



SOCIAL WORK
PROGRAM

2026-2027

Student Handbook

Social Work Program
555 Broadway
Mahoney Hall
Dobbs Ferry, NY 10522
914-674-7301
and
1200 Waters Place
Bronx, NY 10461



Dear Student,

Greetings and Welcome to the Social Work Program!

Congratulations on your admission to the Social Work Program at Mercy University! We are thrilled to offer the Bachelor's in Social Work, a program fully accredited by the Council on Social Work Education (CSWE).

This is the beginning of your education and training to become a competent entry-level generalist social worker. As a Social Worker, you will engage in work aligned with the mission of our profession, which is to enhance human well-being and help meet the basic human needs of all people, with particular attention to social justice, the empowerment of people, Anti-racism, diversity, equity and inclusion.

The purpose of this handbook is to provide you with important information, which will assist you throughout your time in the Program.

Please take the time to read this handbook. At the end of the booklet is a form that needs to be electronically signed and dated by you. This certifies that you have received and read this booklet and agree to abide by the policies and procedures.

The social work faculty wishes you much success throughout your engagement in this course of study.

Sincerely,

Emily Murphy

Emily Murphy PhD, LMSW
Social Work Program Director
Mercy University
E: emurphy4@mercy.edu

TABLE OF CONTENTS

Program Goals.....	4
The Social Work Program.....	5
Council on Social Work Education (CSWE) EPAS & Practicum Goals	5
Student Learning Goals and Outcomes In Compliance With CSWE 2022 Educational Policies and Accreditation Standards (EPAS)	11
Faculty Telephone Numbers.....	13
Professional Profiles	13
Application to the Program.....	16
Social Work Major Curriculum Requirements.....	18
Internship Experience and Practicum.....	19
Social Work Course Descriptions	21
Policies Regarding Attendance/Lateness.....	23
Social Work Program Grade Equivalents	25
Academic Support Services	28
Academic Committees for Grievance and Review	34
Policies Regarding Termination from the Program.....	34
Accreditation	39
Acknowledgement of Program Requirements.....	41
National Association of Social Workers – Code of Ethics.....	42
Academic Integrity Policy.....	43
Social Work Program Classroom Policy Information Sheet.....	47

MISSION OF THE SOCIAL WORK PROGRAM

The mission of the Social Work Program at Mercy University is to prepare students for generalist social work practice and to serve diverse and at-risk populations. The Program seeks to provide students with an education that will prepare them with the knowledge and skills to deal with the professional, societal, and ethical issues they will face in contemporary social work practice. The Program is also dedicated to the enhancement of the quality of life for people, to effecting change by addressing adverse conditions that impede the achievement of social justice, and to educating students about the importance of Anti-racist practices, diversity, equity and inclusion. The Program is committed to providing a high-quality education and attentiveness to our students, and to creating and enhancing their opportunities to contribute to their communities and the profession.

PROGRAM GOALS

The goals for the Social Work Program are:

1. To educate students for entry level generalist social work practice including interventions with individuals, families, groups, organizations and communities.
2. To ensure students acquire the knowledge and skills to serve diverse populations and needs with sensitivity, creativity and professional courage.
3. Students will have respect for and an integration of professional ethics and values into their practice.
4. Students will have a commitment to seek avenues for lifelong learning and professional development.
5. In preparation for professional work and/or graduate education, students will have a solid academic and practice foundation of knowledge skills.
6. Students will acquire a commitment to, Anti-Racism, Diversity, Equity, Inclusion, and Social Justice to improving unjust or oppressive social conditions and policies: promoting effective and humane agency/organization practices and programs.

THE SOCIAL WORK PROGRAM

The Social Work Program at Mercy University is part of the School of Social and Behavioral Sciences. Students majoring in social work take a combination of courses and internship, which constitute the foundation of knowledge and skills necessary for a career in this profession. The social work baccalaureate major has been designed to meet requirements for accreditation by the Council on Social Work Education.

EDUCATIONAL POLICIES AND ACCREDITATION STANDARDS (EPAS)

Mercy University's Social Work Program is fully accredited by the Council on Social Work Education (CSWE). CSWE's 2022 Educational Policies and Accreditation Standards (EPAS) has identified 9 core competencies.

Each competency describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components.

Students graduating with a Social Work degree from Mercy University are expected to demonstrate understanding and mastery at the BSW level these 9 core social work competencies which are listed below:

Competency 1: Demonstrate Ethical and Professional Behavior	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 2: Advance Human Rights, and Social, Racial, Economic, and Environmental Justice	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 3: Engage Anti-Racism, Diversity, Equity, & Inclusion in Practice	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Competency 5: Engage in Policy Practice	

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers engage in sustainable strategies to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- Advocate for human rights at the individual and system levels; and
- Engage in practices that advance human rights to promote social, racial, economic, and

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational

status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination, and they recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power and systemically oppress, marginalize, and alienate. Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

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

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

Competency 5: Engage in Policy Practice

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

- use practice experience and theory to inform scientific inquiry and research;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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

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

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**STUDENT LEARNING GOALS AND OUTCOMES
IN COMPLIANCE WITH THE COUNCIL ON SOCIAL WORK EDUCATION
(CSWE) 2015 EDUCATIONAL POLICIES AND ACCREDITATION STANDARDS
(EPAS)**

Institutional Learning Outcomes (ILOs)

ILO Code	Institutional Learning Outcomes (ILOs)
Upon graduation, Mercy University students are expected to:	
ILO1	Integrate knowledge about diversity, equity, inclusion, and social justice
ILO2	Demonstrate creativity, adaptability, and critical thinking across disciplines
ILO3	Demonstrate principles of responsible social and ethical action
ILO4	Integrate knowledge and experience relevant to real-life applications as self-directed, reflective learners
ILO5	Synthesize disciplinary knowledge and skills that support personal growth and career success

Program Learning Goals (PLGs)

PLG Code	Program Learning Goals (PLGs)
PLG1	To educate students for entry level generalist social work practice including, but not limited to, assessment, interventions, and evaluations with individuals, families, groups, organizations and communities
PLG2	Students will acquire the knowledge and skills to serve diverse populations and needs with sensitivity, creativity, and professional courage.
PLG3	Students will have respect for and an integration of professional ethics and values into their practice.
PLG4	Students will have a commitment to seek avenues for lifelong learning and professional development.
PLG5	Students, who may wish to pursue graduate education, will have a solid academic and practice foundation of knowledge skills
PLG6	Students will acquire a commitment to, Anti-Racism, Diversity, Equity, Inclusion, and Social Justice: improving unjust or oppressive social conditions and policies and towards promoting effective and humane agency/organization practices and programs.

Program Learning Outcomes (PLOs)

PLO Code	Program Learning Outcomes (PLOs)	PLG Alignment	ILO Alignment
PLO1	Students are expected to apply social work, Ethical Principles and Professional Behavior.	PLG3, PLG4	ILO3
PLO2	Students are expected to advance human rights and social, racial, economic, and environmental justice.	PLG6, PLG 2	IL04
PLO3	Students are expected to engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.	PLG2, PLO 6	IL01
PLO4	Students are expected to engage in Practice-informed research and research-informed practice.	PLG1, PLG5	IL02
PLO5	Students are expected to engage in policy practice.	PLG6	IL03
PLO6	Students are expected to engage with individuals, Families, Groups, Organizations, and Communities.	PLG1	IL04
PLO7	Students are expected to assess Individuals, Families, Groups, Organizations, and Communities.	PLG1	IL04, IL02
PLO8	Students are expected to intervene with Individuals, Families, Groups, Organizations, and Communities.	PLG1	IL04, IL04
PLO9	Students are expected to evaluate Individuals, Families, Groups, Organizations, and Communities.	PLG1	IL04, IL05

CONTACT INFORMATION

Telephone numbers:

Social Work Program (General number with voice mail) 914-674-7301 Fax: 914-674-7413

Director & Professor, Dr. Emily Murphy, emurphy4@mercy.edu

Practicum Coordinator, Professor Cynthia Walley, cmitchellharper@mercy.edu

Full Professor & Program Chair, Dr. Carol Bennett-Speight, cbennettspeight@mercy.edu

Administrative Assistant Ryan Marshall 914-674-7301, rmarshall3@mercy.edu

Please leave telephone messages for anyone in the Program at 914-674-7301. Part-time faculty will usually give students another telephone number where they can be reached. We have listed below e-mail addresses for the social work faculty.

Lekeisha Dawkins ldawkins1@mercy.edu	Billye Jones Bjones41@mercy.edu
Maria Provenzano mprovenzano@mercy.edu	Agnieszka Halarewicz ahalarewicz@mercy.edu
Paticial Hamill phamill@mercy.edu	Christina Stephens Cstephens5@mercy.edu

Location: The Social Work Program offices are in Mahoney Hall, Dobbs Ferry campus. Our offices are in the rear of the building on the main floor, Rooms 107, 109 and 110. In the Bronx Campus, we are located on the second floor for the School of Social & Behavioral Sciences, Room #2258.

In the event no one is in the Office, messages or papers may be left on our administrative assistant's desk, in our mailboxes or under our office door.

SOCIAL WORK PROGRAM FACULTY PROFILES

Carol Bennett Speight, DSW, Professor, Program Chair

Professor Bennett-Speight received her bachelor's degree from Pennsylvania State University, her master's degree in social work from Rutgers University, and her Doctor of Social Work from the University of Pennsylvania. She previously served as a faculty member and Program Director of Social Work at Mercy University as well as the Associate Dean of Academic Affairs at the Silberman School of Social Work at Hunter College. Professor Bennett-Speight worked in higher education for over 27 years. She was the former Dean at Rhode Island College School of Social Work, Director and Chairperson of the Social Work Program at Cabrini College and visiting Professor at the University of Pennsylvania. Professor Bennett-Speight also worked as the Director of the Employee Assistance Program at the University of Pennsylvania, and as a clinical practitioner. Professor Bennett-Speight has presented widely and authored several professional articles on Aging Workforce, Women, and Multi-Cultural Issues.

Emily Murphy, PhD, LMSW, Professor, Program Director

Professor Emily Murphy joined the Social Work Program as a full-time faculty member in August 2015. She has over thirteen years of experience working directly with children and families in the New York City child welfare system. She was the supervising social worker of the Kathryn A. McDonald Education Advocacy Project (EAP) at the Legal Aid Society, Juvenile Rights Practice (JRP), which provides early intervention and special education advocacy for children. Prior to joining the EAP team, she was a Social Work Supervisor for the Brooklyn JRP office and a forensic social worker in the Bronx JRP office. She received her Master's in Social Work from Columbia University and her Bachelors in Social Work from Skidmore College. Emily was a field advisor for Masters in Social Work Students at Fordham Graduate School of Social Service. Emily is currently the Education Chair of NASW Westchester.

Ms. Cecily Mitchell-Harper, LMSW, Visiting Professor & Practicum Education Coordinator

Ms. Mitchell-Harper is a NYS Licensed Master Social Worker earning her MSW from the University of Pennsylvania, School of Social Policy & Practice. As a seasoned Licensed Social Worker, Cecily has extensive experience practicing in various service settings, including schools, human service organizations and research centers all in the area of children and youth services at the micro, mezzo and macro levels. Her social work practice is rooted in an anti-racist, anti-oppressive and decolonial lens. Cecily is also a SIFI Certified Field Instructor with a strong skill set and deep passion for instructing students at various stages in their learning journey. Cecily currently is a nonprofit consultant and facilitator providing technical assistance, professional development and coaching services to youth serving nonprofit organizations. Additionally, Cecily is an active member of the NASW, NYS chapter where she served on the Revolutionize Leadership Team and currently is a featured guest presenter for their Anti-Racist Continuing Education Series. Furthermore, Cecily is a storyteller, writer and featured speaker and presenter at various professional conferences and events. Cecily is trained in Healing-Centered Pedagogy and regularly incorporates healing-centered practices into her work.

Ms. LeKeisha Dawkins, MSW, CASAC

Ms. Dawkins has extensive experience working in the field of Human Services in the areas of mental health, substance abuse, HIV/AIDS and quality improvement. Her educational background consists of graduate degree in area of Social Work from New York University, undergraduate degree in Psychology with a minor in Health Services Administration from Lehman College, CASAC certification from RAPT, field instruction training from Yeshiva University and a series of training for continuing education. She is also pursuing a post-master certificate program in the area of Applied Behavioral Analysis. She has field instruction experience with both BSW and MSW students. Mrs. Dawkins is currently the Clinical Supervisor at St. John's Riverside Hospital, working with women providing a gender responsive environment in an inpatient rehabilitation treatment setting for substance abuse.

Agnes Halarewicz, PhD, LMSW

Dr. Halarewicz is a licensed gerontological social worker, educator, and researcher based in New York City. She holds a BA from UCLA, MSW from NYU and a PhD from CUNY/Graduate Center. Currently, she serves as the Assistant Dean of Practicum Education at the Silberman School of Social Work at Hunter College. She is committed to advancing social work education and addressing the critical issues facing practicum learning.

Ms. Patricia Hamill, MSW

Ms. Patricia Hamill joined the Social Work Program as a Field Practicum Instructor fifteen years ago. She brings vast knowledge and expertise to her teaching position. As a social worker, she has worked in residential treatment centers, alternative educational programs, and child welfare in both foster care and adoption programs. Her work included individual work with children, families, and community work, in addition she worked in quality assurance and as a clinical supervisor for many years. She has also been employed by the Office of Mental Health in the community services division. In this position, she worked with people who experienced serious mental health issues, often with substance abuse, and other challenges, such as homelessness and resource procurement needs. She concluded her tenure at OMH/Rockland Psychiatric Center as the Director of Community Services where the focus of her work was administration. In this position, she was responsible for ensuring optimal and individualized psychiatric services were provided in all clinics, ACT Teams, and a Mobil Crisis Team, and that all services met the regulatory requirements.

Ms. Hamill received both her BSW and MSW Degree from the University of Albany.

Ms. Maria Provenzano – LCSW, MSW

Ms. Provenzano has been a dedicated adjunct professor of social work at Mercy University since 2017. She is a Licensed Clinical Social Worker, earning a master's in social work and a master's in public service, both from New York University. She is the Administrator at Meadowview Assisted Living and Director of Residential Services at Wartburg in Mt. Vernon, NY. Maria has been serving the aging and mental health community for over 30 years. Maria is extremely dedicated to the population she serves by providing them with superior care and the resources to live their best lives. Maria also maintains a private practice: Pro Psychotherapy PC LCSW, with a focus in Cognitive Behavioral Therapy (CBT), involving decreasing anxiety levels and depressive symptoms. Her hands-on experience informs her teaching, allowing her to connect theoretical

concepts with real-world applications. Maria has been practicing mindfulness regularly for 14 years and has led a mindfulness program for the last 4 years and frequently brings this practice to the classroom.

Dr. Billye Jones, DSW, LCSW

Dr. Billye Jones, LCSW, is a social worker, educator, clinician, and advocate whose work focuses on trauma-informed practice, child sexual abuse prevention, and social justice. She earned her BA in Political Science and Sociology from Manhattanville College and her MSW from New York University (NYU). She also holds advanced certificates in clinical practice and trauma studies and earned her Doctorate of Social Work from NYU.

Dr. Jones is a social work educator and practitioner who has taught courses on trauma, human behavior, social work practice, diversity, racism, oppression, and privilege. Her clinical experience includes child sexual abuse prevention and treatment, family services, supervision, and private practice. She is the author of *We Can Prevent Child Sexual Abuse* and has presented nationally on trauma, prevention, and social work practice, with a focus on creating safer, healthier communities.

Dr. Christina Stephens, DSW, LCSW

Dr. Christina Stephens, DSW, LCSW, is a social work educator and licensed clinician with more than a decade of experience in child welfare. She holds degrees from Morgan State University, Hunter College, and Mercy University. Her work focuses on Black youth, identity development, family systems, and culturally responsive practice.

Dr. Stephens currently supports quality improvement within Connecticut's foster care system and is passionate about preparing the next generation of social workers. Her professional experience and scholarly interests reflect a commitment to strengthening child welfare practice, supporting youth and families, and advancing culturally responsive approaches to social work education and practice.

APPLICATION TO THE PROGRAM

A student who would like to major in social work must apply for admission to the social work program. The purpose of the admissions process is to help students to consider and assess their understanding and interest in social work as well as their readiness and capacity to assume the expectations of the program. Program faculty will similarly assess student readiness and ability to meet the requirements of the Major.

Criteria for Admission to the Social Work Program

Students applying to the social work major should:

1. Have completed at least 42 credits.
2. Have achieved, at least, a cumulative grade point average of 2.60 (on a 4.0 scale)
3. Have an interest in or demonstrated capacity to provide help to people.
4. Demonstrate the aptitude for and/or motivation to enhance skills in clear oral and written expression and the ability to think conceptually and analytically.
5. Meet for an individual interview with the Social Work Program Director, or designee.
During the interview, the student and Program Director will explore the student's interests, experience skills and goals and discuss the requirements of the social work major. This meeting includes acknowledgement on behalf of the student of the demands and time requirements of the senior-year practicum.

In its review, the Program Admissions Committee will consider all aspects of the student's application and presentation. The Committee has the authority to make any exceptions to its admissions policy in accepting an applicant and makes the final decision on an applicants' suitability.

After completing the application process, the admissions committee will determine if the student:

- ☐ is admitted to the social work program
- ☐ offered provisional admission, indicating the specific criteria the student must meet for full admission.
- ☐ or denied admission.

The student will receive a formal letter from the Program Director informing him/her/they of the Committee's decision.

TRANSFER CREDITS

All evaluation of transcripts for the purpose of determining transfer credit from other Institutions is done on an individual basis. The evaluation of transfer credits to meet general education

requirements or general electives is made by the Office of Admissions.

The evaluations of transfer credits to meet the requirements for the Social Work Major are solely determined by the Program Director. The course under review must contain comparable content and academic level to an equivalent course offered in our social work program and conform to the standards set by the Council on Social Work Education. The student's grade in the course under review must be at least a B. Students cannot obtain transfer credit for practicum hours also known as fieldwork or social work practice courses. There is a statute of limitations of five years for social work credits eligible for transfer into the current major. Our current policy on course transfers may be obtained in the social work office.

SOCIAL WORK MAJOR CURRICULUM REQUIREMENTS

Students who major in social work should complete the following degree requirements for graduation:

General Education requirements	60 credits
Including:	
Introduction to Psychology	
Introduction to Sociology	
Introduction to Human Biology	
Introduction to Computers	
Introduction to Social Work	
Social Work Major	45 credits
Open electives	15 credits
TOTAL.....	120 credits

The Social Work Major at Mercy University is composed of a progressive sequence of courses offered largely over a 4-semester period in the junior and senior years. The core requirements are based on the curriculum guidelines established by the Council on Social Work Education (CSWE), the national accrediting body for Baccalaureate Social Work Programs.

Beyond the core requirements, the Program has added course content and electives that we believe are particularly relevant to educate students for practice in the social service sector of New York City and its surrounding counties.

Prior to beginning the social work program, students are expected to complete or concurrently complete: Introduction to Psychology, Introduction to Sociology, Introduction to Human Biology (preferably) and Introduction to Computers. Additionally, these four courses fulfill general education requirements within the University.

The Social Work Program does not grant University credit for life and work experience.

INTERNSHIP EXPERIENCE

SENIOR YEAR INTERNSHIP

The Council on Social Work Education has designated field work also referred to as social work practicum to be the “signature pedagogy” of social work education and is often regarded as the “heart” of learning how to become a social worker. As such, the Senior Year internship plays a pivotal role in student education and is regarded as the central form for socializing the student to the social work profession. It is during the practicum experience that students, utilizing classroom theory and knowledge, test out skills toward developing professional competence and identity. The overall objective of practicum education is to produce a professionally competent, ethical, self-evaluating, knowledgeable social worker with the capacity to learn and the initiative to keep on learning. As educators, we also need to model and to help our students to bring their humanity and authenticity to their practice, to act with courage, and to develop a vision about contributing toward the amelioration of the significant social problems that face our society today.

Internship education is viewed as a unique partnership between the Social Work Program and its community agencies with the purpose of designing, implementing, and monitoring a sound educational program for students. Through ongoing communication and meetings, the agency and faculty work towards the development of a shared educational philosophy and standards regarding Practicum assignments, practicum instruction, and student performance.

During their senior year, students are required to complete a social work education internship. This internship is worth 12 of the 24 requisite credits of the senior year curriculum. Internship placements are assigned for 16 hours a week for a yearly minimum total of 450 hours. Some adaptations to this schedule may be developed in certain circumstances (such as during the Covid- 19 pandemic), including a reduction of hours if approved by CSWE. Students will be made aware of any adjustments to hours as they are determined and approved by the Program Director and Practicum Education Coordinator.

The practicum starts in early September and typically ends in early May. Students must accrue 225 hours per semester, which typically breaks down to 16 hours per week or 2-3 days per week.

For full information on the Practicum, Locate the Social Work Practicum Education Manual at the following link: <https://www.mercy.edu/academics/programs/social-work>

Students in the social work major should follow the course sequence since many required courses are currently offered only once a year.

REQUIRED COURSES and SEQUENCE OF STUDY

<i>Fall Semester - Junior Year</i>	
SOWK 311 - Human Behavior and Social Environment I	3 credits
SOWK 332 - Social Work Research	3 credits
SOWK 342 - Social Welfare Policy and Services (Policy I)	3 credits

<i>Spring Semester - Junior Year</i>	
SOWK 312 - Human Behavior and the Social Environment II	3 credits
SOWK 314 - Issues of Diversity in Social Work Practice	3 credits
SOWK 322 - Social Work Practice I	3 credits

<i>Fall Semester- Senior Year</i>	
SOWK 423 - Social Work Practice II	3 credits
Social Work Elective (Social Work in Health and Mental Health Services-SOWK 436 or Social Work with Children and Youth-SOWK 435)	3 credits
SOWK 431 - Field Practicum I	6 credits

<i>Spring Semester - Senior Year</i>	
SOWK 424 - Social Work Practice III	3 credits
SOWK 426 - Influencing Communities, Organizations & Social Policy II	3 credits
SOWK 432 - Field Practicum II	6 credits

REQUIRED SOCIAL WORK COURSE DESCRIPTIONS

SOW 201 Introduction to Social Work

This course is an introductory survey of the social work profession. It provides an overview of principal social work values, codes of ethics, practice and research methods, areas of social work practice, and social welfare policy issues. The course emphasizes the unique experiences of diverse and at-risk population groups facing various social challenges. This course is a required pre-requisite for the major. It is recommended that students take it prior to the junior year or at the latest, in the fall semester of the junior year. 3 sem. hrs. 3 crs.

SOWK 311 Human Behavior and the Social Environment I:

The first course of a two-semester sequence in which theory, knowledge and research findings are presented regarding the factors affecting human development and functioning. The course sequence focuses on the biological, psychological, spiritual social, racial and ethnic factors which influence normal development and differences in development. The impact of social systems is presented as they interact and shape individual behaviors. This course introduces the study of the life cycle. *Prerequisite:* PSYN 101 and SOCL 101. Junior standing and non-majors must obtain permission of the Director of the Social Work Program. 3 sem. hrs. 3 crs.

SOWK 312 Human Behavior and the Social Environment II:

This second course of a two-semester sequence continues its focus on the biological, psychological, social and cultural factors that affect human development and functioning and the impact of social systems in shaping individual and collective behaviors. This course focuses on the study of the full life cycle and life issues, including differences in bio-psycho-social functioning, disorders, and conditions. *Prerequisite:* SW 311. 3 sem. hrs. 3 crs.

SOWK 314 Issues of Diversity in Social Work Practice: Emerging Diversity: Anti-Racism, Equity, and Anti-Opression Social Work Practice.

This course is designed to provide students with a comprehensive understanding of anti-racism, diversity, equity, and inclusion (ADEI) within the context of contemporary social work practice. Students will explore concepts of oppression, power, privilege, racism, White Supremacy and Intersectionality in relation to social work practice with diverse populations. In this course, students will develop cultural competence rooted in cultural humility, examine systems of oppression, and learn core anti-racist and anti-oppressive practice strategies to promote equity and social justice at the micro, mezzo and macro levels. Additionally, students will understand and critique the profession's history, mission, roles, and responsibilities as it relates to ADEI and recognize historical and current contexts of oppression in shaping social service institutions and the social work profession. *Prerequisites:* Junior standing and or permission of Director of the Social Work Program. 3 sem. hrs. 3 crs.

SOWK 322 Social Work Practice I:

This course introduces students to social work practice. The focus will be on generalist practice and the different roles and methods practitioners assume in providing service to individuals, families, groups, communities, and organizations. Students will learn about the helping process, its application to work with different populations and problems, and about the ethics and values underpinning practice. *Prerequisite:* Junior standing, SOWK 311 or consent of Director of Social Work Program. 3 sem. hrs. 3 crs.

SOWK 332 Social Work Research

This course provides a basic introduction to methodology. Topics covered include developing a researchable question, the values, ethical and political issues involved in developing the question, conducting a literature review, issues of design, measurement techniques, data collection and analysis. Attention paid to linking research to social work practice and the evaluation of service delivery systems. *Pre or Co requisite:* CISC/MATH 120. 3 sem. hrs. 3 crs.

SOWK 342 Social Welfare Policy and Services (Policy I):

Students are introduced to the development of social work as a profession. The course focuses on major social welfare policies and programs and the philosophical, economic, social, and political forces that shape their development. Students will explore contemporary approaches to social problems, such as health and welfare issues facing families, children and older adults, poverty, unemployment, homelessness, AIDS, mental illness, and developmental disabilities.

The course highlights issues of social and economic justice and the inequities that exist and affect ethnic and racial minorities, women, and other at-risk populations. *Prerequisite:* Junior standing and permission of Director of Social Work Program. 3 sem. Hrs., 3 crs.

SOWK 423 Social Work Practice II:

Students will be introduced to theories, concepts, research findings, and skills common to professional practice. Specific attention will also be devoted to those skills required for working with individuals, collectives (family, groups, and communities) and for intervening in the client's environment. Students will examine the phases of the helping process, starting with the initial phase and assessment and consider their application in different life situations, especially with at risk populations. Students will be taking this course concurrent with their practicum placement. *Prerequisite:* SW 322. Open only to majors. 3 sem hrs. 3 crs.

SOWK 424 Social Work Practice III:

This course builds on the content introduced in Social Work Practice II. Students will continue to examine the helping process concentrating on the ongoing and ending phases. The focus will be on using assessment and empirical findings to determine opportunities for multiple levels of intervention and the use of different helping approaches for problem solving. Students will deepen their knowledge of generalist practice concepts and skills for providing service to individuals, families, groups and communities and their application in work with different populations, especially those at risk. The course also emphasizes specific strategies for representing clients' needs and securing resources through environmental interventions and in carrying out case management and interdisciplinary team activities. Students will learn skills for evaluating their practice. This course is taken concurrently with practicum. *Prerequisite:* SW 423. Open only to majors. 3 sem. hrs. 3 crs.

SOWK 426 Social Welfare Policy II: Influencing Communities, Organizations, and Social Policy II

This course builds on SOWK 342, Social Welfare Policy and Services by providing students an opportunity to explore in-depth empirically based knowledge, values, and skills required to identify social problems and to assess and influence the communities, organizations, and social policies that affect their clients' lives. The focus will be on locating dysfunctional structures, processes, and policies that create unjust and oppressive conditions and on developing strategies to influence change. Professional dilemmas or obstacles encountered in that pursuit will be examined. *Prerequisites:* SOWK 342 and SOWK 423.

SOWK 431 Field Practicum I:

Students are assigned to social agencies or social work programs for 16 hours a week (a minimum of 225 hours a semester.) These settings provide students with assignments to acquire skills in social work practice and with the opportunity to apply theories and principles learned in the classroom to work in the field setting. Students receive individual weekly supervision from a professional social worker and attend field seminar meetings with field faculty. This course is taken concurrently with SW 423. Open only to majors. 6 sem. hrs. 6 crs.

SOWK 432 Field Practicum II:

A continuation of Field Practicum I. Students remains in the same field placement for 16 hours weekly (a minimum of 225 hours a semester) and attend field seminar meetings with field faculty. This course is taken concurrently with SW 424. *Prerequisite:* SW 431. 6 sem. hrs. 6 crs.

SOWK 435 Social Work with Children and Adolescents*:

This course focuses on the settings that provide services to children and adolescents. Students explore special problems that children and adolescents experience and how these problems affect them and their families. Students learn interventive strategies and techniques, specifically to work with this population. Ethical issues and the impact of legislation and policy on practice and resources are considered. *Prerequisite:* SW 322. 3 sem. hrs. 3 crs.

SOWK 436 Social Work in Health and Mental Health Services*:

This course provides an overview of health and mental health settings and the current policies that affect the delivery of services. Emphasis is placed on the major roles carried out by social workers in work with clients and with interdisciplinary staff. Students are familiarized with the range of problems that affect this population and their families and learn strategies and methods for offering help. *Prerequisite:* SW 322. 3 sem. hrs. 3 crs.

SOWK 497 Independent Study in Social Work *

Independent study is designed for students interested in areas beyond scheduled courses. A faculty member supervises independent studies. 1-3 crs.

** SOWK 435 & SOWK 436 are required electives for social work majors. Seniors take the course that best corresponds to the population in their field (practicum) placement. **Starting in 2023-2024, only Social Work 435 and Social Work 436 will be combined.***

COURSE REQUIREMENTS AND POLICIES

The Program reserves the right to introduce policies, procedures, or requirements different from those listed in the Manual if, in the judgment of the faculty, they are warranted.

Attendance:

In this major, instructors present content in the classroom that is highly relevant to preparing for the social work profession. Some of this content is not available in the literature; moreover, classroom exercises and interchange among students are viewed as essential to student learning. Therefore, students are expected to attend all classes and notify the instructor if there is an unavoidable absence.

1. Full attendance is required for all classes.
2. Students are allowed to miss up to two classes without incurring any penalties. However, in such cases, students are responsible for proactively obtaining class notes, assignments, and handouts.
3. Upon the third absence, the instructor reserves the right to reduce the final grade by one letter grade. For instance, an A could be downgraded to a B. If a student misses four classes, they may risk failing the course.

Punctuality:

Students will be assigned one absence for every three times they are late to class. The Professor will take attendance at the scheduled time for class to begin unless he or she has told you otherwise. If you come in after class begins, you need to approach the Professor at break or after class to request that you are marked as present. If you do not, your status may remain “*absent*”.

Late Papers:

Paper that are emailed to the Professor past 11:59 pm on the day they are due, the student can receive no credit unless accommodations are made by the instructor or the Office of Accessibility

Technology:

In today’s technologically oriented society, students are connected to their cell phones more than ever; however, texting, checking Facebook accounts, checking your twitter account, etc. is not allowed in class. Additionally, as part of showing respect to your colleagues in the class, please put all cell phones and other gadgets that make any kind of sound on either silent or vibrate before class starts. Students may not use cell phones in class, unless the professor has given special accommodations.

(Please see the appendix)

Generative AI Social Work Policy

Purpose and Guidelines

Generative AI tools (e.g., ChatGPT, DALL·E, Grammarly) can be valuable resources for brainstorming ideas, drafting content, and refining written communication. However, in the field of social work, the ethical use of technology is paramount. This policy establishes clear expectations for the appropriate use of generative AI in this course.

Permissible Uses

Students may use generative AI tools in the following ways, provided they adhere to ethical guidelines:

1. **Brainstorming:** Exploring ideas for assignments, projects, and papers.
2. **Drafting Support:** Assisting with initial drafts of written work, such as organizing thoughts or creating outlines.
3. **Editing and Proofreading:** Refining grammar, syntax, and structure to enhance clarity and readability.
4. **Learning Support:** Gaining a better understanding of complex topics or concepts.

Prohibited Uses

The following uses of generative AI tools are not allowed:

1. **Academic Dishonesty:** Submitting AI-generated content as entirely your own work without proper acknowledgment.
2. **Plagiarism:** Copying and pasting AI-generated content directly into assignments without critical engagement or citation.
3. **Data Privacy Violations:** Inputting sensitive, personal, or confidential information (e.g., client data or case studies) into AI platforms.
4. **Uncritical Dependence:** Using AI to replace critical thinking, ethical reasoning, or personal reflection, which are core to social work practice.

Ethical and Academic Integrity

- Any use of generative AI must align with the **NASW Code of Ethics**, particularly principles related to integrity, competence, and confidentiality.
- Students are required to disclose their use of AI tools in their work. For instance, if you use AI for drafting or editing, include a brief acknowledgment in your submission (e.g., “This paper was reviewed and refined using ChatGPT for grammar and structure.”).

Consequences of Misuse

Violations of this policy will be treated as breaches of academic integrity and may result in:

- Reduced grades on the assignment or project.
- A requirement to redo the work without the use of AI.
- Any action taken regarding plagiarism is subject to the Academic Grievance Policy outlined in the Undergraduate Catalogue and in the Student Handbook (on Mercy Connect). The use of plagiarism will result in an automatic F on the assignment and possible failure for the course.

Why This Matters in Social Work

Social workers must critically analyze information, maintain confidentiality, and exercise independent judgment. Overreliance on AI tools may hinder the development of these essential skills and compromise ethical practice. By following this policy, students will engage with AI tools responsibly and develop the competencies needed for ethical social work practice.

Questions or Clarifications

If you are unsure whether your use of generative AI aligns with this policy, please consult the instructor before submitting your work.

Inclement or Severe Weather

During instances of inclement or severe weather, or in other emergency situations, Mercy University retains the discretion to either fully or partially close its operations. The decision to close or delay may vary on a campus-by-campus basis, as weather conditions and emergencies may not uniformly impact all locations.

In the event of inclement weather, professors have the option to request an online class. This measure ensures continuity of learning despite challenging weather conditions.

Additionally, the professor will promptly inform the program director about their preference for conducting the class virtually if it is deemed appropriate to proceed with the class in this manner. This notification allows for appropriate arrangements to be made to facilitate a virtual class session in such circumstances.

SOCIAL WORK PROGRAM GRADE EQUIVALENTS

The following are grade equivalents for a 4.0-point scale. A recommended practice is to convert letter grades and numeric grades to their 4.0 grade point equivalents when determining the final semester grade.

LETTER GRADE	NUMERIC GRADE	4.0 SCALE EQUIVALENT
A	95 – 100	4.0
A-	94 – 90	3.67
B+	89 – 87	3.33
B	86 – 84	3.0
B-	83 – 80	2.67
C+	79 – 77	2.33
C	76 – 74	2.0
C-	73 – 70	1.67
D	69 – 60	1.0
F	Below 60	0.0

* The awarding of a Pass grade "P" will be at the discretion of the Program Director.

ACADEMIC SUPPORT SERVICES

FACULTY ADVISEMENT

Each social work major is assigned a faculty advisor in the Program. Students should meet each semester during the registration period to discuss course planning and selection with their advisor. Students will also meet with their advisor in the spring semester of their junior year to discuss practicum placement opportunities and planning for the senior year. From time to time, students may wish to consult their advisors about career planning, employment options, or applying to graduate schools. Finally, students who are experiencing academic or personal difficulties which affect their attendance or performance in classes, or the practicum placement are encouraged to meet with their advisor.

Students cannot register for an independent study or an internship in another major without approval from the Social Work Director.

During their year in practicum placement, students will be assigned to a *Faculty Practicum Liaison* that carries overall responsibility for working with the student, the Practicum Supervisors, and the agency in monitoring, assessing, and consulting on the objectives of the student's practicum training experience.

REFERENCES

Upon request, the faculty advisor will prepare an official reference describing the student's class and practicum performance when the student has completed all requirements for graduation. This will be maintained on file at the Social Work office and prospective employers, or graduate schools, may contact the office directly for a copy. Official University transcripts may be obtained from the Registrar's Office. Students should contact their advisor if they need reference material for graduate school before graduation or if they need an employment reference while they are still attending the University.

CAREER AND GRADUATE SERVICES

The Social Work Program will offer workshops and individual meetings to assist students with their plans following University graduation. The Program Office maintains a resource file containing catalogs and copies of applications from local graduate Schools of Social Work in the NY area. Students can also go to the website for the Council on Social Work Education, CSWE.org, for information on accredited MSW programs throughout the country. For students who wish to consider or pursue a master's degree, the Program will offer guidance to students in making choices and in completing application materials. For students who wish to pursue employment in social work, the Program will offer guidance in preparing resumes and in seeking positions. Sample resumes and graduate application essays are available through our Office. Students may also consult the University's Office of Career Services. <https://career.mercy.edu/>

LIBRARY

The Social Work Library subscribes to a large number of journals that are relevant for social work students. Lists of journal collections, including social work, sociology, and psychology may be obtained from the librarians and will also be distributed to students early in their junior year. The library has a vast collection of reference materials and abstracts and students are encouraged to ask the library staff for assistance in locating and using them. The social work book collection is expanding, and newer editions of books are also being added. Please let the faculty know if there are books you would suggest we order for the library.

For more information on the online library guide for students in the Social Work Program, go to <http://libguides.mercy.edu/sowk>

MERCY CONNECT /DEGREE AUDIT

The icon for the Campus Mercy Connect may be found on the right-hand side of the Mercy University homepage (www.mercy.edu). When you go to the homepage, you can obtain a PIN number. This resource allows students to get and receive e-mails, contact their instructors, access their schedules, grades, register for classes, add/drop courses, etc. They are also able to check out information regarding their financial aid account. You can access the Mercy Connect from any computer connected to the internet. If you have trouble, contact the HELP desk at (914) 674-7526 or the social work office.

BLACKBOARD

Students will be able to access their courses by going to: <http://mercy.blackboard.com>. It is essential that students utilize Blackboard. In some courses all material are provided via Blackboard and no hardcopies are available.

Blackboard Assistance for Students:

An Online Student Blackboard Tutorial video will prepare students to navigate online or blended courses at Mercy University. The basic features of Blackboard will be provided along with the resources to ensure a successful online experience.

For additional information, please contact mercyonline@mercy.edu

All Social Work students are required to have a Mercy University e-mail address. E-mails will not be sent to other addresses. If you do not have a Mercy e-mail address, please go to Mercy Connect and click on the e-mail ICON and follow the directions.

STUDENT CONCERNS OR DIFFICULTIES

During your time at Mercy University, you may find that you are having difficulties. Life circumstances may affect your learning, your course program planning, your attendance, your financial situation, or even your ability to attend college. You may have experiences that affect your performance or potentially jeopardize your education plans because of difficulties in University or in your life outside of University.

A first step if any of these situations occur is to contact your **social work faculty advisor**. Your advisor will discuss the problem or issue with you, consider different alternatives and help you to obtain needed resources or services. Because this is a small program, and the entire faculty is eager to be of help to students, you should feel free, as well, to contact the Director of the Program or any other faculty member.

SERVICES FOR STUDENTS

Mercy University offers its students a range of services which are described in the Mercy University Student Handbook. It can be obtained at the Office of Student Affairs. We will briefly identify these services and suggest students consult the Student Handbook, the appropriate University administrative office or their faculty advisor for further information.

1. **Health Service** – Health services and information are available for students with health problems, illnesses or accidents. In case of an emergency, call 911
 - a. Dobbs Ferry, Main Hall (Rotunda), Nurse Office Room 127 (914-674-7255)
 - b. Bronx, See Campus Security, Located in the Lobby (718-678-8983)
 - c. Security office 914-674-7225 or Security Emergency – 914-674-9999

2. Center for Academic Excellence

Tutoring resources are freely available at the Center for Academic Excellence by scheduling an appointment online at: <https://www.mercy.edu/academics/academic-tutoring> or:

Dobbs Ferry - Library Learning Commons - Main Hall	914-674-7402
Bronx - Library Learning Commons – Room 3170	718-678-8899
Manhattan – Center for Academic Excellence	212-615-3349

3. Computer Labs- Students can use labs for word processing and other services

- a. Dobbs Ferry – Go to Library – Main Hall
- b. Dobbs Ferry – Go to Mahoney Hall
- c. Bronx – Go to Library – Go to Library – 3rd floor

4. Program for Students with Disabilities (All Campuses)

Known as The Office of ACCESSibility – accessibility@mercy.edu

- a. Dobbs Ferry–Main Hall 121– The contact person is Sara Venezian, Director, Accessibility, Office of Accessibility Services 914-674-7523 at svenezian@mercy.edu or 914-674-7764

5. Bookstores:

- a. Dobbs Ferry – (914) 674-3603
- b. Bronx – (718) 863-9318, 3rd floor

You can find out which textbooks are assigned to your class by visiting:

<https://www.bkstr.com/mercydobbsferrystore/shop/textbooks-and-course-materials>

6. For Student Service Support services call: 1-877-MERCY-GO (1-877-637-2946)

For PACT Program (Personalized Achievement Contract)

******Social Work students should visit their PACT advisor once a semester to get help navigating degree requirements, registering for classes, and understanding your financial aid***. This type of support does not fall within the role of the Social Work advisor.***

Email address: pact@mercy.edu

Office Hours: Monday to Thursday, 9 AM - 7 PM

Friday, 9 AM - 5 PM

Saturday (2nd and 4th Saturdays of every month only), 9 AM - 2 PM

PACT Info Line: (914) 674-7228

8. For information about Shuttle Service to and from either campus to public transportation and for shuttles in-between campuses seek link below:

<https://www.mercy.edu/campus-life/campus-safety/parking>

MILITARY VETERANS

Mercy University is a Middle States accredited, "military-friendly" University designated as a Department of Veteran Affairs "Yellow-Ribbon" school, a Service Member Opportunity College (SOC) Consortium member, and a Military Friendly School for 2011 by GI Jobs Magazine.

Any questions about resources for Veterans please call 877.MERCY.GO or click on the link:

<https://www.mercy.edu/admissions-aid/veterans>

We urge you to contact your social work faculty advisor (or the Program Director) if you have questions or encounter difficulty with any University office or service.

SOCIAL WORK STUDENT HONORS AND GOVERNANCE

National Honor Society in Social Work, Phi Alpha Eligibility for membership in this honor society is determined after completion of the fall semester, senior year. Criteria for membership are based on excellence in academic achievement and can be obtained at the Social Work office.

Social Work Club Entering and continuing students are invited to initiate a social work club which will provide opportunities for student governance and activities. This club is student-driven and led, with support from the Social Work faculty as advisors.

**MERCY UNIVERSITY SOCIAL WORK PROGRAM
ACADEMIC COMMITTEES FOR GRIEVANCE and REVIEW**

GRADE APPEALS/COMPLAINTS/GRIEVANCE PROCEDURES

If students have a complaint about a course grade, disagreements regarding incidents of cheating or plagiarism, or the application of a Mercy University academic policy, they are encouraged, whenever possible to first discuss the issue with the instructor involved. If students are not able to resolve the difference or dispute with the instructor, they should bring the matter to the attention of their faculty advisor, the Director of the Social Work Program and/or the Chair of the appropriate academic division who may be able to assist in a satisfactory resolution.

Students wishing to file an official grievance should do so in writing. For academic concerns, the grievance should be addressed to the Associate Provost. Please refer to Academic Grievance Policy in the Student Handbook.

<https://catalog.mercy.edu/content.php?catoid=14&navoid=1713&hl=grade+appeal&returnto=search#academic-appeals-policy>

Non-academic concerns can be found on the following page:

<https://www.mercy.edu/taxonomy/term/201>

TERMINATION/APPEALS PROCEDURE

In order to remain in the Social Work Program, a student

1. must maintain a 2.8 grade point in social work major courses.
2. must receive a passing grade of at least a C in the educational practicum
3. must maintain appropriate professional conduct.

Unprofessional conduct includes, but is not limited to:

1. Engaging in social work practice under the influence of drugs or alcohol.
2. Behavior that interferes with the student's academic or professional functioning.
3. Behavior that jeopardizes the welfare of clients.
4. Behavior that is disruptive to the learning of other students or co-workers.
5. Exploitation of a professional relationship for personal gain, etc.
6. Participating in or condoning dishonesty, fraud, misrepresentation or deception in the context of one's educational experience or professional role.
7. Breach of professional confidentiality.
8. Engaging in any form of discrimination.

Students will be notified in writing by their faculty advisor, faculty practicum liaison, or course instructor if they are at-risk for failing to meet these requirements and a collateral meeting will usually follow with either the Program Director or Practicum Coordinator regarding the situation.

THE EDUCATIONAL REVIEW COMMITTEE

The Educational Review Committee (ERC) functions as a consultative and decision-making committee for students at risk of falling below expected standards in the class or in the practicum.

Composition: The Educational Review Committee is composed of 3-4 Social Work faculty members, including the Program Director who serves as Chair; and a student who attends if the student under review wishes him/her to be present. If three faculty members cannot attend, the Chair will appoint a member of the Program Advisory Board (or another person e.g. Adjunct faculty or a Practicum Supervisors) to serve on the Committee.

If a faculty member/advisor is presenting a student's situation to the Committee, s/he will not serve on the Committee and another member shall serve in his/her place. As the chair, the Program Director will attend all Educational Review Committee meetings and cannot be a designated advisor to a student going up for review. The Practicum Coordinator cannot be the advisor of a student going up for review due to Practicum related issues. For specific information regarding resolving Practicum issues and the Educational Review Committee, please refer to the Practicum Educational Manual.

The current social work majors will elect a student representative to serve on the ERC. An alternate student member shall be similarly designated and serve in the absence of the regular student member. Both students must be in good standing and able to assume this important, impartial educational role.

Function: The primary functions of the Educational Review Committee are: 1) to provide consultation to the faculty advisor or Faculty Practicum Liaison and student on questions related to the student's academic and practicum performance and the quality and appropriateness of the Practicum placement experience 2) to make depository judgments and offer alternative recommendations if the student fails to meet academic or Practicum requirements in the major, violates educational or professional standards of conduct, or the student requests review of an educational issue in which the advisor and student did not agree, or which may require an exception to policy. Decisions may include a change of Practicum placement, an extension of the semester, or in the case of failure, repetition of the semester in practicum, probation, intermittent, or termination from the social work major.

Procedures of referral and review: A faculty member or student may initiate a request for Committee review. If the student's academic or Practicum performance is at risk or at a failing level, **the following steps** should be taken.

1. Emphasis should be on early identification of problems with the focus on exploration and problem identification including any variables in the academic course situation or Practicum placement that may be adversely influencing the student's capacity to learn and meet performance expectations. In the case of a Practicum issue, every effort should be made to address the problems at this level and will usually include meetings between the student, Practicum Supervisors, and faculty members (Practicum liaison). If the issue cannot be resolved at this level, the Practicum education Coordinator will play a more active role in determining the best course of action. This includes the decision to request a committee review.
2. If a student is at risk or fails to meet the Program's academic requirements, the student should be presented for review by the Committee. Those standards are identified on page 5 of this handbook.
3. The faculty advisor and/or faculty practicum liaison (depending on where the problems are located) must send a written detailed summary (the Guideline is available in the Social Work Program Office). In preparing the report, the faculty member may wish to contact the student's current classroom instructors to request a brief review of the student's current class performance. A student initiating a consultation with the ERC should prepare a statement, identifying the issue, question, or request and offer supporting data. **Please note: The Practicum Coordinator cannot serve as a student's advisor in matters relating to practicum.**

The Report should be sent to the Committee Chair at least 2 days prior to the meeting. The faculty member or student who initiates the request for Committee review contacts the Chair, who will arrange a meeting time and ensures that copies of the Report are sent to the student and committee members at least 2 days prior to the meeting.

Students may bring a student advocate, who is a social work major, and should notify the Chair in advance. Students should also indicate if they want the student member present during the meeting. Practicum Supervisors will not routinely attend meetings of the ERC, but may be invited at the discretion of the Chair. Faculty and students should direct any requests for attendance by the Practicum Supervisors a week prior to the meeting.

4. The Chair will notify the students indicating any decisions that were made. A copy of the Report and a summary of the meeting will be kept in the student's program file

APPEAL: Students may appeal to a committee decision by following the Mercy University Academic Policy and Procedure process as indicated in the Mercy University Handbook and Undergraduate Catalog.

<https://catalog.mercy.edu/content.php?catoid=15&navoid=1770>

Leave of Absence Policy

A student in good standing may request a leave of absence from the University, for a maximum of three consecutive semesters, terms, or sessions, excluding summer for non-cohort programs, without prejudice to their standing. If the student does not return within the three-term limit, they must re-apply to the University for admission and follow the rules and regulations of the readmission catalog year. A leave of absence may be obtained by written request online via Mercy Connect under School Resources under the academic advising tab.

Here is the link to the catalog section:

<https://catalog.mercy.edu/content.php?catoid=14&navoid=1713&hl=leave+of+&returnto=search>

NON-DISCRIMINATION POLICY

The policy of Mercy University is that discrimination against any individual for reasons of gender, race, creed, religion, national origin, sex, sexual orientation, age, marital or parental status, ethnicity, citizenship status, veteran or military status, disability or for any other legally protected basis is specifically prohibited. This includes discriminatory language, gestures, and written or electronic communication. Accordingly, equal access to educational programs, employment opportunities, and all other University activities is extended to all eligible persons.

Information concerning non-discrimination policies, including complaint procedures, may be obtained from the following individuals:

- For Students: Deputy Director of PACT
- For Faculty and Administration: Provost
- For Staff: Director of Human Resources
- For Handicapped Services: Director of Disability Services

OFFICE OF ACCESSIBILITY

[HTTPS://WWW.MERCY.EDU/STUDENT-SUPPORT/OFFICE-ACCESSIBILITY](https://www.mercy.edu/student-support/office-accessibility)

Mercy University is committed to the availability of its academic offerings to all qualified students, in compliance with section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA).

The Office of Disability Services (Office of ACCESSibility) coordinates disabilities services, including the provision of auxiliary services. Students whose disabilities may require some type of accommodation must self-identify and complete a “Request for Accommodations” agreement. An intake interview with the Director for Disabilities Services may be required. Both the request for accommodation and the interview should be completed one month prior to the academic term. Reasonable accommodation will be made upon receipt of medical documentation of the disability, which supports the request and need for the accommodation. Appropriate modifications of accommodation will be worked out on a case-by-case basis.

Requests for testing with accommodation should be made to the Director for Disabilities Services two weeks in advance of need. Students with disability for which they are or may be requesting an accommodation are encouraged to contact the Office of ACCESSibility, Main Hall, Room 121 (Dobbs Ferry Campus) or call: (914) 674-7523.

ACADEMIC INTEGRITY POLICY: Cheating and plagiarism are contrary to the purpose of any educational institution and the Social Work Program; this must be dealt with severely if students' work is to have any validity. An instructor who determines that a student has cheated on a test or assignment will, at a minimum, give a zero for that item and may give a failure for the course. Normally the matter is handled between the instructor and the student, but the department chairperson may be consulted by either party to ensure fairness.

(See the Mercy University Academic Integrity Policy in the Appendix portion of the Student Handbook.)

COMMUNICATION POLICY:

Each professor in the Social Work Program makes it clear in the syllabus what the standard operating procedures are for communication with him/her, including the means and the anticipated turn-around time. Given the increase of social media, each professor gives thought to the balance between all the communication choices and the needs of the program regarding the professional boundaries that govern social work practice. Students must understand that the same ethical standards (as indicated by the NASW code of ethics) apply in the virtual world as in the physical world. For details on ethical behavior about technology students should refer to:

NASW STANDARDS FOR TECHNOLOGY IN SOCIAL WORK PRACTICE
STANDARD 2.19: APPROPRIATE BOUNDARIES

ACCREDITATION

Mercy University offers a BSW degree in Social Work that is approved by the New York State Department of Education. The Council on Social Work Education accredits the Social Work Program. The current status of Mercy's accreditation by CSWE can be reviewed here:

<https://www.mercy.edu/about/awards-accreditations>

NON-DISCRIMINATION and SEXUAL HARASSMENT POLICIES

Mercy University has nondiscrimination, sexual harassment and affirmative action policies and procedures that cover faculty, staff, students and applicants of the institution. Mercy University is committed to these policies and the Social Work Program, an integral part of the University, supports and complies with them. University policies are in the Mercy University Catalog and Student Handbook.

PROFESSIONAL ASSOCIATIONS

It is highly recommended that as a Social Work student you join at least one of the following recognized social work associations listed below at the student rate.

- a) National Association of Social Workers (New York City)
<http://www.naswnyc.org/>
- b) National Association of Social Workers – (New York State Chapter)
<https://naswnys.org/>
- c) National Association of Social Workers – (Westchester Division)
<https://naswnys.org/about/divisions/nasw-nys-westchester-division/>

CHANGES IN ADDRESS OR TELEPHONE NUMBERS:

Students are asked to report changes in address or telephone number to the Social Work Office, (914) 674-7301, as well as to the Registrar's Office at the University.

APPENDIX



**SOCIAL WORK PROGRAM
ACKNOWLEDGEMENT OF PROGRAM REQUIREMENTS**

Dear Student:

Thank you for your interest in the Social Work major. The Program will review both your interview responses as well as your writing sample and will send you a letter of determination within a few weeks.

As discussed during your interview, you acknowledge and you understand:

- ☐ Once admitted into the Program, you must maintain a GPA of 2.8
- ☐ During your senior year, you are required to complete a 450-hour internship at an agency that will be assigned to you.
 - You will complete 225 hours during the fall semester and 225 hours in the spring semester
 - You must conduct your internship within the regular business week (Monday through Fridays from 8 a.m. to 8 p.m.).
 - You **cannot** conduct your internship solely during evenings and weekends. There are no exceptions to this.
 - Even though you may currently be employed at an agency, hospital, or other human service organization, this does not guarantee you can conduct your internship at the place of your employment
- ☐ You must conduct yourself professionally. This means dressing appropriately and interacting professionally with your peers and supervisors both on and off campus.

You will abide by the National Association of Social Workers' Code of Ethics. To view this Code, please follow this link: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

A copy of this signed form will be kept in your student file. If you have any questions or concerns regarding these requirements or this acknowledgement form, please do not hesitate to contact a Social Work faculty member.

Student

Social Work Faculty

Student PRINT NAME

Social Work Faculty PRINT NAME

Date: _____



CODE OF ETHICS
of the National Association of Social Workers

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

Academic Integrity Policy

<https://catalog.mercy.edu/content.php?catoid=15&navoid=1770#academic-integrity-policy>

Academic integrity is the pursuit of scholarly activity in an honest, truthful and responsible manner. Students are required to be honest and ethical in carrying out all aspects of their academic work and responsibilities.

Dishonest acts in a student's academic pursuits will not be tolerated. Academic dishonesty undermines the University's educational mission as well as the student's personal and intellectual growth. In cases where academic dishonesty is uncovered, the University imposes sanctions that range from failure of an assignment to suspension and expulsion from the University, depending on the severity and reoccurrence of the case(s).

Examples of academic dishonesty include, but are not limited to, cheating, plagiarism, obtaining unfair advantage, and falsification of records and official documents.

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise. Examples of cheating include, but are not limited to:

- Copying from another student during an examination or allowing another to copy your work
- Providing assistance to acts of academic misconduct.
- Unauthorized collaboration on a take-home assignment or examination
- Using notes during a closed book examination
- Submitting another's work as your own
- Unauthorized use during an examination of any electronic device, such as cell phones, computers, or internet access to retrieve or send information
- Allowing others to research or write assigned papers for you or to complete your assigned projects

Plagiarism is the act of presenting another person's idea, research or writings as your own.

Self-Plagiarism is the act of turning in one's own work (papers, exams, cases, etc.) in its original form or with only minor modifications in more than one course for academic credits. Self-plagiarism is a violation of this policy. Examples of plagiarism include, but are not limited to:

- Copying another person's actual words or images without the use of quotation marks and citations attributing the words to their source
- Presenting another person's ideas or theories in your own words without acknowledging the source
- Engaging in plagiarism, via the Internet or other web-based or electronic sources, which includes (but is not limited to) purchasing or downloading term papers or other assignments and then submitting that work as one's own or copying or extracting information and then pasting that information into an assignment without citing the source, or without providing proper attribution.

Obtaining unfair advantage is any action taken by a student that gives that student an unfair advantage, or through which the students attempt to gain an unfair advantage in their academic work over another student. Examples of obtaining an unfair advantage include, but are not limited to:

- Gaining advance access to examination materials by stealing or reproducing those materials
- Retaining, purchasing, sharing, or posting examinations, or the student's written work, like cases, papers, etc. without explicit faculty permission
- Intentionally obstructing or interfering with another student's work

Falsification of Records and Official Documents include, but are not limited to, acts of forging authorized signatures, or falsifying information on an official academic record.

1.1.1 Consequences for Policy Violation

A student who is found to be dishonest in the submission of their academic assignments or other work, or in carrying out their academic responsibilities may receive a warning, a zero for the submitted assignment or exam, a failing grade for the course, or may be subject to further suspension or expulsion from the University, depending on the severity of the offense(s). Regardless, all incidents of academic dishonesty will be reported to the Academic Unit Head and School Dean and may be retained by the University in the student's records.

Academic Integrity – Process to Report and Appeal

The process to report or to appeal an academic integrity violation is as follows:

A faculty member who suspects that a student has committed a violation of the Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever feasible.

Should the faculty member conclude that there has been an incident of academic dishonesty, they shall complete the Academic Integrity Reporting Form (located on Mercy Connect under the faculty tab) and submit it. This form will include a sanction.

The form will be submitted electronically to the Dean and Associate Dean of the appropriate School, and an initial notification of violation will be sent to the student. The student may appeal to the Dean or Associate Dean of the School through email within one week of the date of notification. The Dean or Associate Dean will then ask the student and faculty member to submit evidence and may request to meet with both parties separately. After a review of the evidence, the Dean or Associate Dean shall decide to either uphold or overturn the charge and communicate the decision through an email to the student within one week of the appeal.

Should the student appeal, the Associate Provost for Faculty Affairs shall request evidence from the student and the faculty member. After a review of the evidence, the Associate Provost for Faculty Affairs shall determine if there is enough evidence to convene the Academic Appeals

Committee and send a letter to the student within one week to inform the student of this determination. Should the case go to full review, the Associate Provost for Faculty Affairs shall assemble the Academic Appeals Committee to review the case.

At this point, all parties will be permitted to participate and are permitted to submit any additional documentation they believe is necessary including written statements and documentary evidence. The Academic Appeals Committee shall convene within two weeks of the filing of the appeal submission, and shall issue a written decision of its finding within one week of convening. The Associate Provost for Faculty Affairs shall send copies of its decision to the accused student, the faculty member, and the appropriate Dean and Associate Dean for archiving in the student's confidential academic integrity record. Unless the resolution exonerates the student, the Student Violation of the Academic Integrity Form shall be placed in a confidential academic integrity file created for the purposes of identifying repeat violations, gathering data, and assessing and reviewing policies.

If the Academic Appeals Committee finds that no violation occurred, the Office of the Provost shall remove all material relating to that incident from the student's confidential academic integrity file and destroy the material. The Dean or Associate Dean shall work with the faculty member to remove the sanction in the course.

This policy applies to all course delivery modalities including online courses.

If a faculty member believes that the appropriate sanction is academic in nature (e.g., a reduced grade) and the student does not contest either their guilt or the particular reduced grade that the faculty member has chosen, then the student shall be given either a warning or the reduced grade, unless the student is a repeat offender, in which case a sanction more severe than a warning should be applied by the Dean/ Associate Dean. The reduced grade may apply to the particular assignment where the violation occurred or to the course grade, at the faculty member's discretion. A reduced grade may be an "F", or another grade that is lower than the grade that the student would have earned but for the violation. If a faculty member determines that a student has committed an act of cheating or plagiarism, and the student withdraws from the course, that student will receive an "FW" for the course regardless of the time of withdrawal. The faculty member shall inform the Dean/ Associate Dean of the resolution via email and the Dean/ Associate Dean shall update the applicable Student Violation of the Academic Integrity Policy Form to reflect that resolution.

In a case where a student admits to the alleged academic dishonesty but contests the academic sanction imposed by the faculty member, or in a case where a student denies the academic dishonesty, the student may appeal by following the process described below.

A student who is found to be dishonest in the submission of academic assignments or other work, or in carrying out their academic responsibilities may receive a warning, a zero for the submitted assignment or exam, a failing grade for the course, or may be subject to further suspension or expulsion from the University, depending on the severity of the offense(s). Regardless, all incidents of academic dishonesty will be reported to the Academic Unit Head and School Dean/ Associate Dean and may be retained by the University in the student's records.

Reporting Violations and Student Appeal Processes

The process to report or to appeal an academic integrity violation is as follows:

1. A faculty member who suspects that a student has committed a violation of the Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever feasible.
2. Should the faculty member conclude that there has been an incident of academic dishonesty, the faculty member shall complete submit the Academic Integrity Reporting Form (located on Mercy Connect under the faculty tab). The faculty member must indicate the sanction for the student violation of the policy on the form.
3. The Academic Integrity Form will be submitted electronically to the Dean and Associate Dean of the appropriate School, and an official notification of violation will be sent to the student. The student may appeal to the Dean or Associate Dean of the School through email within one week of the date of notification. The Dean or Associate Dean will then ask the student and faculty member to submit supporting evidence and may request to meet with both parties separately. After a review of the evidence, the Dean or Associate Dean shall decide to either uphold or overturn the violation and communicate the decision through an email to the student within one week of the filed appeal.
4. Should the student choose to appeal the Dean's/ Associate Deans' decision, the Associate Provost for Faculty Affairs shall request the evidence examined by the Dean/ Associate Dean. After a review of the evidence, the Associate Provost for Faculty Affairs shall determine if there is enough evidence to convene the Academic Appeals Committee and send a letter to the student, within one week of requesting an appeal, to inform the student of this determination. If the Associate Provost for Faculty Affairs believes that further review is warranted, the Academic Appeals Committee will be convened to review the case.
5. If the Academic Appeals Committee is convened, the Dean/ Associate Dean, faculty member, and student will be permitted to participate. The faculty member and student are permitted to submit any additional documentation they believe is necessary, including written statements and documentary evidence. The Academic Appeals Committee shall convene within two weeks of the filing of the appeal submission and shall issue a written decision of its finding within one week of convening. The Associate Provost for Faculty Affairs shall send copies of the Committee's decision to the student, the faculty member, and the appropriate Dean/ Associate Dean for archiving in the student's confidential academic integrity record. Unless the resolution exonerates the student, the Student Violation of Academic Integrity Form shall be placed in a confidential academic integrity file created for the purposes of identifying repeat violations, gathering data, and assessing and reviewing policies.
6. If the Academic Appeals Committee finds that no violation occurred, the Office of the Provost shall remove all material relating to that incident from the student's confidential academic integrity file and destroy the material. The Dean/ Associate Dean shall work with the faculty member to remove the sanction in the course.



Social Work Program Classroom Policy Information Sheet

Attendance:

Full attendance is required for all classes. Students are allowed to miss up to two classes without incurring any penalties. However, in such cases, students are responsible for proactively obtaining class notes, assignments, and handouts. Upon the third absence, the instructor reserves the right to reduce the final grade by one letter grade. For instance, an A could be downgraded to a B. If a student misses four classes, they may risk failing the course.

Punctuality:

Students will be assigned one absence for every three times they are late to class. The Professor will take attendance at the scheduled time for class to begin unless he or she has told you otherwise. If you come in after class begins, you need to approach the Professor at break or after class to request that you are marked as present. If you do not, your status may remain “absent”.

Late Papers:

If a paper is emailed to the Professor after 11:59 p.m. on the due date, the Professor has the authority to exercise discretion and may opt for either a no-credit option for that submission or reduce an entire letter grade on the paper.

Technology:

Unless accommodations have been made by the Professor, students are not allowed to use cell phones in class.

Generative AI Social Work Policy (ChatGPT, DALL·E, Grammarly)

The student understands the appropriate use of generative AI in their social work classes.

All Social Work students are required to have a Mercy University e-mail address. E-mails will not be sent to other addresses. If you do not have a Mercy e-mail address, please go to Mercy Connect, and click on the e-mail ICON and follow the directions.

Students: Please sign below to indicate you have been informed of these policies.

Student Signature

CWID

Social Work Faculty Signature

Print Students Name Clearly

Date



Student Contract for Social Work Handbook

I, _____ (PRINT NAME) have read the Student Handbook for the Social Work Program for 2026-2027 academic year and understand all the information contained.

I am fully aware of the expectations of the Social Work Program (as expressed in the Mercy University Social Work Program Handbook for the academic year in which I matriculated) and the guidelines and policies that I am expected to follow as student in the program.

Signature: _____ Date: _____