted to the MSW Program must maintain an overall GPA of 3.0 or above and earn at least a "B" in every course. Graduate students **must** maintain a B (3.0) cumulative grade-point average (GPA) in order to be in good academic standing. Any graduate student with a GPA between 2.5 and 2.99 at

the end of any semester (or its equivalent) in the program will be placed on probation. Students on probation are informed in writing.

Any graduate student on probation who does not raise his or her GPA to 3.0 by the end of the probationary semester will be subject to dismissal from the program.

The probationary semester is defined as one full-time semester or two part-time semesters.

For all students on academic probation, an academic probation contract is generated that must be reviewed and signed by the student placed on probation. Students placed on academic probation are required to meet with the program Director and/or chair of the department. Any graduate student with a GPA below 2.7 at any point will be subject to dismissal from the program.

Students on probation cannot take a leave of absence, withdraw from any class, or receive an incomplete in any course during the time they are on probation. Failure to comply with this will result in dismissal from the program.

THE PROGRAM PROVIDES ITS POLICIES FOR EVALUATING PROFESSIONAL PERFORMANCE

Policies:

Social Workers are expected to demonstrate professional competence in the classroom setting. Students in the MSW Program are accountable to the same standards as professional social workers in preparation to become professional social workers. Social work education serves the function of assuring they will be prepared to enter the social work profession as competent social workers. Protection of the profession's integrity and clients' rights to quality service requires graduates to be prepared to deliver social work services professionally. In order to ensure professional preparation, it is necessary for us to review our students' motivation and suitability for a career in social work.

The MSW Program is responsible for evaluating, screening and monitoring students' professional performance. A formal assessment is conducted when students apply to the program and when they prepare to enroll in the following semester. Additionally, students' professional performance is monitored throughout the program. We value the development of critical thinking and writing skills by our students and believe that the use of artificial intelligence blocks the development of those skills. All students' papers may be put through artificial intelligence recognition software. If the tools determine that a high percentage of the paper was completed by artificial intelligence programs, students will be reported and brought to the attention of the student's advisor or the department chair. Students can use tools like Grammarly, which helps to construct paragraph and sentence construction. But not tools that help you create the paper itself. When serious concerns arise, they are brought to the attention of the student's advisor or the Field Director. A Professional Standards Review Committee may be convened if concerns are severe enough to jeopardize the student's continuing in the program.

Expected professional conduct for social work students includes engaging in ethical behavior; treating others with respect and dignity; demonstrating tolerance, compassion, and competence; possessing adequate interpersonal skills; and demonstrating the necessary psychological well-being to interact positively and constructively with others that are consistent with the NASW Code of Ethics.

Examples of unprofessional conduct include, but are not limited to:

- Non-compliance with agency policies and procedures
- Participation in dishonest, fraudulent, deceitful or misrepresentative behavior
- Inability to engage in appropriate relationships with others
- Inability to accept feedback
- Disruptive behaviors that undermine the teaching, learning, and morale of others
- Inability to perform due to personal problems

- Inadequate work skills, such as absences and tardiness
- Inability to recognize and respect personal or professional boundaries
- Failure to treat others with respect
- The exploitation of others for personal advantage
- Engaging in sexual activities with clients

The decision of the MSW Program to remove a student from their field placement is made by the Field Director. Following removal, the Field Director will determine whether placement in a new setting is merited or whether the student needs to be counseled out of the social work program. Continued professional performance issues may lead to dismissal from the program.

Procedures:

For academic assessment, the Course Syllabi contains detailed information on how students will be assessed. Students are given a copy of the course syllabus during the first-class meeting. Course instructors review the academic and performance criteria (Please see *Syllabi* for examples) found in writing on the syllabi and review in discussion with students to optimize student clarity. Syllabi contain important details on how students will be assessed in both academic (assignments, presentations, field work, etc.) and professional performance (maintenance of class expectations relative to attendance, deadlines, and professional demeanor. Upon completion of this syllabus review process, students sign a form attached to the last page of the syllabus acknowledging their understanding of each of the academic and professional requirements and that signed acknowledgement is placed in the student's file.

The program assesses the professional performance of applicants during the admissions process. Students are provided professional performance policies and guidelines when they enter the program, and their professional performance is monitored as they progress through the program. When serious concerns arise, they are brought to the attention of the Program Director or Field Director. When concerns arise, the faculty member or field instructor discusses the concerns with the student and documents any concerns. Students are provided with the opportunity to correct their behavior by clarifying expectations or developing an improvement plan.

If concerns are not resolved or are of a serious nature, the concerns are elevated to a formal meeting with the MSW Program Director. A meeting is convened between the Program Director, advisor, and student, with the field Director involved if the concern relates to performance in field education. Documentation of this activity is noted in the student's file and the student is monitored. If the issues continue to be unresolved and are serious, the Program Director may convene a professional review committee of the student, faculty, staff, and/or field personnel. This panel will meet and review the concerns and may recommend the student's suspension, termination, or probationary status in the program.

The student is notified in writing of the time and place of the committee, invited attendees, the concerns to be addressed, and the process and potential outcomes. The meeting is chaired by the MSW Program Director, but all parties are provided with opportunities to present information and discuss the matter. At the close of the meeting, the student is dismissed, and the committee will deliberate and reach a decision. If a consensus decision cannot be reached, the Department Chair will call for a vote of the faculty members in attendance.

Potential outcomes of the Review Committee include, but are not limited to:

- A conclusion that no misconduct occurred
- Probation with the development of a learning contract or plan for the student's further growth and ultimate success within the program

- Probation with conditional status within the program, along with expectations and procedures identified for a resumption to full status
- Suspension for one or more semesters
- Dismissal from the program

Grievance/Appeal Process

Process of appeal this decision is outlined in the social work student handbook and the University Student Handbook (Grievance Policy and Procedures)

<https://www.ccsu.edu/academicIntegrity/academic-misconduct-policy>

Loss of Senior Internship Placement Opportunity

- If after field confirmation form has been submitted, and prior to beginning at the agency, the student is notified by the field instructor at the agency that the field education experience cancelled or is no longer possible the student is required to contact the CCSU Social Work Department Field Director ASAP both via email and phone to set up a meeting immediately.
- If the student is asked to leave their field by the agency/organization, student needs to immediately contact field faculty advisor and Field Director via email or phone. The Field Director will work with students to find new field placement.
- Student leave of absence while in senior field, a new field education experience application must be submitted-begin process for approval.
- When a student or field liaison requests a replacement, the faculty advisor, student, and Field Director will meet and set the best plan for notifying the agency.

Policy for Temporary Suspension from Program and/or Experiential Learning

This process is to be used when a student has been alleged of a serious behavior, or action, or a significant failure to demonstrate professional behaviors/meet learning outcomes associated with the program/experiential learning, typically defined/described in the program handbook that may impact a student's status or progression in a course/the program. Experiential Learning includes but is not limited to: Clinical Rotations, Fields, Student Teaching, and Internships. It is imperative that this policy is followed to ensure a student is given due process before any final decision or action is taken.

Process: 1. Student is notified about the precipitating incident and the potential outcome(s) if the allegations hold true. This may include but is not limited to: suspension or termination of experience, probation with performance improvement plan/remediation, course failure, or program dismissal. This must be communicated to a student in writing (email or hardcopy). It is recommended that the Notice of Temporary Suspension form is used. A copy of this policy should also be included with the notice to student.

2. An in-person meeting is scheduled as soon as possible with the student, the course faculty, the department chair, and other individuals deemed appropriate such as clinical/field faculty or supervisor, Directors, advisor, etc. In the event an in-person meeting is not possible, then a virtual meeting with recording capabilities such as TEAMS or WebEx should be used. A recording of the meeting should be archived. Any written documents for/from the meeting should be archived.

3. During the meeting the following must occur: a. Student is informed of the allegation along with any additional information that may have been gathered since the original notification was sent to student. b. Student is informed/reminded of the potential outcomes as stated in the initial communication to the student (Step 1 above). c. Student is allowed the opportunity to share their side of the story. It is

recommended that a written narrative is also provided by the student or transcribed during the meeting. d. Student is allowed to present reasons why the proposed potential outcomes should not be taken.

4. A second meeting with the appropriate faculty/staff is held to discuss and consider all the facts of the incident including the student's statements made during

Step 2. After consideration of all facts and statements, a decision of the final outcome is reached.

5. Student is informed, in writing, of the outcome with appropriate supporting statements. Students are advised of their opportunity to meet with the appropriate Dean to discuss final outcome.

6. If necessary, documentation is sent to appropriate offices on campus (Dean, registrar, etc.).

NOTES • This process is to be used when an incident of serious concern is raised that has the potential for a serious impact on a student's status or progression in an academic program.

- This process does not replace the CCSU Academic Misconduct, or Student Misconduct policies.

Depending on the allegation, a student may also be subject to one of those processes.

- Only CCSU can terminate an experiential learning experience. In the event that a partnering site wants to terminate an experiential learning experience, it should be considered as a request for CCSU to terminate the experience.

FIELD AGENCY AND SUPERVISOR GUIDLINES

Process to Apply to Become a Field Education Agency Instructor

A professional social worker is eligible to apply to become an approved field instructor in the social work program at CCSU if the instructor has earned a Master of Social Work degree from a CSWE-accredited social work program and has completed a minimum of two years post-masters' experiences. The instructor must have demonstrated an ability to teach the competencies to students. Additionally, the field agency where the professional social worker is employed must provide documentation to verify that the agency has the necessary mission and learning opportunities available for students to learn and apply the nine competencies and their associated behaviors. Interested social work professionals must submit the Field Instructor Application, interview with the Field Director and with the Social Work Department Chairperson. The field instructor application includes a requirement that field instructors identify the program from which they received their MSW degrees and a description of their post-master's social work degree practice experience in social work. The application is reviewed by the Field Director, who verifies that the potential field instructor has received a master's degree from a CSWE-accredited program and has completed at least two years of post-master's social work degree practice experience in social work.

Process to Apply to Become a Field Education Approved Agency

Agencies interested in becoming an approved internship learning environment for social work interns must contact the CCSU social work *Field Director* to request an application. The agency must complete an agency assessment to determine if the agency meets the CSWE and social work program requirements by demonstrating the agency ability to provide CSWE (2022) competency and profession development learning opportunities in all 9-competencies for students. The Field Agency Assessment for Field Education Generalist Practice 9- Competency Student Learning Opportunities form must be submitted to the Field Director for evaluation and assessment with the social work department chairperson. The agency will be approved if it meets a mean score of 5 or higher in the 10-core competency learning opportunities.

Upon the completion of the Field Education application, it is determined whether they are qualified to serve as an MSW field supervisor. If they are not (despite that stating being a requirement on the application), the Field Director will contact them to see if there is an additional MSW who can provide weekly supervision for the student. If the

agency is an appropriate social service agency and it is determined that the available supervisors meets the MSW supervisor standards listed above, a meeting will be held with both supervisors. In addition, the student will be notified of who will serve as the task supervisor and who will serve as the field instructor.

ASSESSMENTS

Students are also given a brief overview of the procedure for level assessments required during the academic year. A list of the assessments follows. Students are provided with the required forms and detailed information and instruction on the completion of required student, faculty and program assessments required in the Field Education courses by their course instructor.

Field Education Seminar and Field Work Assessments for Each Semester

- Implicit Curriculum Field Education Seminar Mid-Course Assessment
- Student Course Instructor End-of-Semester Evaluation for 1-4 Field Education Seminar
- End of Semester SW 1-4 Field Education Generalist Practice Experience Evaluation

FINAL STEPS

Graduating Terminating with Field Education Agency

Students are expected to terminate with the field agency at the end of the semester. Guided by the field agency instructor, the student will learn the skills required to terminate professionally with the agency, clients, colleagues, and staff. Each agency has a protocol for internship endings therefore the field instructor generally takes the lead in helping students learn the termination process at each step of the field work experience.

Students are also assisted by seminar I/II/III/IV, instructor, and field work liaison. Endings can be challenging for all involved therefore assistance is provided for students in the graduating cohort to help each complete termination and exit process in an adaptive and professional manner with agencies and clients.

Graduating Cohort Focus Group / Exit Interview

Students are required to attend a focus group. In the focus group meeting students begin the termination process with CCSU, the special work department, faculty, staff, and fellow colleagues. During the focus group the faculty engage in a discourse with students to learn about the student experience in the program, to obtain program feedback in terms of what students found helpful in developing professional competencies and demonstrated learning outcomes. The student subjective experience of the program course work, field work, and assessment process discussed by the students provides the program faculty with post data on the basic explicit curriculum content by having students demonstrate learning of content.

Dinner-Celebrating & Terminating with Graduating Social Workers, Social Work Program Faculty and Social Work Colleagues

When a cohort is planning to graduate the faculty celebrates student achievement in a dinner. The dinner enables students to celebrate the milestone accomplished in completing the generalist practice social work undergraduate program. The social work faculty establishes the agenda for the evening. All adjunct faculty are invited to join in the celebration. It is a fun time for all. Students deserving of special recognition are identified and celebrated. All graduating students are invited to attend. The social work club officers also participate to recognize graduates for their achievement.

CCSU SUPPORT SERVICES

THE LEARNING CENTER

Willard-DiLoreto D316
860.832.1900
<http://web.ccsu.edu/tlc>

IT SERVICES

(860) 832-1720
techsupport@ccsu.edu

WRITING CENTER

Willard-DiLoreto W314
<http://www.ccsu.edu/writingcenter>

ELIHU BURRITT LIBRARY RESOURCES

860-832-2060
<http://library.ccsu.edu>

UNIVERSITY HEALTH SERVICES

Marcus White Annex
(860)832-1925
www.ccsu.edu/healthservice

REGISTRAR'S OFFICE

Willard -DiLoreto D202
www.ccsu.edu/registrar

FINANCIAL AID OFFICE

Willard-DiLoreto Hall W208
(860) 832-2200
finaid@ccsu.edu

STUDENT WELLNESS CENTER

Willard – DiLoreto W 101
Appointment Line/860-832-1926
<https://web.ccsu.edu/healthservices/index.asp>

GRADUATE RECRUITMENT & ADMISSIONS

Central Welcome Center
(860) 832-2350
graduateadmissions@ccsu.edu

CAREER SUCCESS CENTER

Willard - DiLoreto, D101

(860)832-1615

www.ccsu.edu

STUDENT CENTER

(860)832-1960

<https://www.ccsu.edu/studentcenter/>

OFFICE OF STUDENT RIGHTS & RESPONSIBILITIES

Willard – DiLoreto W 105

860-832-1667

<https://www.ccsu.edu/studentrights/index.html>

STUDENTACTIVITIES/LEADERSHIP DEVELOPMENT

Student Center, Room 201

(860)832-1990

stdctr.ccsu.edu/SALD

SEPS DEAN'S OFFICE

Barnard Hall

860-832-2101

<https://www.ccsu.edu/seps/>

SEPS ADVISING CENTER

Barnard Hall

860-832-2370

<https://www.ccsu.edu/sepsAdvisingCenter/>

CCSU POLICE DEPARTMENT

www.ccsu.edu/Police

Emergency 911

Routine calls: 860-832-2375

MARIA'S PANTRY

R.C. Vance Academic Center

(860) 832-1601

foodpantry@ccsu.edu

THE RUTH BOYEA WOMEN'S CENTER

Student Center 215

860.832.1656

cobbina-boivin@ccsu.edu

LGBTQ CENTER

Barrows Hall 1st floor

(860) 832-2090

LGBTQ@ccsu.edu

COUNSELING AND STUDENT DEVELOPMENT

860-832-1926

DROP-IN CHILD-CARE CENTER

Carroll Hall 141

860.832.2125

kellymccarthy@ccsu.edu

BROTHERHOOD INITIATIVE

William Fothergill

Willard-DiLoreto Hall W101

860.832.1639

fothergillw@ccsu.edu

OFFICE OF VICTIM ADVOCACY

Willard-DiLoreto Hall D 305

(860) 832-3796

j.wagner@ccsu.edu

OFFICE OF EQUITY AND INCLUSION

Lawrence J. Davidson Hall 119

(860) 832-1652

CAMPUS MINISTRY

<https://www.ccsu.edu/campusministry/>

References

Central Connecticut State University (2024) [Home | Central Connecticut State University \(ccsu.edu\)](#)

Central Connecticut State University (2023) <https://www.ct.edu/about> 7/9/2023

Central Connecticut State University (2023) School of Education & Professional Studies [School of Education & Professional Studies \(SEPS\) | Central Connecticut State University \(ccsu.edu\)](#) 12/15/2023

Connecticut State Colleges and Universities (2021) <http://www.ct.edu/> <http://www.ct.edu/connsu#map>
[Connecticut State Colleges and Universities](#)

Connecticut State Colleges and Universities (2023) <https://www.ct.edu/regents/mission> 7/20/23

Council on Social Work Education, Educational Policy and Accreditation Standards
From CSWE website Copyright © 2022, Council on Social Work Education, Inc., all rights reserved.
<https://cswe.org/getattachment/Accreditation/Standards-andPolicies/2022EPAS/2022EPASandGlossary.pdf.aspx>

Council on Social Work Education (2022) - *Educational Policy and Accreditation Standards*. Retrieved from
<https://cswe.org/getattachment/Accreditation/Standards-and-Policies/2022-EPAS/2022EPASandGlossary.pdf.aspx>

Developed by the Council on Social Work Education (CSWE) Commission on Educational Policy and the CSWE Commission on Accreditation; Educational Policy approved by the CSWE Board of Directors on March 20, 2022; Accreditation Standards approved by the CSWE Commission on Accreditation on June 11, 2022.

National Association of Social Workers Code of Ethics National Association of Social Workers (approved 1996, revised 2008). *Code of Ethics for Social Workers*. Washington, D.C.: NASW. These six value elements reflect NASW.

National Association of Social Workers (2021). *National Association of Social Workers Code of Ethics* Washington, D. C.: National Association of Social Workers

National Association of Social Workers (2007). *National Association of Social Workers Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice*. Washington, D. C.: National Association of Social Workers