Welcome to Social Work!

This handbook, together with the social work website, is intended to provide you with a comprehensive guide for achieving your undergraduate degree in social work.

It is vital for BSW students to be aware of and understand the policies and procedures of the Social Work department at SUNY Buffalo State. Students are encouraged to contact their assigned faculty advisor should they have any questions.

We wish you the very best and that your time with us is a life altering experience.

C. Hilarski, Ph.D.
Chair of Social Work
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SUNY BUFFALO DEPARTMENT OF SOCIAL WORK

MISSION

The SUNY Buffalo State Social Work Department prepares generalist social workers who act ethically, think critically, value diversity and social and economic justice, and are committed to the advancement of the quality of life in the city of Buffalo and the larger community.

GOALS

Our department commits to

- Educate students in the knowledge, values, and skills for generalist social work practice with individuals, families, groups, organizations, and communities in diverse settings.
- Contribute to the social work profession, the college, and the community
- Promote community welfare through service-learning opportunities in the social work curriculum.

GENERALIST SOCIAL WORK PRACTICE

The entry level to the profession of social work is considered to be generalist practice. Generalists, under supervision, provide services in a variety of helping roles across a broad range of client systems from individual to family, group, organization, and community. Further, generalists confront an array of problem situations. Working within an eco-systems model, they utilize the problem-solving method from a strengths perspective, across a range of service systems. Generalist practitioners evaluate service outcomes in order to improve the provision and quality of services most appropriate to client needs.
The Council on Social Work Education (CSWE) first accredited the Social Work program at SUNY Buffalo State in 1975. At that time, it was organized within the Department of Human Development, Family, and Community Relations. In 1977, the college reorganized and social work fell under the jurisdiction of the Department of Criminal Justice and Social Work.

In 1986, social work became an autonomous department in the Faculty of Applied Science and Education. In 2005, it reorganized to the School of the Professions.


The Social Work Department is one of the larger programs on campus. Annual student enrollment averages 275. Each year approximately 90 students work in internships across western New York.

There are five full-time and many part-time faculty. A Community Advisory Board composed of Western New York social welfare professionals provides consultation to the faculty on issues related to departmental policies and curriculum.

The Student Social Work Organization and the Kappa Omega Chapter of Phi Alpha Honor Society sponsor educational programs and social activities for social work students.

Members of the student organizations are elected each year to serve on departmental committees.
SOCIAL WORK DEPARTMENT EDUCATIONAL OBJECTIVES

Our graduates will demonstrate the ability to

1. Identify as a social worker and conduct self Accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
THE SOCIAL WORK DEPARTMENT’S FULL-TIME FACULTY AND STAFF

Christopher B. Aviles, Ph.D. (1996, SUNY at Albany)  Dr. Aviles’ work experience includes five years of direct practice in mental health and three years in career counseling. He is a consultant for employee assistance programs in two areas: teambuilding, using the Myers-Briggs Type Indicator, and stress management and burnout. He teaches Research Methods and Dynamics of Poverty.

Karen E. Edmond, LMSW (2000, SUNY at Buffalo) Ms. Edmond is the Coordinator of Field Education. She earned her Master's Degree in Social Work in Child Welfare Services from SUNY at Buffalo. She also earned her Bachelor of Science in Social Work and her minor in Art Therapy from SUNY Buffalo State College and her Associate of Science in Mental Health Counseling from Erie Community College. Ms. Edmond has worked in the Western New York area for over twenty years of social work practice specializing in the areas of infant, toddler, and young child development, adolescent parenting and pregnancy, clinical mental health with families, and diversity and social justice. She has extensive experience as a diversity consultant and trainer throughout Western New York and the Niagara Region of Canada. She brings over ten years of social work field education experience to the role including Canadian social work practice, advocacy, and policy. Her recognitions include the New York Chapter NASW May 2012 Social Worker Spotlight of the Month, Phi Alpha Honor Society Inductee, Dena P. Gold Memorial Award for outstanding study, field work, and other contributions related to families, women, and children; Arthur A. Schomberg Fellowship; SUNY at Buffalo State’s Certificate of Merit for being one of five finalists for the President's Medal; Southern Christian Leadership Conference's Scholastic Achievement Award; Association of Faculty of African Descent's Dr. Martin Luther King Jr. Scholarship; State University's Chancellor's Award of Student Excellence; and the State of New York's Award of Merit for Community Service.

Carolyn Hilarski, Ph. D. (2001, SUNY at Buffalo) Dr. Carolyn Hilarski earned her B.S.W. degree from SUNY Brockport, and her M.S.W. and Ph.D. degrees from SUNY Buffalo. Her research interest is mental health, with a specific focus on trauma. Dr. Hilarski currently serves on several editorial boards: the Journal of Human Behavior in the Social Environment and the Journal of Social Service Research. She has received several university teaching and mentoring awards in addition to the NYS Social Work Educator of the Year Award. She has been the principal and co-investigator of several grants, as well as author of thirty manuscripts. She is the editor of the book Addictions, Assessment, and Treatment with Adolescents, Adults, and Families and the co-editor of Comprehensive Mental Health Practice with Sex Offenders and their Families and the Handbook of Social Work in Child and Adolescent Sexual Abuse. Dr. Hilarski has a social work practice background that includes more than a decade of experience in the substance abuse, forensic and mental health fields. She holds the title of full professor and chair in the Social Work Department.

Barbara Huddleston-Mattai, D.S.W. (1982, U.C.L.A.) Dr. Huddleston-Mattai earned a B.S. degree from Tennessee State University, and an M.S.W. from Atlanta University. Her background experience includes medical social work, school social work, and adolescent and family therapy. She has published in the Journal of Black Studies, Race, Gender, and Class, and The Journal of Progressive Human Services. Dr. Huddleston-Mattai is involved in the community, serving on the board of directors for Transitional Services and the Quality Assurance Board of Amak Home Health Care Agency in the role of vice president. She is also president of the Board of Elders at the New Mt. Ararat Temple of Prayer.

Kimberley Zittel-Palamara, Ph.D. (2003, SUNY at Buffalo) Dr. Zittel-Palamara is a medical social worker who has instructed, researched, and worked clinically in dental medicine, postpartum mood disorders, and with older adults. Her primary focus is improving access to care concerns. She has served as the chair of the Behavioral Sciences Section of the American Dental Education Association and assisted in the development of the Counseling Advocacy Referrals Education and Services (CARES) Program located in UB's School of Dental Medicine to assist marginalized and uninsured patients. The program won the American Dental Association's 2005 Geriatric Oral Health Care Award, which is awarded annually to only one program in the United States. She is currently a board member of the Postpartum Resource Center of New York, director of the Postpartum Mood Disorders Initiative at Buffalo State College, and an adjunct professor at the UB School of Social Work where she teaches Women's Health and Mental Health Throughout the Lifecycle. She has published in sixteen peer-reviewed articles; lectured locally, nationally, and internationally; and is currently authoring a book for the NASW Press titled: "Postpartum Mood Disorders: A Guide For Social Work Practice." In 2007, she received the NASW Social Worker of the Year Award. Dr. Zittel-Palamara enjoys spending time with her family, music, art, writing about faith/spirituality and theoretical physics, and mentoring women toward their personal/spiritual/educational goals.

Jean Boudreau serves as the Social Work Department’s secretary and has enjoyed working at Buffalo State College for the past 35 years.
PART-TIME FACULTY

Louis A. Colca, M.S.W. (1970, SUNY at Buffalo) Mr. Colca joined the faculty in 1977. His experience includes working with families, foster care services, residential treatment services, school social work, and developing and implementing training programs and workshops for foster youth, foster parents, social workers, and supervisors. He has published articles on foster care services, group work, delinquent youth, and social work education. Currently, he is vice president of the Board of Directors at Chestnut Rose Adventures and Blessing Creating Smiles. He is also actively involved with several public and private not-for-profit agencies in developing and implementing Independent Living programs for older foster youth.

J. Patrick Dexter, M.S.W. (1972, SUNY at Buffalo) Mr. Dexter earned his B.A. in History and Philosophy at Fordham University in the Bronx, and did graduate work in American History and Education at Fordham University. He was a Jesuit for ten years and taught high school in Chuuk District in Micronesia. In 1971, Mr. Dexter wrote a study on the use of credit unions in low-income neighborhoods as a strategy in The War on Poverty by the Office of Economic Opportunity. His practice experience is in child welfare, compulsive gambling, aging, juvenile corrections, and probation. Mr. Dexter has trained Crisis Services and Department of Social Services staff. Family development, aging and mental health, and childhood trauma as a precursor to violent behavior are areas of research and/or special interest. Mr. Dexter has served in an administrative capacity in the department for 24 of his 34 years at Buffalo State as program coordinator, director of field education, or as department chair, a position he held from 1996 to 2009. In May, 2004, Mr. Dexter presented a paper on Buffalo’s role in the development of the social work profession in the 19th and early 20th century at the Fourth Annual China-United States Symposium on Social Welfare and Social Work in Beijing. In 2009 he was invited by the Erie County Department of Social Services to evaluate purchase of service contract proposals submitted by child welfare agencies for intensive family intervention programs.

Ronnie Mahler, Ph.D. (1989, SUNY at Buffalo) Dr. Mahler earned a Ph.D. in sociology, an M.S.W., and a B.A. in psychology with a double major in sociology, all from SUNY at Buffalo. Areas of special interest and/or research include evaluation research, quality assurance, mental health, self-help, and social action groups. Dr. Mahler is a member of the Board of Directors of the Mental Health Association of Erie County and a mediator in-training at the Center for Dispute Resolution. She has published in the Journal of Social Work Education and Continuum: Developments in Ambulatory Mental Health Care. Dr. Mahler currently teaches Social Work Practice (SWK 423), Research Methods in Social Work (SWK 317), and Field Instruction (SWK 493-494).
DEGREE REQUIREMENTS IN SOCIAL WORK AT SUNY BUFFALO STATE

Bachelor of Science in Social Work

Accredited by the Council on Social Work Education

Graduates of the program are expected to apply the knowledge and skills of generalist social work practice with various social systems. Practice is carried out “within the values and ethics of the social work profession and with an understanding and respect for the positive values of diversity.”

Social work is an upper division major (Junior/Senior level) that builds on a liberal arts base. SUNY Buffalo State requires all its students to fulfill a liberal arts core as part of its degree requirements.

Field education is an intense agency-based work experience. It places considerable responsibility on social work students to perform in a professional capacity under supervision. Students must possess personal attributes that will enable them to work in a mature, responsible, and constructive manner with agency staff and clients. Additionally, students will need to have enough personal strength to withstand the stress that comes from intervening in problem situations. Accordingly, some students may be asked to reconsider their choice of major, if they appear ill suited for field education. In order to be eligible for field studies, students must successfully complete all social work academic prerequisites, while maintaining a minimum GPA of 2.5 in the major and an overall cumulative GPA of 2.5. There are NO evening or weekend field placements.

Technology
In addition, all social work students will have demonstrated the following technological competencies upon completing the 200-level required social work classes:

1. Use email to create, reply, save, edit, and attach documents.
2. Use word processing software to create, edit, save, format, spell-check, and grammar-check papers and reports.
3. Participate in Web-based activities by becoming familiar with all student features of BLACKBOARD, e-learning, including the use of drop box and sending and receiving assignments as attachments by email.
4. Know how to research material for papers and other assignments by using E.H. Butler Library online search and Google Book and Google Scholar to find information on social services, social work, and social policy.
SOCIAL WORK CURRICULUM

Social Work is an upper-division curriculum requiring 45 credits for acceptance in the major. Coursework for the social work major can be earned by evening-only and/or part time attendance. However, evening-only and/or weekend field instruction is NOT offered.

Program Requirements:

Total Required Credit Hours in Social Work: 51 credits
Total Required College Credits Hours: 120 credits

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The department expects that all faculty, students, and field educators will abide by the NASW Code of Ethics. Students can download a copy of the Code at www.naswdc.org/pubs/code/default.asp
SOCIAL WORK COURSE DESCRIPTIONS

Coursework for the social work major can be earned by evening-only and/or part time attendance. **Evening-only and/or weekend field instruction is NOT offered.**

REQUIRED COURSES:

SWK 220 - INTRODUCTION TO SOCIAL WORK - 3 credits

Introduction to the social welfare institution and to social work. Includes social work knowledge, skills, sanctions, values, and ethics. Emphasizes generalist practice in social work. Requires 40 hours of volunteer work in addition to coursework.

SWK 307 - HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I - 3 credits

*Prerequisites:* CWP 101, CWP 102, MAT 311, BIO 101. Conceptual frameworks for client assessment; theories and perspectives of life span development; professional communication, professional reflection, social work assessment, library research. Restricted to social work majors.

SWK 308 - HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II - 3 credits

*Prerequisites:* SWK Majors only, Junior/Senior standing, BIO 101, CWP 102, MAT 311. As a second course in the Human Behavior and Social Environment curriculum, SWK308 focuses on deepening the student’s knowledge of the theoretical frameworks that attempt to explain behavior and enlighten effective work with individuals, families, groups, organizations, and communities as a generalist social worker. Maladaptive patterns of adult psychological functioning are examined with a bio-psycho-social perspective in order that students may contextualize the information. Although students concentrate upon problematic human functioning, the course is presented in a manner that encourages them to view the strengths of clients along with their difficulties.

SWK 317 – RESEARCH METHODS IN SOCIAL WORK - 3 credits

*Prerequisites:* SWK Majors Only, Junior/Senior standing, BIO 101, CWP 102, MAT 311, SWK 220, SWK 301, SWK 307, SWK 308, and SWK 422. Application of research methods to generalist social work practice. Research ethics, evidence based practice.

SWK 301 – POVERTY AND PUBLIC POLICY - 3 credits

*Prerequisite:* Sophomore, Junior or Senior Standing. Social welfare policies and social welfare programs. Historical treatment of poverty and the poor. Theories of poverty causation. Measurement of poverty and poverty demographics including race, age, gender, immigration status, socioeconomic status. Social change strategies and advocacy. Requires 20 hours of volunteer work in addition to coursework.

SWK 320 - SOCIAL SERVICES ORGANIZATIONS - 3 credits

*Prerequisites:* SWK Majors Only, Junior/Senior standing, BIO 101, CWP 102, MAT 311, SWK 220, SWK 301, SWK 307, SWK 308, and SWK 422.
History, descriptions, and functions of social services organizations; creation, implementation of social welfare policy and programs; social justice, human rights, NASW Code of Ethics.

**SWK 419 - SOCIAL WELFARE POLICY**  
- 3 credits

*Prerequisites:* SWK Majors Only, Senior standing, SWK 220, SWK 301, SWK 307, SWK 308, SWK 317, SWK 320, SWK 422, SWK 423, SWK 424, CWP 102, BIO 101, MAT 311.  
This course addresses the American social welfare state and its historical responses to need, in addition to the concepts of discrimination, oppression, social welfare policy, policy research, policy analysis, policy creation, grant proposals, and legislative briefs.

**SWK 422 - ASSESSMENT AND ENGAGEMENT**  
- 3 credits

*Prerequisites:* SWK Majors Only, Junior/Senior standing, BIO 101, CWP 102, MAT 311.  
Fundamental skills of social work practice; communication, engagement, and assessment skills with individuals and families.

**SWK 423 - INTERVENTION METHODS**  
- 3 credits

*Prerequisites:* SWK Majors Only, Junior/Senior standing, SWK 220, SWK 301, SWK 307, SWK 308, SWK 422, BIO 101, CWP 102, MAT 311  
Models of generalist social work intervention; evidence-based practice with diverse populations; ethical guidelines for practice and self-reflection.

**SWK 424 - GROUPS**  
- 3 credits

*Prerequisites:* SWK Majors only, Junior/Senior standing, BIO 101, CWP 102, MAT 311, SWK 220, SWK 301, SWK 307, SWK 308, and SWK 422.  
Outlines the basic issues and key concepts of group process and practice.

**SWK 429 - POLICY PRACTICE**  
*Prerequisites:* SWK Majors Only, Senior standing, SWK 220, SWK 301, SWK 307, SWK 308, SWK 317, SWK 320, SWK 419, SWK 422, SWK 423, SWK 424, SWK 496, SWK 493, CWP 102, BIO 101, MAT 311.  
Generalist macro policy practice skills. Social welfare policy research, policy briefs, grant proposals, policy presentations to governing bodies (e.g., Congress).

**SWK 493 - FIELD PRACTICUM I**  
- 6 credits

*Prerequisites:* SWK Majors Only, Senior standing, SWK 220, SWK 301, SWK 307, SWK 308, SWK 317, SWK 320, SWK 422, SWK 423, SWK 424, BIO 101, CWP 102, MAT 311, and a minimum 2.5 GPA in the SWK major and cumulative.  
This course involves a supervised internship where students develop and complete a learning contract in conjunction with their fieldwork agency that includes demonstrating mastery of the required social work practice behaviors. Additionally, it involves a concurrent on-campus seminar that integrates and supports all previous social work coursework and demonstration of mastery.

**SWK 494 - FIELD PRACTICUM II**  
- 6 credits

*Prerequisites:* SWK Majors Only, Senior standing, SWK 220, SWK 301, SWK 307, SWK 308, SWK 317, SWK 320, SWK 419, SWK 422, SWK 423, SWK 424, SWK 496, SWK 493, BIO 101, CWP 102,
MAT 311, and a minimum 2.5 GPA in the SWK major and cumulative. This course involves a supervised internship where students develop and complete a learning contract in conjunction with their fieldwork agency that includes demonstrating mastery of the required social work practice behaviors. Additionally, it involves a concurrent on-campus seminar that integrates and supports all previous social work coursework and demonstration of mastery.

Elective Courses: (Students are urged to complete one or two electives from the following, as available.)

SWK 496 INTEGRATED SEMINAR I – 3 credits

*Prerequisites:* SWK Majors Only, Senior standing, SWK 220, SWK 301, SWK 307, SWK 308, SWK 317, SWK 320, SWK 422, SWK 423, SWK 424, CWP 102, BIO 101, MAT 311.
Integration of coursework and the demonstration of social work practice behaviors and skills required by the Council on Social Work Education. Emphasis on the engagement and assessment phases of generalist practice.

SWK 497 INTEGRATIVE SEMINAR II – 3 credits

*Prerequisites:* SWK Majors Only, Senior standing, SWK 220, SWK 301, SWK 307, SWK 308, SWK 317, SWK 320, SWK 419, SWK 422, SWK 423, SWK 424, SWK 496, SWK 493, BIO 101, CWP 102, MAT 311.
Integration and demonstration of social work practice behaviors and skills required by the Council on Social Work Education. Emphasis on intervention and evaluation of generalist practice.

SWK 105 - INTERPERSONAL RELATIONS - 3 credits

The impact of societal, cultural, and professional values on interpersonal relationships. Students increase awareness of their own interpersonal skills and examine ways to overcome barriers to healthy interpersonal relationships.

SWK 310 - SEXUALITY IN HUMAN DEVELOPMENT - 3 credits

Examination and analysis of human sexuality as part of human development. Designed for future human services professionals.

SWK 321 - THE ELDERLY AND SOCIAL SERVICES - 3 credits

*Prerequisite:* Upper division status. Needs of and services for the elderly; services and programs; policy issues regarding the aging such as health, housing, and finances; intervention strategies for working with the elderly.

SWK 335 - MENTAL HEALTH AND SOCIAL WORK - 3 credits

*Prerequisites:* SWK 220, SWK 307, MAT 311, BIO 101, CWP 101, CWP 102. Theoretical perspectives concerning mental health and mental illness; history of the mental health movement; institutional and community mental health services; roles and functions of social workers and other personnel in the mental health system.

SWK 345 - CHILD WELFARE SERVICES - 3 credits

*Prerequisite:* Upper division status. Child welfare as a field of practice in social...
work; historical and philosophical bases; the impact of culture, ethnicity, and race on practice; current delivery of services; skills needed to practice in the field.

SWK 346 - CHILD ABUSE AND NEGLECT - 3 credits

Prerequisite: Upper division status. Major issues in child abuse and neglect from a social work viewpoint; the nature of abuse and neglect; the actual incidence; workings of the current child protection system; intervention and treatment issues; the role of other disciplines and the larger society.

SWK 425 - SOCIAL WORK WITH FAMILIES - 3 credits

Prerequisites: Social Work Majors only, CWP 101, CWP 102, MAT 311, BIO 101, SWK 220, SWK 307, SWK 308, SWK 422. Focus on family and family intervention; theory and practice principles through examination of families in specialized problem contexts.

SWK 485 - SENIOR SEMINAR - 3 credits

Intensive analysis of selected topics in social work.

SWK 495 - SPECIAL PROJECT - 1-3 credits

SWK 499 - INDEPENDENT STUDY - 3 to 12 credits
ADMISSIONS POLICY

There are two ways to gain admission to the social work major at SUNY Buffalo State:

1. **New transfer** students applying to the college are accepted if they meet the eligibility requirements for admission to the department.

2. **Currently attending SUNY Buffalo State students** are accepted once they meet the eligibility requirements (major application is available in the Social Work Department, Classroom Building C-115, and online at [http://chilarski.org/fall2014/SWKAPP.pdf](http://chilarski.org/fall2014/SWKAPP.pdf))

Since social work is an upper division program only, first and second year students are not generally eligible for admission directly to the major. They are assigned to pre-social work (SWKW). This stance offers the student the benefit of a social work faculty adviser for assistance in program planning in preparation for entry into the major.

Admission to the major (SWK) requires the following:

1. 45 credit hours completed at the time of application

2. Minimum GPA of 2.5 at the time of application


4. Significant progress toward completing the liberal arts degree requirements that includes (PSY 101 and SOC 100)
ADVISEMENT POLICY

Advisement includes course selection and program information for all students in the major and in the pre-major. Other advisement functions, including career counseling, mentoring, and personal support, are available to all pre-majors and majors upon request by the student(s), on an as-needed basis, or upon recommendation of the faculty following mid-semester review.

Advisement for course selection and program information is expected for all pre-majors upon admission to pre-major status and every semester thereafter until they have been admitted to the major.

Advisement for course selection and program information is expected for all majors upon admission to the major and again no later than the registration period prior to enrollment in SWK 493.

Advisement Tips

- Check Degree Works for Registration Holds and BANNER for your specific registration date.

- Pay attention to deadlines such as the last day to drop/add, tuition payment due date, refund period, course withdrawal period, and graduation application deadline. If you miss one, it could cost you, both educationally and financially.

- Talk to your instructor or advisor about withdrawing from a course rather than failing it.

- Select classes based on your academic capabilities. For example, if math and science are challenging areas for you, do not take these courses in the same semester.

- Be careful when selecting summer and inter-semester classes. Remember that you are receiving 15 weeks of information in a 2 to 5 week period. The pace can be overwhelming.

- Communication is the key – do not be afraid to ask for help or discuss issues that are relevant to your educational, personal, social or career development. This is your session.

- Read any SUNY Buffalo State material that you receive by either email or in-person. This material often contains vital information that may be essential for your academic achievement. Check your SUNY Buffalo State email daily.

- Save copies of all college documents (transcripts, drop/add forms, receipts for registration and graduation applications, change of major forms, etc.). You may need to refer to them in the future. Ask for and keep a copy of your advisement slip.
• Obtain the facts. Do not assume that college policy advice from other students is accurate. The college holds you responsible for your academic progress.

CAREER COUNSELING AND MENTORING

These important functions of social work professional development are offered to students through various methods: 1) direct meetings with their adviser; 2) field seminar workshops that focus on career development issues such as resume and cover letter writing and the social work graduate school application/admissions process; 3) Student Social Work Organization and Kappa Omega Chapter of the Phi Alpha Honor Society meetings at which community social workers from a variety of practice fields discuss pertinent social issues and share their experiences and professional challenges in the workplace; and 4) an e-mentoring project that links social work practitioners in varied practice fields with our students via the Internet. For details, check out our Web site at www.buffalostate.edu/socialwork/ementoring.xml.
PROFESSIONAL ACADEMIC PERFORMANCE STANDARDS

The social work profession requires maturity and ethical and professional conduct. Therefore, professional academic performance extends beyond classroom performance and attendance to include “ethical behavior and psychological well-being sufficient to interact positively and instructively with clients” (Cobb & Jordan, 1989, pp.87-97).

STANDARDS

1. The department expects that all students will model behavior as described within the NASW Code of Ethics while representing the department and institution (this includes coursework, field placement, and events/conferences). Students will need to familiarize themselves with the Code by downloading it at www.nasw.org/pubs/code/default.asp

2. Students will abide by the Code of Rights, Freedoms, and Responsibilities of SUNY Buffalo State. In compliance with the April, 2004, directive from the Chancellor of the State University of New York, SUNY Buffalo State requires all students to receive and positively affirm the campus’s Student Code of Conduct.

The faculty meets once a semester to review the professional academic performance of each student. However, student reviews may occur at any time during the semester. Students failing to meet any of the above standards may be asked to meet with his/her advisor and/or the PAPS Committee*.

*Possible Outcomes from a PAPS committee meeting:
• Continue the student in the program with no conditions
• Establish formal conditions for the student’s continuance in the program
• Counsel the student to change majors and/or discontinue the student in the Program

GROUNDS FOR TERMINATION

Grounds for termination from the social work program can include, but are not limited to, the following:

a. violence or threats of violence to oneself or others
b. substance use or abuse which interferes with performance
c. engaging in illegal behaviors which reflect negatively upon the profession
d. sexual contact with clients
e. sexual harassment
f. discrimination based on age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
g. violation of the college and/or NASW Code of Ethics, e.g., confidentiality violation in the field and/or the classroom
h. mental health issues that impede a student’s ability to work effectively in coursework or in field instruction.
i. termination from placement for cause

1 Termination for cause may include, but is not limited to, violating agency policy or rules and other misconduct related to the intern’s agency.
PROCEDURES ON RETENTION AND TERMINATION OF STUDENTS

If the student’s problem(s) or faculty concern(s) cannot be resolved between the student and the faculty adviser, or if the issue(s) is/are as grievous as to require immediate attention, the procedures outlined below will be followed:

1. The concerned faculty member will present written documentation of a student’s problem(s) or faculty concern(s) to the chairperson of the Professional Academic Performance Standards (PAPS) Committee of the Social Work Department.

2. The (PAPS) committee chairperson will copy and distribute the documentation to all other (PAPS) committee members and to the chairperson of the Social Work Department, within ten class days of the written notice.

3. The (PAPS) committee chairperson will convene a meeting of the Professional Academic Performance Standards Committee within ten class days and notify the student by certified mail of the problem or concern, date of the meeting, and who will be present. A copy of the Academic Grievance Procedures from the Office of Academic Affairs will also be enclosed to inform the student of his/her rights according to college-wide policies. www.buffalostate.edu/studentaffairs/x522.xml

4. A student who fails to appear relinquishes the right to be heard.

5. The student may bring an advocate of his/her choice to the (PAPS) meeting. However, the student may not bring an attorney as a representative. If the student brings an attorney, the meeting will be cancelled and the student and attorney will be referred to the SUNY lawyer.

6. Following the (PAPS) meeting, a written corrective action plan² that includes action items, with dates for completion, and consequences for not abiding by the plan will be developed by the (PAPS) committee and approved by a majority vote of the committee members present.

7. In the case of a recommendation for termination of a student from the program, three-fourths of the committee members must concur. Three-fourths of the committee members must also concur in order to reinstate to the program a student who has been dismissed following an unsatisfactory grade or agency dismissal in Field Instruction (SWK 493 or SWK 494).

8. The (PAPS) committee chairperson will notify the student by certified mail and the faculty, in writing, of the committee’s decision and its plan.

² Each corrective plan is individually tailored and may include, but is not limited to, the following example: a student may be required to present verification from a professional counselor that the student is capable of practicing social work to his/her class level.
OPPORTUNITIES FOR STUDENT INVOLVEMENT

Opportunities are provided for social work majors to become involved in the Social Work Department in addition to required classes. Several are listed below:

The Student Social Work Organization

The Student Social Work Organization offers students an excellent chance to meet and become acquainted with other social work majors. It opens the door to a learning experience outside the classroom. It is also an opportunity to be informed of issues pertaining to school, work, and community affairs that affect students. Guest speakers and graduates in the field often share their experiences with the group. This organization also provides opportunities to become involved in committees such as Student Issues and Curriculum.

Kappa Omega Chapter of Phi Alpha

This is the Buffalo State Chapter of the National Social Work Honor Society. It is composed of students who are committed to the values and ethics of the social work profession and who display scholarly excellence and achievement within the department.

National Association of Social Workers

Applications to become a student member of NASW are available online at http://www.socialworkers.org/nasw/join/MKT-APP-24712.Application.pdf A $48 membership fee gives students the following benefits: membership at the national and state chapter level; access to the Social Work Career Center that provides a job bank, career-coaching, resume reviewing and writing, and professional development and training opportunities, free CEUs with NASW’s online courses, and more…

Department Committees

Student representatives are elected to the following faculty committees:

Curriculum Committee
This committee is responsible for matters related to course offerings of the Social Work Department. The Curriculum Committee is responsible for reviewing the curriculum and proposing curriculum changes. Two students are elected to this committee from membership in the Student Social Work Organization.

Student Issues Committee
This committee is responsible for making recommendations regarding advisement needs to the faculty and department chair, developing activities and programs that relate to post-graduate concerns, and selecting the outstanding senior awards. Two students are elected to this committee from membership in the Student Social Work Organization.
GRADUATE SCHOOL INFORMATION

The Career Development Center in Grover Cleveland Hall, Room 306, and the Graduate School in Grover Cleveland Hall, Room 204, provide graduate information on social work and other related disciplines. Of particular note, every fall the Career Development Center hosts a graduate school fair where numerous human service graduate programs, especially MSW programs, are represented.

GRADUATE RECORD EXAMINATIONS (GRE) and MILLER ANALOGIES

Many graduate and professional schools require applicants to take the Graduate Record Examination or Miller Analogies. Scores may be used by either admissions or fellowship panels to supplement undergraduate records and other data that indicate a student's potential for graduate study. The scores provide a common measure for comparing the qualifications of applicants and aiding in the evaluation of grades and recommendations.

Complimentary information bulletins on the GRE and Miller Analogies may be obtained from the Buffalo State Graduate School in Grover Cleveland Hall, Room 204.

EMPLOYMENT AND CONTINUING EDUCATION OPPORTUNITIES

Job listings and conferences on continuing education are posted on the bulletin boards in the hallway outside the Social Work Department, Classroom Building C-115, and on our Web site at http://forum.buffalostate.edu/index.php?showforum=32. The Career Development Center, Grover Cleveland Hall, Room 306, also keeps an extensive reference file of opportunities. Their Web site is http://www.buffalostate.edu/offices/cdc.
FREQUENTLY ASKED QUESTIONS

Transfer Credit?

The Admissions Office is responsible for evaluating transfer credits from other colleges. If you have specific questions, you may call 878-5514 or visit Moot Hall. [You should see the chair of the Social Work Department in Classroom Building C-115 only if you seek to apply a transfer course to your major.]

Graduation Processing?

Questions on fulfilling the requirements for graduation should be directed to your assigned adviser. Please make an appointment with your adviser to review your Degree Works the semester prior to your intended graduation date.

Every student is responsible for checking with the Registrar’s Office, Moot Hall, about graduation filing dates.

Academic Appeals?

Forms for academic appeals are available in the Academic Standards Office, Twin Rise 100 or online at http://www.buffalostate.edu/academicstandards/documents/petition.pdf

How do I get an adviser?

Once you are accepted as a social work major or pre-major, an academic adviser will be assigned to you by the Social Work Department.

A list of advisers is posted outside the Social Work Department office or you can look up your assigned adviser in your BANNER account. Your adviser’s office hours are available in the Social Work Department, Classroom Building C-115, and posted on faculty office doors and the department Web site.

When should I see my adviser?

You should make an appointment to see your adviser whenever you have personal, professional, or academic concerns to discuss. You do not have to limit your contact to preparation for registration.

What are MY responsibilities prior to seeing my adviser?

Please check in the Social Work Department, Classroom Building C-115, to make sure a file has been set up for you. You should also read over the advisement policy in this handbook.

What items should be in my student folder?

As you progress through the program, the other materials which should be in your folder are records of grade changes, notice of waiver of courses, copies of your field evaluations, references written by faculty, and any other notices which may affect your graduation status.
How do I change my adviser?

If there is a problem between you and your adviser, you should contact the department chairperson at 878-5705 for an appointment to discuss the matter. Changes in adviser are made in certain instances but only with the approval of the department chairperson.

If I still have questions about advisement, whom can I ask for help?

You should check with the department for clarification on policies. Specific problems should be discussed with the department chairperson by appointment.

Can I receive college credit for my work/life experience?

Academic credit for life experience and previous work experience will not be given in whole or in part in lieu of the field practicum or of courses in the professional foundation.
APPENDIX

SUNY BUFFALO STATE POLICIES

Non-Discrimination
Sexual Harassment
Academic Grievance Procedures for Students

SOCIAL WORK LINKS

CSWE Educational Policy & Accreditation Standards
http://www.cswe.org/File.aspx?id=13780

NASW Code of Ethics
http://www.sp2.upenn.edu/docs/resources/nasw_code_of_ethics.pdf
POLICY ON NON-DISCRIMINATION

In keeping with The State University of New York and SUNY Buffalo State’s policy regarding equal opportunity and affirmative action, the Social Work Department is committed to carrying out its program without regard to gender, race, national origin, religion, handicap, sexual orientation or veteran status.

The Department provides opportunities to students without regard to race, gender, disability, religion, sexual orientation, or ethnic origin. The Department is committed to recruiting, admitting, and retaining minority students.

This same non-discrimination policy is applied to the Department's selection and use of social service agencies for the placement of field students. In addition, field agencies must be able to show evidence of policy commitments to non-discrimination in both service delivery and employment.

SEXUAL HARASSMENT POLICY

"It is the policy of SUNY Buffalo State to provide an employment and educational environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communication constituting sexual harassment as defined and otherwise prohibited by state and federal statutes."

SUNY Buffalo State will not tolerate sexual harassment of students or employees. The college has both informal and formal procedures in place to handle allegations of sexual harassment. In general, the college will try to reach an informal resolution first. The college will:

* Respond to every complaint of sexual harassment reported.
* Take action to provide remedies when sexual harassment is discovered.
* Impose appropriate sanctions on offenders on a case-by-case basis.
* Protect the privacy of all those involved in sexual harassment.

ACADEMIC GRIEVANCE PROCEDURES FOR STUDENTS

OFFICE OF ACADEMIC AFFAIRS

INTRODUCTION

SUNY Buffalo State complies with New York State Education Department regulations requiring that campuses have in place procedures for filing complaints and seeking resolution of perceived problems.

The procedures below pertain to alleged violations or misapplication of college and/or course policies. They are also directed at a student grievance alleging that he or she has been treated unfairly, in violation of established academic policy or practice. The procedures below reflect the college commitment to a fair and prompt resolution of student academic grievances.

This procedure begins with an informal process, but includes a formal process that centers on hearings and recommended resolution of the grievance in a way that maximizes the opportunity for a full and impartial solution. Request to waive or otherwise alter college academic policies shall continue to be the province of the Academic Appeals Committee.
The procedures below do not deal with grievances that are based on issues of sexual harassment or discrimination. Such grievances are handled through the Offices of Equity and Diversity. Similarly, complaints that deal with other non-academic issues are administered by the Office of the Dean of Students.

Students are advised to retain all documentation from course(s) including (but not limited to), syllabus(i), test(s), quiz(zes), paper(s), any graded evaluation(s). These materials are required to substantiate any grievance a student would file.

1. **JURISDICTION**

A grievance shall include, but not be restricted to, a complaint by a student:

a. that college regulations and/or policies have been violated or misapplied to him or her;
b. that he or she has been treated unfairly, defined in terms of established academic policy or practice governing or affecting students at the college.

2. **TIME LIMIT**

   At informal level - no later than 5 weeks into the following semester.

   At formal level - no later than 10 weeks into the following semester.

3. **GRIEVANCE RESOLUTION PROCESS**

The process includes the possibility of hearings at two levels: the department and the faculty.

a. At the departmental level, a student with a complaint should attempt to resolve the complaint informally with the faculty or staff member involved. The assistance of the chair may be sought to resolve the dispute to the satisfaction of both parties. A student must initiate the process not later than five weeks into the following semester.

   The student who is not able to achieve resolution with the instructor may initiate a formal grievance or grade appeal process no later than ten weeks into the following semester by preparing a written statement which includes:

   1. a statement of the case in detail;
   2. all information about the conference with the instructor;
   3. a statement of the reasons the student believes he or she is aggrieved or, in the case of a grade, why it should be reconsidered;
   4. all relevant supporting materials, which should be identified and listed in an index.

   The student shall submit complete copies of the written statement and attachments to the chair of the department and the faculty member identified in the grievance. The chair shall carefully review the statement, confer with the student and instructor, and attempt to reach a resolution of the dispute. The chair may ask members of the department to serve as a committee to review the materials and assist him or her in reaching a decision. The chair's response must be made within 10 days of the date of request from the student.

   In conformance with state regulations, the department shall maintain adequate documentation about each formal complaint and its disposition for a period of at least six years after final disposition of the complaint.

   If the department chair is the party against whom the grievance is brought, the student should initiate a review at the level which follows.
b. If the matter is not resolved to the student's satisfaction at the departmental level, he or she may request a hearing at the faculty level by writing to the dean of the faculty and forwarding the documentation to that office. The request must be made within 10 academic days of the receipt of the recommendation of the department chair.

The dean or designee shall convene a three-person committee drawn from the panel of available faculty within 10 days. Such committee shall include one faculty member from the department in which the faculty member resides. Furthermore, after the committee is constituted, the faculty member and the student have the right to review the committee membership and request alternate members in the event it is believed a member of the committee is not neutral. The committee shall meet and review the materials presented and solicit a response from the instructor to each count of the student's case. In the case of a grade appeal, the committee will familiarize themselves with the standards and objectives of the course and evaluative material presented. Their concerns shall be limited to consideration of the fairness of the application of the standards and objectives, and whether the standards and objectives were made known to the student in a reasonable manner. The difficulty of the standards shall not be an issue.

The burden of proof shall be on the student, who may be asked to appear before the committee.

In the case of a grade appeal, if the majority of the committee feels no case can be made, the original grade will remain. If they find that the standards and objectives were not reasonably known to the student or were unfairly applied, they may recommend a different grade and give their reason for so recommending. The committee shall report its findings in writing to the student, the instructor, and the dean.

If the panel recommends a different grade, the instructor shall have ten working days from receipt of the panel's report to inform the dean of the faculty of the intent to change the grade. If necessary, the dean may direct that the grade be changed. A change of grade shall not be interpreted as an admission of unfairness in grading.

In the case of a grievance, if the majority of the committee members adjudge the grievance to be without foundation, written notification of their findings will be forwarded to the student, the instructor, and the dean of the faculty. If, in the judgment of the committee, there is a basis for the grievance, a written report will be forwarded to the dean of the faculty with specific recommendations for redress. Copies shall be forwarded to the student and the instructor.

The dean of the faculty will notify all parties of his or her final decision regarding the grievance within ten working days of receipt of the committee's findings and recommendations. In conformance with state regulations, the dean's office shall maintain adequate documentation about each formal complaint and its disposition for a period of at least six years after the final disposition of the complaint.

4. COMMITTEES

Committee members shall be drawn from a list of faculty nominated by departments. In naming the committee to hear a grievance, the dean shall take care to ensure that no member has an interest in the case being heard.
5. **CONFIDENTIALITY**

Once the grievance committee has been convened to hear a complaint, principals and committee members shall have the obligation to maintain the confidentiality of the proceedings and of all materials presented.

6. **REVIEW**

This procedure must be reviewed after two years. The review process should identify any irregularities in grade changes. To facilitate this review, a copy of all documentation/findings at the formal level shall be retained in the department office.

**COMPLAINTS TO STATE EDUCATION DEPARTMENT**

Any individual who continues to feel aggrieved after pursuing the options outlined previously, is unable to resolve the problems, or believes the institution has not properly addressed the concerns may file a written complaint with the State Education Department within three years of the alleged incident.

The complainant may telephone the Postsecondary Complaint Registry to request a complaint form at (212) 951-6493 or write to the New York State Education Department, Postsecondary Complaint Registry, One Park Ave., 6th Floor, New York, NY 10016.