

2. RESPONSIBILITIES OF INSTRUCTORS AND STUDENTS

It is the **instructor's responsibility** to:

- Present a course description and outline
- Provide a statement of course objectives and relationship of course material to social work competencies and the overall social work curriculum
- Describe the learning experiences designed to achieve stated course objectives and competencies, including assignments
- Present expectations for performance including attendance, class participation, and written assignments (including documentation and confidentiality)
- Grade students, after articulating grading standards
- Clarify policy on late papers and grades of Incomplete
- In the event an instructor cancels a class, she/he should make arrangements for a substitute teacher, rescheduling of the class or other means of covering missed course content. Rescheduling should be negotiated with the students. Off-Campus Programs classes must be made up on the designated weekends according to the Off-Campus Programs calendar.

It is the **student's responsibility** to:

- Abide by the BU and BUSSW's academic and behavioral standards and policies
- Complete course work assignments and readings on dates due
- Submit written assignments which are grammatically correct, spelled properly and in APA editorial style
- Contribute to activities of the course
- Participate in a meaningful way
- Attend all class sessions and inform instructor in advance of any absences. (Failure to attend class sessions may have a negative effect on the student's course grade.)

WRITTEN ASSIGNMENTS: STYLE AND REFERENCES

Papers written for graduate courses are expected to include references to relevant literature. The School expects reference use to comport with the standards set out in the *Publication Manual of the American Psychological Association 6th Edition* which is available at the Mugar Library reference desk and online at [APA Writing Resources Guidelines for Citations](#). Students may consult with the School's [Writing Fellow](#) for further support and help with writing and references.

PROTECTING CLIENT CONFIDENTIALITY

Students are expected to protect client and agency confidentiality in all academic oral and written presentations and communications by altering or disguising client and agency names, locales, and potentially revealing demographics. For example, if a client is one of only two recipients

nationwide of an experimental cardiac device making the news, the student will disguise the client by simply describing her as a local resident undergoing high-risk surgery. A mental health agency might be disguised as “Central Counseling,” or “Neighborhood Health.” To provide additional professional protection and respect to all clients, clients should not be discussed informally in public areas such as lounges, corridors, elevators, dining halls, restrooms, or in friendly conversation.

USE OF ELECTRONICS AND SOCIAL MEDIA

Computers may be used to support the learning activities in the classroom, with permission of your instructor. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. This includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited. Please turn off cell phones and refrain from taking calls or texts unless you are “on-call” and have cleared this with the instructor prior to class. Under such circumstances, please put your phone on vibrate, sit close to a door, and step out of the room to take the call or text.

Social Media

Social media outlets—such as Facebook, Twitter, and blogs—as well as email offer new and exciting ways to connect with a global community. Whether using these digital communication tools in your personal life, during field placements, or on behalf of our School community, it is important to remember that all Boston University School of Social Work (BUSSW) students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media. While access to information can result in tremendous advantages, social workers must become proficient in the responsible use of media.

Clinical Social Work: It is social workers’ professional responsibility to attempt to maintain appropriate clinical boundaries online as much as possible to protect both their privacy and the privacy of their clients. Despite these concerns, social media has a broad range of utility in social work practice such as the use of online content for psychoeducation with clients and families.

Macro Social Work: Social media has many practical applications in macro social work to help social workers with education, advocacy, organizing, outreach, fundraising, evaluation, and others. Social workers still need to be careful about how they may be “branding” their agency or project to the online community.

We’ve outlined some useful tips to keep in mind:

Employing an Ethical & Professional Lens

Protect Yourself

- Remember, there is no privacy on the Internet. Be thoughtful about what you say, post, and share.

- Know your web persona. Does a Google search of your name reflect a positive professional image—one that you would want your professors, current or future employers, or clients to see?
- Routinely assess your privacy settings on sites like Facebook if you would like to keep certain things private.
- If you identify yourself as a BUSSW student or reveal other professional information on your personal social media sites, please keep in mind that your online behavior reflects on the School and/or the organization as well.

Protect Your Communities, Clients & Colleagues

- Be mindful of appropriate boundaries between clients and/or colleagues when connecting via the Internet.
- Your field placement likely has a policy on social media use (which may differ for clinical/macro students)—stay informed and follow the guidelines set forth by your placement. If you have a question, seek consultation with a supervisor or field advisor. If there is no policy in place, help create it.

E-Communications

- When emailing with professor or colleagues, use complete sentences, a professional tone (i.e., “Dear Professor or Dr.” when appropriate), correct grammar/punctuation, and always sign your name.
- Choose usernames, email addresses, and profile pictures carefully, particularly if you plan to communicate professionally with them. These choices send important messages about who you are and what you value.

Social media Tips were adapted from the University of Michigan “Guide for Social Networkers.”

COLLABORATIVELY DEVELOPED PROJECTS AND MATERIALS (e.g., papers, computer analyses, oral presentations)

In classes in which collaborative group projects are required or encouraged, students may discuss course materials and resources together. However, any work product for which a student is to be graded individually must be completed individually. Any exception to this policy must be pre-approved in writing by the instructor, and a specific permission statement jointly signed and retained by both instructor and student.

The submission of the same paper in two different courses is only permitted when the instructors of both courses have reviewed in advance and approved in writing a student’s proposal for such a submission. The requirements for such a submission may be more rigorous in order to meet differing requirements of the instructors and courses involved.

RELIGIOUS HOLIDAYS

The School, in scheduling classes on religious holidays, intends that students observing those holidays be given ample opportunity to make up work. Faculty members who wish to observe religious holidays will arrange for another faculty member to meet their classes or for cancelled classes to be rescheduled.