



**ADELPHI UNIVERSITY  
SCHOOL OF SOCIAL WORK**

**Ph.D. PROGRAM STUDENT HANDBOOK**

**Adelphi University School of Social Work  
Garden City, New York 11530**

Adelphi University is committed to extending equal opportunity in employment and educational programs and activities to all qualified individuals and does not discriminate on the basis of race, color, religion, gender, sexual orientation, age, national origin, disability, or status as a Vietnam-era veteran. The discrimination coordinator pursuant to Section 504 of the Rehabilitation Act of 1973 is the Associate Vice President, Human Resources and Labor Relations, Room 203, Levermore Hall, (516) 877-3224. In addition, the Associate Vice President for Human Resources and Labor Relations is the coordinator for Title IX and age discrimination enforcement.

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## SCHOOL OF SOCIAL WORK ADMINISTRATION AND FACULTY

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**School of Social Work Main Telephone: (516) 877-4300**

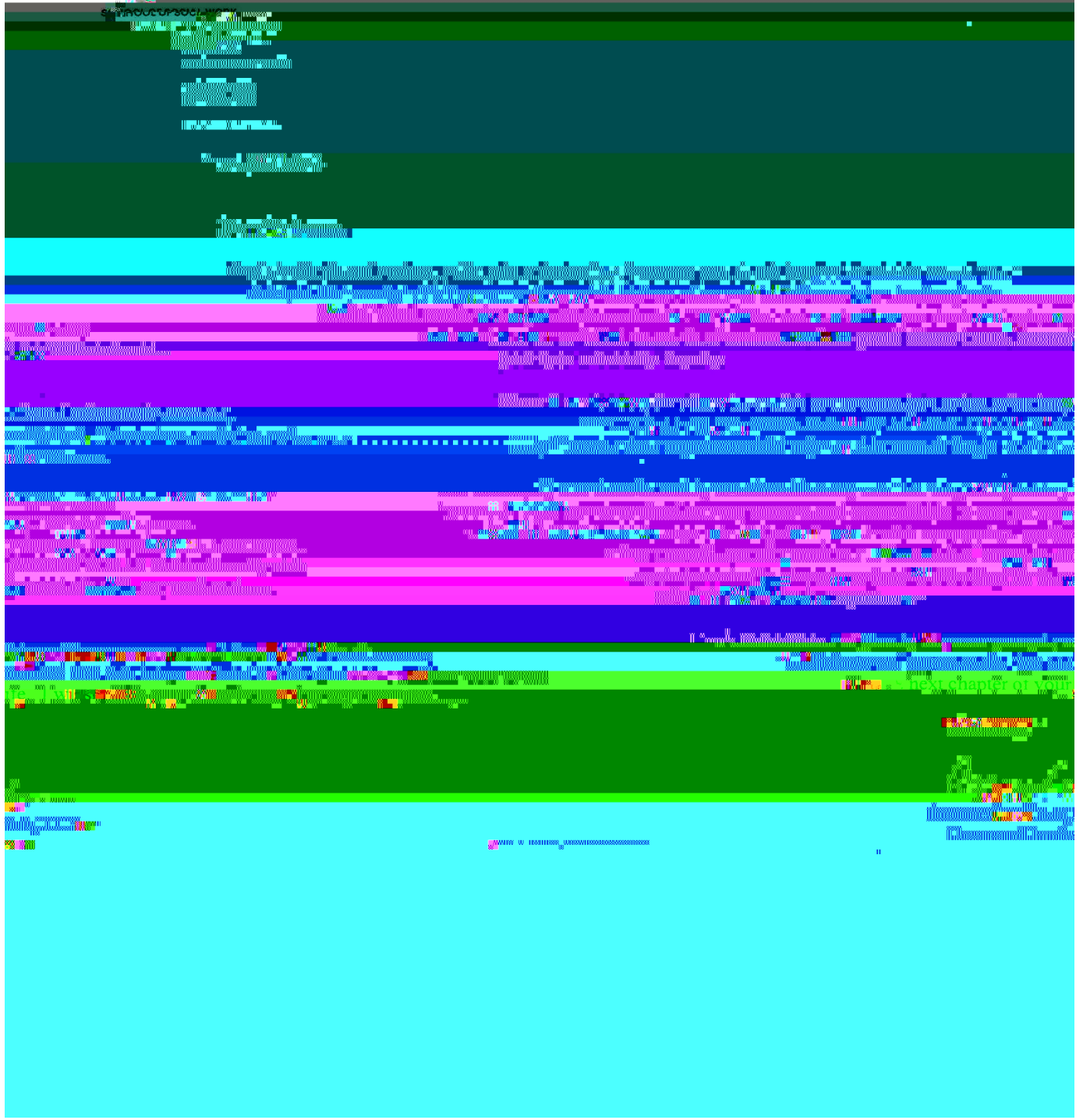
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Assistant to the Doctoral Program, Kathleen Augustine. Ext. 4385

For details about Faculty Research, Scholarship & Areas of Interest, please refer to Appendix A



## **WELCOME FROM THE DIRECTOR OF THE PH.D. PROGRAM**

Congratulations on being admitted to the Ph.D. program at the Adelphi University School of Social Work! You have worked hard to join this prestigious program. We are happy that you made the choice to come to Adelphi. We hope that your doctoral education will be exciting, inspiring and challenging. Our unique and flexible curriculum and our exceptional faculty is well suited to meet the educational needs of our diverse student body.

The Ph.D. program is designed to prepare students to assume the role of thought leaders, researchers and practitioner-scholars. We are committed to developing and augmenting your existing skills and preparing you to contribute to social work knowledge base in your area of expertise. Upon graduation, many of you may choose an academic path while some of you may take on leadership roles at agencies. Regardless of your chosen career, we encourage you to embrace a culture of critical thinking and lifelong learning.

While you are a student, there will be many demands on your time and energy. Please make sure to balance demands from home, school and work with self-care. We do hope that you will draw and build on the support of your cohort peers, the larger doctoral student and faculty community, family and friends. Past students have repeatedly touted the value of supportive networks and collaborative partnerships as the cornerstone of successful completion of the Ph.D. program.

The faculty and staff of the Ph.D. program are invested in helping students successfully complete the program. Please do not hesitate to reach out to me and other members of the faculty and staff if we can assist you in any way. In Appendix A of this handbook, you will find bio-sketches of all full-time faculty at the School of Social Work. This handbook is akin to a guidebook and I recommend that you take the time to review and use it as often as needed.

Finally, make sure to have fun by actively collaborating with your peers and faculty members. As the Director of the program, I am committed to serving as a mentor and guide to you in this journey.

On behalf of the faculty and staff, welcome to the program and we wish you all the very best!!

Elizabeth Palley Ph.D., JD, M.S.W.  
Associate Professor & Director of the Ph.D. Program

## **MISSION AND OBJECTIVES OF THE PH.D. PROGRAM**

The Ph.D. program of the Adelphi University School of Social Work prepares social work and other human service professionals to assume leadership in the profession. Grounded in an evolving knowledge base, the program aims to expand students' capacities to critically conceptualize, develop, evaluate and disseminate knowledge that is relevant to social problems that have an impact on the human condition.

Our accessible Ph.D. program offers part-time and full-time course which with the aim of developing graduates who are able to:

- Develop their expertise in a specialized area of knowledge and locating it within existing social work knowledge;
- Critically analyze theories, practices, policies, and research;
- Integrate social work research practice, education, and teaching.
- Promote social work values of social justice and equality as they apply social work knowledge to addressing social issues.



## **PROGRAM DESCRIPTION**

The Adelphi Ph.D. program is designed for working professionals. There are two program options: part-time and full-time.

Students who elect the part-time option take two courses per semester one day a week for four year. Students who elect the full-time option take four courses two days a semester for two years. Course expectations, however, are the same across both programs. Degree requirements must be completed within prescribed timelines excluding any approved official leaves of absence. Other requirements for students in the program include:

1. Maintenance of a grade point average (GPA) of 3.3 or higher (B+ or higher) throughout the course of study.
2. Complete 48 doctoral level credits.
3. Pass the Candidacy Examinations which are given after completion of 24 credits, i.e., after two years of study for part-time students and one year for full-time students.
4. Obtain an approved dissertation proposal within two years of completing course work regardless of part/full time status in the program (excluding all approved official leaves of absence).
5. Complete a written dissertation and successfully defend it within six years of completing course work (or 4 years after completing proposal defense) regardless of part/full time status in the program (excluding all approved official leaves of absence).
6. Maintain status in the program by (a) registering for course work, (b) registering for Continuous Matriculation after course work has been completed, or (c) securing an approved leave of absence from the Director of the Ph.D. Program.

COURSE OF STUDY

<b><u>Part-time Schedule</u></b>	<b><u>Full-time Schedule</u></b>
<p style="text-align: center;"><b><u>First Year (Monday)</u></b></p> <p style="text-align: center;"><b><u>Fall</u></b></p> <p>860 Social Work and Social Science 842 Human Behavior Theory, Empirical Knowledge &amp; Contemporary Practice</p> <p style="text-align: center;"><b><u>Spring</u></b></p> <p>850 Comparative Approaches to Social Work Research: Quantitative 882 Comparative Approaches to Social Work Research: Qualitative</p> <p style="text-align: center;"><b><u>Second Year (Wednesday)</u></b></p> <p style="text-align: center;"><b><u>Fall</u></b></p> <p>845 Cross-national Perspectives on Social Provision 810 Epistemology and Social Work Knowledge</p> <p style="text-align: center;"><b><u>Spring</u></b></p> <p>847 Social Work Practice Research 878 Theories and Research on Organizations and Leadership</p>	<p style="text-align: center;"><b><u>First Year (Fall)</u></b></p> <p style="text-align: center;"><b><u>Monday</u></b></p> <p>810 Epistemology &amp; Social Work Knowledge 842 Human Behavior Theory, Empirical Knowledge &amp; Contemporary Practice</p> <p style="text-align: center;"><b><u>Wednesday</u></b></p> <p>845 Cross-national Perspectives on Social Provision 860 Social Work and Social Science</p> <p style="text-align: center;"><b><u>Spring</u></b></p> <p style="text-align: center;"><b><u>Monday</u></b></p> <p>850 Comparative Approaches to Social Work Research: Quantitative 882 Comparative Approaches to Social Work Research: Qualitative</p> <p style="text-align: center;"><b><u>Wednesday</u></b></p> <p>847 Social Work Practice Research 878 Theories and Research on Organizations and Leadership</p>

\* 53.13.4(r)-3(01)(a)2(b)4 1.01.01 Soc/F4



## **CANDIDACY EXAMINATION**

### AN OVERVIEW

For the candidacy exam, you will be required to complete a 'literature review.' This means that you will complete a review of past literature relating to your topic area. The goal of completing a literature review is to examine and understand what has been done in the past and help you to proceed into your own work with a deeper understanding of established knowledge. This will also help set the stage for your study.

To complete a literature review, you must complete the following tasks:

1. Clearly identify a topic that you are interested in studying.
2. Use the library databases to identify **peer-reviewed journal articles** that pertain to your topic of interest (keep a note of the search terms, phrases, databases, etc. that you searched).
3. Read the abstracts and examine the results and finalize 10-12 articles (no more than 15 in total) that you feel ideally speak to your topic of interest.

Note: Please bear in mind that the articles that you pick on your topic should speak to theoretical, epistemological, empirical, policy and practice aspects related to your area of interest.

4. Start reading the articles and organizing the content in terms of theories, research methodologies, policy and practice content.
5. Formulate the outline.
6. Flesh out each of the aspects (as described in the 'detailed outline' handout).

**REMEMBER:** In the literature review, you are expected to summarize the contents of each of the articles and not describe each of the articles in detail. This is an exercise in trying to understand how scholars have used different approaches to study the topic and your job is to summarize the same, not catalogue each article. Use direct quotes from the articles sparingly, paraphrase succinctly.

### **Some tips: (more details of the exam below)**

1. Your literature review should be organized clearly into sections.
2. Begin with a brief introductory paragraph stating your topic and briefly describing your search strategies, results and your decisions for choosing the articles (not more than 15 in total).
3. Address the theoretical underpinnings that have been commonly addressed and used the past by scholars who have studied this topic and compare and contrast and weigh in on which ones were most appropriate in your opinion.
4. Exam[3(a)4(rc)7(h)-9(e)] 6.6 igh in cles tner literature review should be organiyCewhich ones were r(

## **Detailed Instructions**

Write 'one' paper that will have various components including critically reviewing theoretical perspectives, research methodologies (quantitative, qualitative or mixed), and policy and practice implications in your topic area.

Bring relevant peer-reviewed journal articles that will inform your paper on these various aspects.

Practice Academic Honesty: You are required to adhere to the Code of Conduct as stipulated by the University guidelines. Please refer to <http://operations.adelphi.edu/policies/code-of-conduct/> for further information.

- a. **All exams will be uploaded on to TurnItIN for grading.**
  - b. Internet searches during the exam is not allowed and will be sufficient cause for the student to earn a failing grade in the exam.
- 

### **A. FORMAT:**

**Students will be given the exam when school ends and have until the beginning of August to submit their paper.**

**Please ensure that the paper that you submit is your own original work. Keep direct quotes to a minimum, paraphrase your ideas, and actively synthesize the key points from each of the articles and present it succinctly.**

## **Grading Rubric**

Grading:

Topic area identification + Problem statement: 10 points

Epistemological & Theoretical frameworks: 25 points

Past research critique: 25 points

Policy implications: 20 points

Practice implications: 20 points

Two faculty members will independently grade the whole exam. All students will be given extensive feedback. Grading will take place within 2 weeks of paper submission.

Students will be given a grade of revisions necessary, pass or high pass.

If a student is required to revise their paper and the graders are not in agreement that it is a passing paper, a third grader will be asked to grade the paper/ provide a final grade.

A student who revises their paper will receive their grade within 5 days unless there is a need for a third grader in which case, they will be told within 8 days.



leave of absence (p. 10) will be considered to have left the program and must petition the Director of the Ph.D. Program for readmission within the 10-year time limit. Students who seek





## **TIMETABLE FOR COMPLETION OF THE PH.D. PROGRAM**

- ◁ Students must register for and take the Candidacy Examinations following completion of 24 course credits, unless there are extenuating circumstances. If so, the student should appeal in writing to the Director of the Ph.D. Program for permission to delay the examination.
- ◁ Students must have an accepted dissertation proposal not later than 2 years after they have completed their coursework, excluding any official leaves of absence. When appropriate, based on the recommendation of the adviser to the Director of the Program, students may be granted an extension of a maximum of 2 semesters (one semester at a time) to complete their proposal defense. However, this will automatically mean that the time that the time for dissertation defense is reduced accordingly.
- ◁ Students must complete the dissertation and successfully defend it in an oral examination and have the dissertation accepted by the faculty no later than 6 years after they have completed their coursework, excluding any official leaves of absence.
- ◁ Matriculation in the Ph.D. Program may not exceed 10 years for a part-time student and 8 years for a full-time student; this time period is exclusive of any official leaves of absence.

## **FACULTY ADVISEMENT**

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and since one member of the DC must be a member of the tenured faculty, it is advisable that the DC should also consist of at least one faculty member with tenure. The advisor works with the doctoral candidate to also locate an appropriate external reviewer, who should have neither a working nor a personal relationship with the student. The external reviewer must be an outside scholar/expert who holds a Ph.D. or equivalent degree and specializes in the subject area of the dissertation. Someone who has published in this area would be ideal. Someone who has not published but has practice experience in the subject area, knows the literature, and can comment on methods, analyses, and conclusions would also be appropriate for this role.

- ◁ Responsibilities. When the Advisor considers the proposal ready, the Advisor, in consultation with the student will send the Proposal for the committee's review. Members of the DC will individually review drafts of the proposal upon request of the Dissertation Advisor and will make suggestions for improvement. The Dissertation Advisor will communicate with the DC members to determine when the proposal is ready for formal review. At that point, the DC will meet with the student to determine the status of the proposal. The DPC can decide to:

-

The Dissertation Advisor is responsible for informing the Ph.D. Office of the approval of a proposal and filling out and placing the appropriate form (Appendix D) in the student's file.

### **Proceeding to Defense Logistics**

- ◁ Students have six years from completing their coursework to successfully defend their dissertation. Thus, a student who obtained an approved proposal one year after completing coursework has five years to defend their dissertation. A student whose proposal was approved three years post-coursework (with a one-year extension) has three years to defend their dissertation.

### **Approval of the Dissertation**

Each completed dissertation is evaluated at an oral examination or defense by a Dissertation Committee (DC). The Advisor schedules this examination when the student nears completion of the dissertation.

The DC is selected by the Dissertation Advisor in consultation with the student and consists of

case they send the advisor their reasons. The advisor then communicates this to the student;

- < Attend the oral defense and address questions to the candidate;
- < Determine the disposition of the dissertation based on both the written document and its defense;

**Four typed copies of the completed draft of the dissertation must be available for distribution to the members of the DC at least eight weeks prior to the oral examination. The dissertation must be written in standard form using APA style.**

The student will send copies of his/her dissertations to all committee members, including the outside reader, and ask for feedback within a month. The student will make all corrections and/or changes within two weeks of receiving the feedback and provide the updated copies to the committee. The student should indicate on a separate document the revisions that were made.

The Dissertation Advisor serves as the Chairperson of the DC. The Chairperson is responsible for notifying the Office of the Ph.D. Program of the scheduling of the oral examination. The Ph.D. Office secures a room for the defense, formally invites the outside member of the DC and informs the Faculty of the School of Social Work of the name of the candidate, title of the dissertation and the date, time and place of the oral defense. Members of the Faculty and Ph.D. students are invited to attend the oral defense. If they plan to attend, they are requested to inform the Ph.D. office of their intention to do so. All faculty members/doctoral students who attend will do so in the capacity of observers only. The Ph.D. office reserves the right to limit the number of student attendees.

The candidate is completely responsible for the content of the Dissertation and is expected to be able to explain all concepts and procedures that are used in the research, to defend all decisions related to data collection and analyses and to explicate its interpretations and conclusions.

The following decision categories are used by the DC:

- < Pass – Level I: Both the written document and oral defense are acceptable.
- < Pass – Level II: The defense is acceptable, but the written document requires minor modifications that must be completed within a month of the oral defense.
- < Pass/ ( )

resubmit a major revision of the written document and/or repeat the oral defense after further revision.

- ◁ Final Fail: Neither the oral defense nor the written document is acceptable, and the committee does not believe additional revisions or further discussion will render it acceptable.

The student is informed of the DC's evaluation immediately both orally and in writing, that is, at the conclusion of its deliberations that immediately follow the student's oral defense. In the event of Level II or III passes, the DC determines whether the Dissertation Advisor has sole responsibility for determining the acceptability of the revisions, whether all or part of the revised dissertation must be submitted to and approved by committee members and whether the DC needs to reconvene to determine whether the dissertation is acceptable.

The Dissertation Advisor signs the certificate of acceptance of the report when all recommendations have been met. Any revisions or modifications requested by the DC at the oral defense must be completed before the doctoral candidate will be awarded a doctoral degree.

### **Publication of the Dissertation**

Students are expected to work with the doctoral office towards publishing their dissertation.

They will be instructed to reach out to Ken Herold to have your dissertation uploaded to the

library12 792 reW\* nBT/F8 11.04 Tf1 0 0 1 317.45 415.99 Tm0.133 g0.13s15.99 Tm0.133 g0.13s15.99 Tm0.13

## **REGISTRATION**

The Ph.D. office informs students of the courses that they are required to take prior to each semester. Registration can be completed on-line through the Course Listing, Advising and Student Service (C.L.A.S.S.) system that can be accessed on the internet at <http://class.adelphi.edu> or through the University's website at [www.adelphi.edu](http://www.adelphi.edu). Registration requires Faculty Advisor approval that can be secured on-line. Students who are cleared



## **TRANSFER CREDIT**

Courses must have been taken within the past five years to be considered for receiving transfer credit. The content of the course(s) for consideration must be comparable to the Ph.D. course(s) for which it is a substitute. The maximum transfer credit allowed is six credits (two courses). The student requesting transfer credit must submit a copy of the course outline or syllabus and copies of course assignments to the Director of the Ph.D. Program. The Director, in consultation with relevant members of the Ph.D. faculty, will decide whether courses are transferable.

## **GRADING POLICY**

All Ph.D. level courses, except SWK 895 and SWK 896 (Continuing Matriculation with Advisement and Continuous Matriculation without advisement), will be graded with letter grade on a 4.0 grade point system. The points assigned to letter grades are as follows:

A	4.0	= 93 and above
A-	3.7	= 90-92
B+	3.3	= 87-89
B	3.0	= 83-86
B-	2.7	= 80-82
C+	2.3	= 77-79
C	2.0	= 73-76
C-	1.7	= 70-72
F	(0)	= 69 and below

The nominal definition of letter grades is:

- A excellent work
- B good work
- C marginal work
- F failing work

The criteria for evaluation of a student's work are:

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

## **REQUIRED GRADE POINT AVERAGE**

Students are required to maintain a minimum grade point average of 3.3 to remain in good standing in the Ph.D. program. A prerequisite for taking the Candidacy Examination is a 3.3 grade point average for all Ph.D. courses taken at Adelphi University in fulfillment of the course requirement for the Candidacy Examination. This level of performance is required as well for courses taken subsequently to the Candidacy Examination in the remaining eight required courses, hence for graduation from the Ph.D. program and receipt of the degree.

**INCOMPLETE GRADES**

**FINANCIAL AID**

**Graduate Assistantships**

## **EMAIL AND OTHER COMMUNICATIONS**

All registered students are provided with an official Adepfi Univeristy GMail Email account. To receive Email accounts and passwords, students should go to the Help Desk at the Information Commons on the 2<sup>nd</sup> floor of the Swirbul Library. Email accounts can be accessed from any computer via the worldwide web. Using the password provided, students may also access MOODLE, an online learning environment used by many professors to post course outlines, assignments and documents and to conduct class discussions.

Students will be informed by their official Email of important events, class cancellations, dates for registration and opportunities for financial aid. Students are therefore strongly advised to read their Emails from the Ph.D. office frequently.

Mailboxes for full-time and part-

## **GRADUATION**

In order to receive a degree, all students must apply for graduation. Applications are available online using eCampus through CLASS. The deadlines for filing are posted by the University on the University's Academic Calendar (<http://www.adelphi.edu>).

In order to be approved for graduation in January, an approved revised dissertation will have to be submitted by January 10. The deadline for May graduation is April 1 and August graduation is August 1.

## ACADEMIC AND ADMINISTRATIVE POLICIES AND PROCEDURES

### Academic Honesty and Plagiarism

Academic integrity is fundamental to the pursuit of knowledge. All members of the Adelphi community are expected to abide by the Code of Academic Honesty, which states that “The University is an academic community devoted to the pursuit of knowledge. Fundamental to this pursuit is academic integrity. In joining the Adelphi community I accept the University’s Statement of Academic Integrity and pledge to uphold the principles of honesty and civility embodied in it. I will conduct myself in accordance with ideals of truth and honesty and I will forthrightly oppose actions which would violate these ideals.”

Everyone in the University community shares the responsibility for securing and respecting an environment conducive to academic integrity. Academic dishonesty will not be tolerated, and persons who breach academic integrity will be sanctioned in accordance with procedures set forth in the section on academic dishonesty by a Ph.D. student/candidate.

Violations of the Code of Academic Honesty include, but are not limited to, the following:

1. Fabricating data or citations
2. Collaborating in areas prohibited by the professor
3. Unauthorized multiple submission of work
4. Sabotage of others’ work, including library vandalism or manipulation
5. **Plagiarism**: presenting any work as one’s own that is not one’s own. It includes any unacknowledged direct quotes [including sentences and paragraphs from any printed or electronic sources] and/or paraphrased but uncited ideas that appear in any written work submitted by a student.
6. The creation of unfair advantage
7. The facilitation of dishonesty
8. Tampering with or falsifying records
9. Cheating on examinations through the use of written materials or giving or receiving help in any form during the exam, including talking, signals, electronic devices, etc.

In the doctoral program, academic dishonesty is a serious offense which may result in dismissal from the program. The penalty for academic dishonesty within the course is determined by the instructor. However, any instructor encountering an incident of plagiarism/any other form of academic dishonesty by a doctoral student will report the same to the Director of the Doctoral Program. In the case of plagiarism, the Director will assign the student required training and competency building on plagiarism.

The report of the student’s academic dishonesty will be kept on file in the Director’s office.

If the Director receives two reports of plagiarism about a particular student, s/he will convene an

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\*genetic predisposition or carrier status - Genetic predisposition means a genotype that increases the risk of disease but does not make it certain. Carrier status means individuals who have inherited a disease-causing allele (gene).

See visit <http://hr.adelphi.edu/title-ix/university-policy/> for anti-harassment policies and what actions students should take if they think they are being harassed.

### **Internal Grievance Procedures for Ph.D. Student Complaints**

This procedure pertains to students who feel they have been summarily or unfairly treated by a member(s) of the School of Social Work faculty or have had a decision of a non-disciplinary nature rendered against them in what they consider to be an unfair or an unjust manner and that this treatment does not fall within the definition of harassment. Students with such complaints shall have recourse to the Director of the Ph.D. Program who shall discuss the matter with the student and attempt to resolve it. If the student is not satisfied, the Director of the Ph.D. Program shall ask the student to put his/her grievance in writing. The Director will convene a Grievance and Review Committee consisting of three members of the School of Social Work faculty to consider the grievance and make a recommendation to the Dean of the School of Social Work. If the student's complaint involves the Director of the PhD Program, the student may meet with the Associate Dean for Academic Affairs. If not satisfied, the Associate Dean may ask him/her to put the grievance in writing and convene a Grievance Review Committee.

The Ad Hoc Grievance and Review Committee will review the written complaint and meet with the student and with the member(s) of the faculty by whom the student claims to have been treated unfairly.

Based on the evidence, the Committee will make a recommendation to the Dean of the School of Social Work who, as the highest administrative officer of the School of Social Work, will determine what further action is to be taken.

Students who wish to grieve an event or decision must do so in writing to the Director of the Ph.D. Program or the Associate Dean for Academic Affairs within four weeks of its occurrence. Complaints that are brought to the attention of the Director later than four weeks will be reviewed by the Director or Associate Dean, as applicable, in consultation with the Doctoral Program Committee. The Director or Associate Dean will subsequently communicate with the student about the recommendation of the committee regarding a Grievance and Review Committee if applicable.

**Only the Instructor** may change a student's grade.

### **Unethical and/or Unprofessional conduct by a Ph.D. Student**



## FACULTY RESEARCH, SCHOLARSHIP AND AREAS OF INTEREST

### Appendix A

**Professor Wahiba Abu-** research area of interest is in mental health and trauma among Muslim and Arab-Americans. Dr. Abu-Ras published numerous articles and book chapters on various issues such as domestic violence among Arab immigrant women, the impact of 9/11 on the Muslim community; the role of religion/Imams in mental health settings, and the needs of chaplaincy services for Muslim patients, including access and barriers to services; the role of religion in fostering resiliency; and intersectionality and mental health issues. Her current international research interest includes psychological distress among Arab and Muslim parents of children with disabilities, substance abuse among college students, breast cancer and mental health issues among Muslim women, and the impact of the blockade on Qatari Citizens' and residents well-being. Dr. Abu-Ras serves as a member of national and international refereed journal editorial boards. She has taught social work courses and conducted several training workshops in several countries, including United Arab Emirates, Palestine, Syria, and Saudi Arabia, and between 2017-2019 assisted in establishing a Master in Social Work Program in Qatar. Dr. Abu-Ras. She was nominated three times for the Excellent Teaching Award and a recipient of a Fulbright scholarship.

**Professor Beverly Y. Araújo-** research interests include the impact of psychosocial stressors such as discrimination and language barriers on the mental health of Latino immigrants and the development of culturally competent interventions for Latino communities. As a social worker, she has conducted individual and family counseling with Latino/a immigrant communities in New York City. She is currently the Principal Investigator of the “Building Resilient Families: Fortaleciendo a Familias Immigrantes” Project that focuses on the development of culturally competent educational and mental health initiatives for Latino immigrant families.

**Associate Professor Richard Belson** specializes in strategic therapy with individuals, couples and families. He studied for many years with Jay Haley and Cloe Madanes and was also a supervisor for Haley and Madanes in Washington, DC. Professor Belson has given workshops throughout the United States and in a number of cities in Europe. “The NY Times has done a full page discussion of Dr.Belson's original interventions”.

**Professor Roni Berger's** areas of expertise include trauma, specifically cultural aspects, supervision and posttraumatic growth, international social work education, the application of evidence-based practice in field education and clinical supervision, families, specifically non-traditional families, immigrants and refugees, and, group work. Her most recent research was about self-sup7.02 TmuteWigntextT1 111op7 Tm1 . rkshops in p4 142ub7.02 Tsh nBT e ofrabric groETQutho 11

conducted research in Australia, Israel, Hong Kong, Nepal and the United States. Her research has been supported by institutional and external funding. She is the recipient of two Fulbright Senior Specialist award and one Fulbright Nepal award. She has served on national and international editorial and advisory boards in the US and abroad. Prior to immigrating to the US, she served in scholarly, professional, and administrative capacities in Israel. At Adelphi she has taught across programs and courses and advised dissertations of diverse topics employing diverse methodologies.

**Professor Carol S.**

several years of clinical experience as a medical social worker and has attracted funding as a principal investigator of a National Institute of Mental Health Grant (R03) on late-life vascular depression, a Hartford Geriatric Social Work Faculty Scholar Award, and an Open Society Work Leadership Award (Project on Death in America).

**Associate Professor Patricia A. Joyce's** qualitative research interests include: trauma, incest, domestic violence, mental illness, non-offending mothers of sexually abused children, cultural competence and PTSD, secondary trauma and ethnicity, psychoanalytic theory, and social work pedagogy. Dr. Joyce was an Adelphi University Teaching Fellow for the 2019-2020 academic year; her teaching as scholarship project focused on using students' voices to inform creating a trauma-informed and responsive online classroom. Dr. Joyce was the primary investigator on a grant from Weill Cornell Medical College and New York Hospital Queens to train primary care residents in assessing for trauma exposure in immigrant women who present with medically unexplained symptoms in their primary care clinic. She is the Faculty Director at Adelphi for New York State Office of Mental Health-Deans' Consortium: Evidence-Based Practice in Mental Health in Social Work Education.

**Associate Professor Daniel B. Kaplan** is a gerontological clinical social worker with expertise in mental and neurological disorders, aging, and social work practice and supervision. He is the Faculty Director of the Center for Nonprofit Leadership at Adelphi University School of Social Work. His research includes intervention studies and workforce development initiatives to optimize services, clinical interventions and supportive environments for older adults with mental and neurological disorders living in the community, as well as studies of programs to enhance social work supervision. He is Director and Principal Investigator for the Social Work Practice Fellows program and the former National Director of Social Services for the Alzheimer's Foundation of America. Dr. Kaplan holds clinical social work licensure in New York and Massachusetts, as well as an NASW certification in advanced gerontological clinical social work. He earned his doctorate at Columbia University and then held a postdoctoral research fellowship in the NIMH Geriatric Mental Health Services Research program at the Weill Cornell Institute for Geriatric Psychiatry.

**Associate Professor Tae-Kuen Kim** received his Ph.D. at the School of Social Policy & Practice, University of Pennsylvania. His research interests include economic mobility among low income families, comparative welfare states, political ramification of social welfare policy, and social work administration. He is teaching MSW research methodology courses and doctoral basic statistics course. Currently, Dr. Kim conducts a study investigating the impact of government welf

women. Her current study involves the experiences and service needs of women engaged in transactional sex work in the Caribbean, an intensely marginalized community of women at heightened risk for exposure to violence and abuse. Dr. Kyriakakis has experience conducting qualitative research across cultural, national and linguistic boundaries with communities at high risk for exposure to violence, as well as social and legal retribution.

**Assistant Professor Chrisann Newr** research focuses on reducing health disparities by improving health and mental health service systems for vulnerable populations. She engages in community-based evaluation research, and in the last few years has completed evaluation studies of a crisis and transitional intervention for people with serious mental illness and the integration of primary care and wellness services into the community mental health setting. Dr. Newrasky is also interested in vaccine-preventable diseases, cancer prevention, and socio-economic programs for marginalized women.

**Professor and Director of the Doctoral Program, Elizabeth Palley** is trained as a lawyer, a social worker and a policy analyst. Her academic and research interests include family policy, child welfare, disability policy, the connection between social science theory and research as well as the overlap between social work and the law. She has researched and written extensively about U.S. special education and child care policy. In 2014, she co-authored *In Our hands: The Struggle for US Child Care Policy* with NYU Press and in 2020, she co-authored, *Social Policy in a Changing World* with Sage Press. She is currently researching the impact of labor policies on early childhood education, particularly for home based providers.

area of practice and research is primarily in the area of gender-based violence and she examines the intersections of violence, HIV/AIDS and substance use disorders both internationally and here in the U.S. Dr. Panchanadeswaran's research has examined decision-making patterns among abused women, impact of domestic violence on women's health and the role of social support and spirituality in the lives of female survivors of intimate partner violence. Professor Panchanadeswaran's international research centers around the experiences of female sex workers. Professor Panchanadeswaran is the recipient of a Fulbright-Nehru Academic and Professional Excellence in Research award. Her recent research projects have documented the impact of mobile phone technology on sex workers' lives in India, experiences of older female sex workers, and NGOs' experiences of navigating the HIV/AIDS epidemic and the COVID pandemic in the light of drastic funding changes in India. She is currently exploring help-seeking behaviors and responses of mainstream organizations to immigrant South Asian women's efforts to seek help to address intimate partner violence. Professor Panchanadeswaran is a mixed method researcher and she teaches Human Behavior Theory courses, Social Work Research Methods for foundation and advanced year students, as well as the doctoral course in Quantitative Research Methods.

**Clinical Associate Professor Marilyn Paul** has been in direct clinical practice for over twenty-five years with a specialty in perinatal social work. In her early years as a social worker, she worked in hospital inpatient and outpatient settings, later entered private practice, and currently maintains a private practice on the Upper West Side of Manhattan. She teaches human behavior and social work practice in the MSW program and advises students. Her research, having evolved from her clinical practice and teaching, involves families conceived with assisted

reproductive technology, maximizing perinatal service delivery in marginalized communities, and innovative teaching, including incorporating social action into social work practice, intensive study abroad immersion, technology and pedagogy, and community collaboration.





Other research interests include anti-racism pedagogy and clinical supervision. Clinical interests include group psychotherapy, working with trauma survivors, and liberation from oppression. Dr. Smith currently has a private practice in Connecticut and New York treating individuals with mood disorders, addictions, self-injurious behaviors, eating disorders, and trauma

**Associate Professor Carol Sussal's** areas of interest are in family and couple therapy; practice with gays, lesbians, bisexuals and transgendered persons; and spirituality and social work practice. Her publications have been on the subjects of object relations family therapy, object relations couples therapy with lesbians and Kleinian analysis of homophobia. Dr. Sussal also teaches postdoctoral courses in marriage and couple therapy at the Derner Institute where she is a Scholar-in-Residence and a Master Clinician. She has done research on the use of entheogens or sacred teaching plants in the Amazon rainforest of Brazil.

**Associate Professor Rani Varghese** has been trained in the fields of Clinical Social Work, Social Justice Education, and Women, Gender & Sexuality Studies. She brings an interdisciplinary approach to her teaching, practice, and research. Her scholarship links social justice concepts and theories in social work education and examines the impact of intergroup dialogue, a model of dialogue that brings together groups of people who represent different social identities to converse about “hot topics” related to race, gender, class, etc. She has also co-written about trauma informed social justice practice and supervision. Dr. Varghese is a contributor to the Teachings for Diversity & Social Justice and the Readings for Diversity & Social Justice textbooks which are widely used across disciplines in K-12 schools, colleges, universities and other organizations throughout the country. A growing interest of hers is having conversations with children about issues of oppression. Here is a piece she co-authored in Medium as she is invested in making scholarship accessible. <https://medium.com/@maharani428/an-open-letter-regarding-the-cnn-sesame-street-town-hall-onracism-2d5602716fc0>

scholarship focuses on the service utilization and help-seeking patterns of older adults and their family caregivers across aging, health, and mental health service systems. His research examines service use and access issues involving specific constituencies of older adults at-risk such as older spousal caregiver-care recipient couples coping with severe chronic illness, older adults with mental illnesses and their family caregivers, and gay and lesbian older adults. Dr. Zodikoff’s scholarship has also centered on articulating the trends in service delivery that impact the practice of social work in the intersecting domains of health, mental health and aging, with particular attention to the implications of these trends for social work education and knowledge development. Dr. Zodikoff is a recipient of the Hartford

to provide social safety-net services. Dr. Terrana specializes in qualitative methodologies and has advanced computer-assisted qualitative data analysis software (CAQDAS) training. She is currently a principal investigator for a mixed-method University funded project evaluating the impacts of Social Action Initiatives 2021. In addition, Dr. Terrana has several publications in peer-reviewed journals, including *Human Service Organizations: Management, Leadership & Governance*. She has presented her work at both national and international conferences across academic disciplines.

**Associate Professor Beth Counselman-Carpenter** (she/her/hers)'s research, scholarship and teaching focuses on post-traumatic growth and decreasing barriers to service provision, particularly with the LGBTQIA+ community and the use of technology in teaching and learning. Her current project is a mixed methods study exploring the preferences of breast cancer survivors related to physician driven referrals for therapy. Dr. C. specializes in qualitative and mixed methods research. Other recent projects have included examining the practices of self-care and mentoring in retention of faculty with marginalized identities and analyzing secondary data to understand factors of post-traumatic growth in transgender and nonbinary individuals who have completed transition. Her co-edited book: *Working with Grief, & Traumatic Loss: Theory, Practice, Personal Reflection & Self-care for Clinicians*

## **Ph.D. COURSE DESCRIPTIONS**

### **Appendix B**

#### **SWK 810 Epistemology and Social Work Knowledge**

This course is designed to provide new doctoral students with an introduction to the epistemological foundations of knowledge and the paradigmatic approaches to knowing and learning. It is framed to place in a larger philosophical context the intellectual traditions in social work and its conceptions of knowing and doing. The course is also aimed at encouraging students to think critically about the nature of social work, its knowledge base, its means of developing knowledge, its theories and practices and its belief systems and value bases. Social work practice is shaped by knowledge as well as its core values. Integral to social work epistemology is the critical scrutiny of the interactions between knowledge and values. How do values shape the knowledge? How does knowledge shape values?

#### **SWK 811 - Social Work Education: Issues and Processes**

The social work education system in the United States is examined from a descriptive and analytic perspective. The historical development of the current structure, program and policies is traced and cross national systems are compared. Important policy issues are identified and the interaction between professional education and practice are examined. Education policies as promulgated by the Council on Social Work Education via accreditation standards are studied. Attention is also directed to issues of curriculum design and development, and the practice of teaching, including organizing and presenting materials, motivating students, and assessing learning.

#### **SWK 842 Human Behavior Theory: Selected Theoretical Frameworks for Social Work Practice**

This course addresses and critically examines some current major theories for social work practice. Students take this course simultaneously in the first semester of the first year of the doctoral program with SWK 810, Epistemology and Social Work Knowledge. This course provides students with knowledge that will be further developed and refined in the courses on individuals, families and groups; it provides a transition between the epistemology course, which addresses paradigmatic approaches to knowing and learning and the individual, family.

#### **SWK 844 - Program Development and Evaluation**

This course addresses the conceptual and theoretical bases of program planning and evaluation and the links between the two endeavors. It explores approaches to program planning through the examination and design of models, concepts and techniques that facilitate needs assessment, setting goals and objectives, engaging stakeholders, and establishing target groups and timelines in the implementation process. Key theoretical concepts in evaluation, ethical and analytic approaches utilized in human services evaluation and evaluation techniques are critically explored to ensure comprehensive understanding and skill development.

**SWK 845 Cross-national Perspectives on Social Provision**

The subject of this course is the past, present, and future of welfare states. The emphasis is on welfare states in wealthy, industrialized countries that are comparable to the United States, but social provision in developing countries is also considered. The study of welfare states is through the lens of history, economics, political science, philosophy and feminist theory. The relationship between planning and politics in welfare state development is still another subject. Welfare state typologies are presented and critically examined. The roles of family, market, and state are examined comparatively as are the varying combinations of employment and income support

**SWK 847 Social Work Practice Research**





**SWK 899 - Independent Study** is possible when the student can enlist an interested faculty member to serve as the independent study instructor and has the approval of the Director of the Ph.D. Program. The student must plan a course of study in an area generally unavailable within the regular course offerings. If the student has taken a doctoral course as an elective while in the Adelphi University M.S.W. program, he or she will need to take a different course in the Ph.D. program, either a graduate course offered at Adelphi University or another University or Independent Study. For Independent Study, appropriate forms must be completed and submitted to the doctoral office. The final grade for Independent Study is given by the instructor



### **Appendix C: Dissertation Proposal Guidelines**

The dissertation proposal should be a concise and explicit statement outlining a program of original research that will contribute to the knowledge base of social work. Double-space your narrative, use 1-inch margins, 12-point typeface, preferably Arial or Times New Roman, and the latest American Psychological Association (APA) publication style and use a cover sheet, table of contents, abstract, appendices and list of references. Write clearly, use consistent language (e.g. always use same name for concepts/variables), spell out decisions and their rationale, and build your arguments logically and systematically. Use reliable sources, peer-reviewed when

This discussion should lead to a clear conceptualization of the research question (and where appropriate, hypothesis/ses).

Following the conceptualization, the next part of this section should present a comprehensive review of empirical knowledge relative to the research question/s or hypothesis/es, i.e., a summary of aspects of the question that have been studied and of the research findings. This section needs to be organized by relevant topics and should not become a “laundry list” of studies.

The review of the literature provides the framework for understanding: (1) in a quantitative study, the hypothesized relationship[s] between your variables of interest; (2) in a qualitative study, the formulation of the research question and identification of relevant constructs; (3) in an intervention study, the intervention and the outcomes to be measured, including a logic model showing the relationships between program inputs (population, resources), throughputs (intervention model) and outputs (intended results).

### III. Procedure

In this section you will describe and support your proposed method to answer the research question or to test your hypothesis. You must demonstrate your understanding of the relationship between the research question and the method of study. The information needs to be specific and include a rationale for all decisions. This section should include the following sections:

#### A. Research variables/constructs

If you are proposing a hypothesis-driven study, you must identify the independent, dependent, and control/intervening variables (if any), present their theoretical and operational definitions and identify the relationships among them. If you will be using qualitative methods, you must describe the relevant constructs that inform your research.

#### B. Study design and method

In this section, you will describe and justify the method you are proposing to use to answer the research question or test your hypothesis. Is this a quantitative, qualitative, or mixed methods study? Why is it the most appropriate method for answering your research question or testing your hypothesis?

Once you have established the rationale for the study method, describe the research design. If you are proposing a quantitative study, will you be using an experimental, quasi-experimental, or non-experimental design? A single-case design? A time-series design? A survey? An analysis of secondary data? Will the study be longitudinal or cross-sectional? If you are conducting a qualitative study, will it be a phenomenological study? Narrative study? Grounded theory study? Case study? Discourse analysis? Ethnographic study? Feminist inquiry? You must argue convincingly why the design you have selected is the most appropriate one for answering your research question or testing your hypothesis, conclusively demonstrating your understanding of the application of the method.

A. Population and sample

individuals or groups? You must discuss issues of credibility, transferability, dependability and confirmability.

Specify how you will record the data you elicit or observe. If you will be using electronic technology such as a tape recorder or video camera to record data, discuss in detail how this process will be managed.

a. Data management and analysis

This is the section in which you discuss how you will handle the data you have collected. In any research study, the method of analyzing the data must be consistent with study purpose and design. In quantitative research, the assumptions of the statistical methods used must fit the level of data you have collected. If you are proposing a qualitative study, you must also describe how you will analyze the data you collect (e.g., content analysis). Will you use a computer program such as N5 or Atlas to help manage and analyze your data, or will you do this manually? Will study participants be involved in the interpretive process? Why or why not? If they are, how? Either way, you must describe in detail how you will carry out your analysis, using a recognized and accepted procedure.

b. Study limitations

All research has limitations. It is important to be able to recognize such limitations and address them in your proposal. Reflexively identify issues that may limit or otherwise impact your proposed research: conceptualization of the inquiry, the design and/or the implementation of the study (e.g., interviewing cross gender or ethnicity, survey interviewers who are not from the subjects' community). Discuss how you have attempted to control for or compensate for these to the extent your

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- ◁ Cultural sensitivity. How will you insure that your study is free of cultural and gender biases?
- ◁ Plans for sharing of findings with interested participants.

Please specify the organizations/institutions, including Adelphi University, that will be

DISSERTATION GUIDELINES

The dissertation expands understanding of a social and/or mental health problem. It demonstrates the candidate's ability to conduct independent research and to make an original contribution to the field. The research must be substantially the student's own, and must be judged as such by the dissertation committee. The following offers on how

Findings/Results: Candidates must present the findings of their research in plain English accompanied by supporting data, such as statistics or narrative interview excerpts. For quantitative results, the findings/results section should refer readers to your hypotheses and note whether your results confirm or do not confirm the hypotheses and the behaviors measured or operations performed. Tables and graphs are encouraged where appropriate. For qualitative results, candidates should restate the research question(s) and provide a full and detailed narrative as well as excerpts from your data.

Discussion/Implications/Conclusion: This section should discuss the meaning and implications of the findings/results for social welfare knowledge, practice, and policy. Findings/results should be interpreted; hypotheses and/or research questions evaluated; and unexpected results discussed. Discuss how the results/findings of your study relate to the existing literature, how it extends that literature, and the contributions it makes to the field specifically related to policy, practice and future research.

References: All references cited in the body of the dissertation must be included in the Reference section and must conform to the American Psychological Association (APA) Style







**CODE OF**



decision making of their clients' and their own personal values and cultural and religious beliefs

workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: Dignity and Worth of the Person Ethical Principle: Social workers respect the inherent dignity and worth of the person.

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

## **ETHICAL STANDARDS**

### **1. Social Workers' Ethical Responsibilities to Clients**

#### **1.01 Commitment to Clients**

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

#### **1.02 Self-Determination**

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

#### **1.04 Competence**

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

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

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

#### **1.05 Cultural Competence and Social Diversity**

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

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



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

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

### **1.07 Privacy and Confidentiality**

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

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

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

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

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as

soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.





### **1.14 Clients Who Lack Decision-Making Capacity**

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

### **1.15 Interruption of Services**

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

### **1.16 Termination of Services**

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

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

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

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



## **2.06 Referral for Services**

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

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

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

## **2.07 Sexual Relationships**

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

## **2.08 Sexual Harassment**

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

## **2.09 Impairment of Colleagues**

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

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

## **2.10 Incompetence of Colleagues**

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

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

## **2.11 Unethical Conduct of Colleagues**

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

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

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

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

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

## **3. Social Workers' Ethical Responsibilities in Practice Settings**

### **3.01 Supervision and Consultation**

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

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.



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

### **3.02 Education and Training**

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

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

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

### **3.03 Performance Evaluation**

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

### **3.04 Client Records**

(a) Social workers should take reasonable steps to

### **3.06 Client Transfer**

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

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

### **3.07 Administration**

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

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

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

### **3.08 Continuing Education and Staff Development**

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

### **3.09 Commitments to Employers**

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

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

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

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

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

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

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

### **3.10 Labor-Management Disputes**

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

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

## **4. Social Workers' Ethical Responsibilities as Professionals**

### **4.01 Competence**

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

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

professional literature and participate in continuing education relevant to social work practice and social work ethics.

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

#### **4.02 Discrimination**

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

#### **4.03 Private Conduct**

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

#### **4.04 Dishonesty, Fraud, and Deception**

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

#### **4.05 Impairment**

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

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

#### **4.06 Misrepresentation**

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

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

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or

results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

#### **4.07 Solicitations**

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

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

#### **4.08 Acknowledging Credit**

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

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

#### **5.01 Integrity of the Profession**

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession

## 5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice. (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.



the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

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

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

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual oriocl origin,



## **CONTINUING EDUCATION UNITS [CEU]**

### **Appendix G**

Effective January 1, 2015, New York State Education Law requires each licensed master social worker (LMSW) and licensed clinical social worker (LCSW) to complete 36 hours of acceptable formal continuing education during each three-year registration period. A minimum of 50 minutes equals one continuing education hour of credit. However, some courses may be given in continuing education units. One continuing education unit (CEU) equals 10 continuing education hours. From:<http://www.op.nysed.gov/prof/sw/swcefaq.htm>

Adelphi University School of Social Work is an approved provider of continuing education for licensed social workers #0032. According to NYSED, in order to award social work clock hours, students must complete all requirements [including class attendance] to earn a certificate for contact hours. Students may not be awarded partial credit for a program, if a student does not complete all the requirements of that course.

Effective Fall 2015, the following doctoral-level courses have been approved for CEU credits by the New York State Education Department's [NYSED] State Board for Social Work:

- SWK 878 Organizations and Leadership in the Human Services (Levin) 30 contact hours [3 CEU]
  - SWK 850 Comparative Approaches to Social Work Research: Quantitative Methods Rozario[3 CEU] \*\* (Effective Spring 2016)
  - SWK 882 Comparative Approaches to Social Work Research: Qualitative Methods (Berger) 30.0 contact hours [3 CEU]
  - SWK 845 The Policy Context and the Cross National Perspectives on Social Provision (Palley) 30.0 contact hours [3 CEU]
  - SWK 810 Epistemology and Social Work Knowledge (Quiros) 30.0 contact hours [3 CEU]
  - SWK 844 Program Development and Evaluation (Francoeur) 30 contact hours [3 CEU]
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