



SOCIAL WORK DEPARTMENT

BUFFALO STATE • The State University of New York

STUDENT HANDBOOK

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More information can be found at [About Us](#)

Our diverse faculty have years of experience working as social workers and bring that experience to the classroom. To learn more about the Social Work faculty, please view the department [web site](#).

Table of Contents

Overview

- Land Acknowledgement
- Buffalo State University Mission
- Organizational Structure

Social Work Department

- Social Work Department's Mission
- Purpose
- Justice, Anti-Racism, Diversity, Inclusion, and Equity
- Names & Pronouns

Social Work Curriculum

- Child Advocacy Certificate (CAS)
- Social Justice Minor (SOJ)
- Social Work Major (SWK)
- Social Work Roadmap

Social Work Advisement

- Words of Wisdom

Classroom Expectations

- Participation Expectations
- Communication Expectations
- Attendance Policy
- Code of Conduct in the Classroom
- Assignment Submission and Late Work
- Technology Requirements
- Technology Issues & Late Work
- Microsoft Office
- Department Writing Expectations
- Academic Integrity
- Use of Artificial Intelligence (AI)

Student Supports

- Academic Support
- Social-Emotional Supports
- Financial Supports

Field Manual

Overview

Land [Acknowledgement](#)

The Social Work Department acknowledges that Buffalo State University “is situated within the traditional territory of the Haudenosaunee Confederacy, including the Seneca, Tuscarora, Cayuga, Onondaga, Oneida, and Mohawk nations, and of their Indigenous relations and neighbors, the Erie and the Wenro. We hope to demonstrate respect for the treaties that were made on these territories, and we pledge to work toward partnership with a spirit of collaboration with our current Indigenous neighbors, the Seneca and Tuscaroras.”

Buffalo State [Mission](#)

“Buffalo State is a diverse and inclusive university committed to the intellectual, personal, and professional growth of its students, faculty, staff, and alumni. Our mission is to empower students to succeed and to inspire a lifelong passion for learning. Buffalo State is dedicated to excellence in teaching, research, service, scholarship, creative activity, and cultural enrichment.”

Organizational Structure

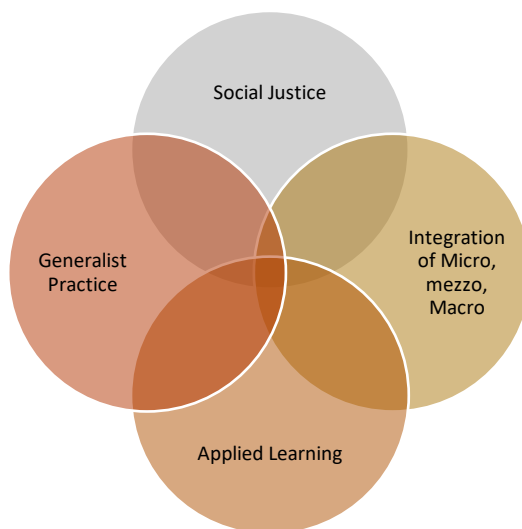
Buffalo State has 2 Academic Schools. The Social Work Department is in the School of Education and Applied Professions.



Social Work Department

Social Work Department's Mission

The SUNY Buffalo State Social Work Department teaches students the knowledge and skills, through applied learning, to prepare them for generalist social work practice grounded in social, racial, economic, and environmental justice and the person-in-environment framework, to work with individuals, families, groups, organizations, and communities, locally and globally, as community leaders and change agents that promote anti-racism, diversity, equity, and inclusion through evidence based practice.



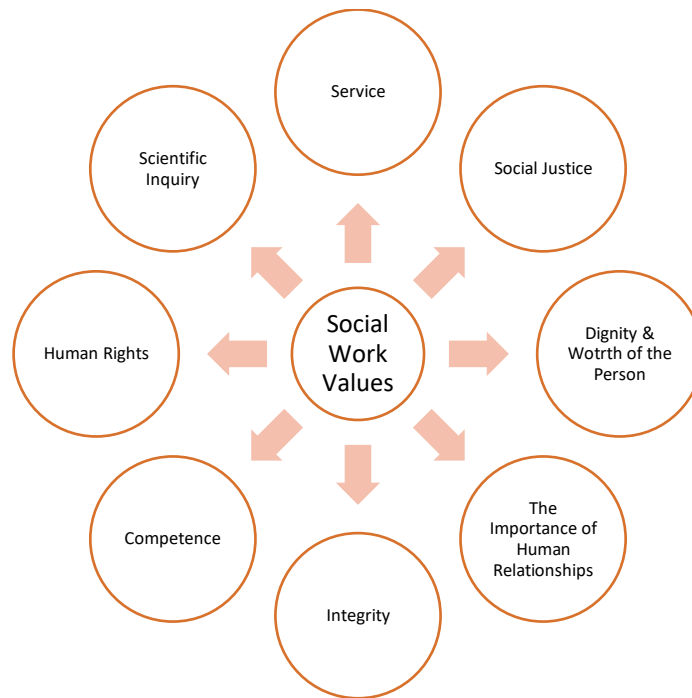
Social Work Purpose

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

The Social Work Department strives to provide students with the knowledge, skills, and opportunities to demonstrate this purpose as budding professional social workers through both classroom and extracurricular activities.

Social Work Values

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



Justice, Anti-Racism, Diversity, Inclusion, and Equity

NASW Ethical Guidelines require that social workers demonstrate cultural competence in their micro, mezzo, and macro-level practice, which includes “the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes.” ([NASW](#), 2020)

However, effective social work practice goes beyond maintaining the minimal ethical requirements of cultural competence. Specifically, in this social work program, as in the field, it is not enough to not be a racist. Social workers must engage in anti-racist, anti-discrimination, and anti-oppression practice behaviors that actively confront and seek to dismantle systems of oppression that have negatively affected and have contributed to systematic oppression and marginalization of the clients we serve and members of our communities.

Further, anti-racism, anti-discrimination, and anti-oppression work is intimately tied to the social work profession’s commitment to social justice, which seeks to address the causes and

consequences of entrenched discrimination with a more equitable distribution of social and political resources. The implicit belief that white, male, cis-gender, heterosexual, able-bodied, Christians represent the standard by which all other groups are measured has resulted in racist, misogynistic, homophobic, transphobic, anti-Semitic, anti-Muslim, xenophobic, and ableist attitudes and actions. These actions have impeded the ability of marginalized groups to enjoy the free and full exercise of their civil rights.

To this end, Buffalo State University's Social Work Department is committed to creating a learning environment that encourages the relentless, vocal, and unequivocal pursuit of social justice and practice of anti-discrimination, anti-racist, and anti-oppression work among students and faculty alike.

Names & Pronouns

Buffalo State recognizes the importance of a diverse student body, and we are committed to fostering equitable learning environments. Students are invited to share how they want to be referred to both in terms of their name and their pronouns (they/them, she/her, he/him, etc.). Social Work faculty and staff will do their best to address and refer to all students accordingly and will support students in doing so as well.

While not required for the Social Work department, students might choose to request changes at the University level. Forms can be found on the Registrar's [website](#) for name and gender changes. After these forms have been processed, any remaining changes (ex: email) can be requested by submitting a [Ticket](#) to the IT Help Desk.

Social Work Curriculum

The Social Work program includes rigorous curriculum that “is grounded in the liberal arts and a commitment to anti-racism, diversity, equity, and inclusion” (CSWE, 2022). Social Work course descriptions, pre-requisites, and other information can be found in the [Undergraduate Catalog](#).

Several Social Work courses are open to students in other majors and may be particularly beneficial to anyone working with people after graduation, especially in the human services field. These courses include:

- SWK 101 Introduction to Social Work
- SWK 230 Intersectionality of Difference
- SWK 301 Poverty & Economic Justice
- SWK 302 Social Justice Advocacy
- SWK 310 Reproductive Justice and Body Politics
- SWK 321 Gerontological Social Work
- SWK 335 Mental Health and Social Work
- SWK 345 Global Child Advocacy Issues
- SWK 346 Professional and Systemic Approaches to Child Abuse and Maltreatment
- SWK 425 Social Work with Families
- SWK 424 Social Work Group Skills
- SWK 426 Solution Focused Case Management
- SWK 429 Advanced Policy Practice

Child Advocacy Studies Certificate

The Social Work program is one of several departments that offer courses in the interdisciplinary [Child Advocacy Studies Certificate](#) (CAS) program. The 9-credit Child Advocacy Studies certificate focuses on interdisciplinary, ethical, realistic, and culturally sensitive content that provides professionals working with children a foundation for responding to child maltreatment. Students will learn about the various disciplinary responses to child maltreatment and will develop a multidisciplinary understanding of the most effective responses.

The Certificate requires 3 courses:

- CAS 301 Perspectives on Child Abuse and Advocacy (cross-listed with PSY 301)
- CAS 302 Global Child Advocacy Issues (cross-listed with SWK 345)
- CAS 401 Professional and Systemic Approaches to Child Abuse and Maltreatment (cross-listed with SWK 346)

Students may take 1 or 2 of these courses but will only be eligible for the Certificate after successful completion of all 3 courses with a grade of C or better in each course.

Students interested in completing the CAS Certificate, should complete the [Change of Major \(7/3/2025\) \(PDF\)](#) found on the Registrar’s [website](#) and email that to their advisor and the Chair of the [Psychology Department](#). For more information about the CAS Certificate, please contact the Coordinator, Dr. Schuetze at schuetep@buffalostate.edu.

Social Justice Minor

The [Social Justice Minor](#) examines the historical and socio-cultural significance of citizenship, social justice, social justice movements, poverty, and diversity, and the development of skills to solve local and global problems. Curriculum enhances the students' preparation for careers in government, non-profits, law, politics, health, and social planning.

The Social Justice Minor is a total of *18 credit hours*.

Required courses:

1. SWK 101 Introduction to Social Work
2. SWK 302 Social Justice Advocacy
3. PSC 102 Introduction to American Government and Politics

Electives: Choose any **3** from the following list of approved electives.

- EXE 100 Nature and Needs of Individuals with Special Needs
- SWK 301 Poverty and Economic Justice
- SOC 312 Women in Society
- SOC/AAS 321 The African American Family
- SOC 333 Sociology of Social Movements
- SOC 350 Power, Class, and Inequality
- SOC/AAS 351 Sociology of Race and Ethnicity
- SOC 353 Environment and Society
- WGS 101 Introduction to Women and Gender Studies
- SWK 429 Advanced Social Work Policy

Students must have a ***cumulative GPA of 2.0 or better*** to be eligible to declare the Social Welfare Minor.

A minor may include no more than half of its credit hours at the lower-division level.
The minor will accept a maximum of three courses of transfer credit.

Students interested in declaring the Social Justice Minor, should complete the [Change of Major \(7/3/2025\) \(PDF\)](#) found on the Registrar's [website](#).

Completed forms should be emailed to the Social Work Department Chair at fitzpajm@buffalostate.edu.

Once accepted into the Minor, students will be assigned an academic advisor from the Social Work program who can answer any questions about the Social Justice Minor. It is recommended that students meet with their Social Work academic advisor for advisement on the Social Justice Minor every semester.

Social Work Majors

The Social Work Bachelor of Science program is accredited by the Council on Social Work Education (CSWE), which adopted a competency-based framework. “Competency-based education rests on a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. ...Competency-based education is an outcome-oriented approach to curriculum design. The goal of the outcome-oriented approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice.” ([CSWE EPAS](#), 2022, p.7)

There are 9 Social Work competencies:

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

The Social Work curriculum integrates these competencies throughout the coursework. Students are required to demonstrate competence in each of these 9 areas, through a capstone project and application of these competencies in their field practicum placement, in order to graduate with a degree in Social Work.

The Social Work Major requires *51 credit hours* of both required courses and Social Work electives.

Required:

1. SWK 101 Introduction to Social Work
2. SWK 201 Professional Skills for Social Workers
3. SWK 230 Intersectionality of Difference
4. SWK 302 Social Justice Advocacy
5. SWK 330 Foundations of Social Work
6. SWK 340 Social Work Theory and Assessment
7. SWK 350 Social Work in Action
8. SWK 400 Evidence Based Practice
9. SWK 497 Senior Capstone

In addition to the required courses, students are required to complete a year-long Field Placement (internship) and attend a year-long Field Seminar class (SWK493/SWK494). See [Field Practicum Manual](#) for more information.

Electives: Choose any **4** from the following list of approved electives.

- SWK 301 Poverty & Economic Justice
- SWK 310 Reproductive Justice and Body Politics
- SWK 321 Gerontological Social Work
- SWK 335 Mental Health and Social Work
- SWK 345 Global Child Advocacy Issues (cross-listed with CAS 302)
- SWK 346 Professional and Systemic Approaches to Child Abuse and Maltreatment (cross-listed with CAS 401)
- SWK 425 Social Work with Families
- SWK 424 Social Work Group Skills
- SWK 426 Solution Focused Case Management
- SWK 429 Advanced Policy Practice
- SWK 485 Special Topics Seminar
- SWK 495 Special Project (requires Instructor Permission)
- SWK 499 Independent Study (requires Instructor Permission)
- CAS 301 Perspectives on Child Abuse and Advocacy
- CAS 302 Global Child Advocacy Issues (cross-listed with SWK 345)
- CAS 401 Professional and Systemic Approaches to Child Abuse and Maltreatment (cross-listed with SWK 346)

Social Work course descriptions, pre-requisites, and other information can be found in the [Undergraduate Catalog](#).

To maintain their status as a declared Social Work major, a student must pass SWK 330, SWK 340, and SWK 350 with a grade of **C or better**. If a student is not able to meet these academic requirements, the student will need to work with their social work advisor to develop an alternative academic plan that may or may not include continuing in the social work major.

Interested students may declare Social Work as their Major by completing the [Change of Major \(7/3/2025\) \(PDF\)](#) found on the Registrar's [website](#).

Social Work Roadmap

The following is a suggested “roadmap” for students to assist them in planning for Registration each semester in order to meet the [Program Requirements](#). Full-time, part-time, and transfer students have varied situations. As such, Roadmaps are provided for each scenario.

*Individualized plans should be created with Academic Advisors. Students meet with their Academic Advisor at least once a semester. **The Social Work program does not grant social work course credit for life experience or previous work experience, per our accrediting body, CSWE.***

Social Work Academic Roadmap

**General education courses with an asterisk* are Recommended, NOT Required*

FRESHMAN YEAR					
FIRST SEMESTER			SECOND SEMESTER		
Course Title	Catalog Number	Notes	Course Title	Catalog Number	Notes
Introduction to Social Work	SWK101		GE Diversity: Intersectionality of Difference	SWK230	
GE: Communication	CWP101	grade C or better	GE: Communication	CWP102	grade C or better
GE: U.S. History and Civic Engagement	PSC102*		GE: Natural Sciences and Scientific Reasoning	BIO101	<i>This is a pre-req for SWK340</i>
GE			GE: Social Sciences	PSY101*	
All College Elective	UNC100*		GE: U.S. History and Civic Engagement	HIS107*	

SOPHOMORE YEAR					
THIRD SEMESTER			FOURTH SEMESTER		
Course Title	Catalog Number	Notes	Course Title	Catalog Number	Notes
GE: Core Competency – Information Literacy: Professional Skills for Social Workers	SWK201	Majors only; Pre-Req: CWP102	GE Diversity: Social Justice Advocacy	SWK302	Pre-Req: Sophomore status
GE: Social Sciences	SOC100*		SWK Elective		Pre-req may be required.
GE: Mathematics and Quantitative Reasoning			GE		
All College Elective			All College Elective	PSY355*	Pre-Req: PSY101, C or better
All College Elective			All College Elective		

JUNIOR YEAR					
FIFTH SEMESTER			SIXTH SEMESTER		
Course Title	Catalog Number	Notes	Course Title	Catalog Number	Notes
Foundations of Social Work	SWK330	Majors only; CWP102	Social Work Theory and Assessment	SWK340	Majors only; Pre-Req: SWK330 with a grade of C or better; BIO101, BIO 308, OR BIO 311
SWK Elective		Pre-req may be required.	Social Work in Action	SWK350	Majors only; Pre-Req: SWK330 with a grade of C or better
SWK Elective		Pre-req may be required.	SWK Elective		Pre-req may be required.
All College Elective			All College Elective		
All College Elective			All College Elective		

SENIOR YEAR					
SEVENTH SEMESTER			EIGHTH SEMESTER		
Course Title	Catalog Number	Notes	Course Title	Catalog Number	Notes
GE: Core Competency - Critical Thinking and Reasoning: Evidence Based Practice	SWK400	Majors only; Pre-Req: SWK340 with a grade of C or better; SWK350 with a grade of C or better	Integrative Seminar	SWK497	Majors only; Co-Req: SWK494
Field Practicum I	SWK493	Majors only; Pre-Req: SWK340 with a grade of C or better; SWK350 with a grade of C or better	Field Practicum II	SWK494	Majors only; Pre-Req: SWK493
Field Seminar			Field Seminar		
All College Elective			All College Elective		
All College Elective			Upper-Level Elective		

Social Work Academic Roadmap: Transfer Students- Fall Start

JUNIOR YEAR					
FIRST SEMESTER			SECOND SEMESTER		
Course Title	Catalog Number	Notes	Course Title	Catalog Number	Notes
Introduction to Social Work	SWK101		Social Work Theory and Assessment	SWK340	Majors only; Pre-Req: SWK330 with a grade of C or better; BIO101, BIO 308, OR BIO 311
Intersectionality of Difference	SWK230	GE Diversity, if needed	Social Work in Action	SWK350	Majors only; Pre-Req: SWK330 with a grade of C or better
Social Justice Advocacy	SWK302	Pre-Req: Sophomore status GE Diversity, if needed	SWK Elective		Pre-req may be required.
GE: Core Competency – Information Literacy: Professional Skills for Social Workers	SWK201	Majors only; Pre-Req: CWP102	SWK Elective		Pre-req may be required.
Foundations of Social Work	SWK330	Majors only; CWP102	SWK Elective		Pre-req may be required.
BIO101, BIO 308, OR BIO 311, if needed		<i>This is a pre-req for SWK340</i>			

SENIOR YEAR					
THIRD SEMESTER			FOURTH SEMESTER		
Course Title	Catalog Number	Notes	Course Title	Catalog Number	Notes
Evidence Based Practice	SWK400	Majors only; Pre-Req: SWK 340 with minimum grade of C, and SWK 350 with minimum grade of C	Integrative Seminar	SWK497	Majors only; Co-Req: SWK494
Field Practicum I Field Seminar	SWK493	Majors only; Pre-Req: SWK340 with a grade of C or better; SWK350 with a grade of C or better	Field Practicum II Field Seminar	SWK494	Majors only; Pre-Req: SWK493
SWK Elective		Pre-req may be required.	Elective, as needed		
Elective, as needed			Elective, as needed		

Social Work Academic Roadmap: Transfer Students- Spring Start

SOPHOMORE/ JUNIOR YEAR					
			FIRST SEMESTER		
			Course Title	Catalog Number	Notes
			Introduction to Social Work	SWK101	
			Intersectionality of Difference	SWK230	GE Diversity, if needed
			Social Justice Advocacy	SWK302	Pre-Req: Sophomore status GE Diversity, if needed
			BIO101, BIO 308, OR BIO 311, if needed OR SWK Elective		<i>This is a pre-req for SWK340</i> Pre-req may be required.

JUNIOR YEAR					
SECOND SEMESTER			THIRD SEMESTER		
Course Title	Catalog Number	Notes	Course Title	Catalog Number	Notes
GE: Core Competency – Information Literacy: Professional Skills for Social Workers	SWK201	Majors only; Pre-Req: CWP102	Social Work Theory and Assessment	SWK340	Majors only; Pre-Req: SWK330 with a grade of C or better; BIO101, BIO 308, OR BIO 311
Foundations of Social Work	SWK330	Majors only; CWP102	Social Work in Action	SWK350	Majors only; Pre-Req: SWK330 with a grade of C or better
SWK Elective		Pre-req may be required.	SWK Elective		Pre-req may be required.
SWK Elective		Pre-req may be required.	SWK Elective OR Elective, as needed		

SENIOR YEAR					
FOURTH SEMESTER			FIFTH SEMESTER		
Course Title	Catalog Number	Notes	Course Title	Catalog Number	Notes
Evidence Based Practice	SWK400	Majors only; Pre-Req: SWK 340 with minimum grade of C, and SWK 350 with minimum grade of C	Integrative Seminar	SWK497	Majors only; Co-Req: SWK494
Field Seminar Field	SWK493	Majors only; Pre-Req: SWK340 with a grade of C or better; SWK350 with a grade of C or better	Field Seminar Field	SWK494	Majors only; Pre-Req: SWK493
Elective, as needed			Elective, as needed		

Social Work Advisement

All Buffalo State students that have declared Social Work as their Minor or Major will have a Social Work faculty assigned as their Advisor. If a student is unsure who their faculty adviser is, they may also find this information in BANNER, Degree Works, and Navigate360.

Social Work faculty complete academic advisement every semester after mid-term grades have been posted and prior to registration for the following semester begins. Academic Advising could include: a collaborative discussion about what courses to register for the following semester, choosing a minor or completing a certificate at the University, GPA concerns, study strategies, linking to on-campus resources for additional academic support, completing registration forms as needed (such as taking a course Pass/Fail or Withdrawal from the College), filing an academic petition or grievance, or planning for graduate school. This might include providing a letter of recommendation for graduate school applications.

Academic 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 or taking it Pass/Fail 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.
- Obtain the facts. Do not assume that university policy advice from other students is accurate. The university holds you responsible for your academic progress.

Social Work advisors also provide Professional Advising, including a discussion about employment after graduation. This can help students to prepare for professional social work employment by discussing opportunities to gain experience prior to graduation (ex: volunteering), reviewing a student's resume, and acting as an academic reference for employment. Advisors may suggest additional opportunities available on campus or in the community for a student to further their career development both prior to and after graduation. The Social Work Department works closely with the [Career & Professional Education](#) office at Buffalo State and we encourage students to contact them for assistance with career planning as well.

Note: Before a student includes their advisor as a reference for graduate school or employment, they should contact their advisor and ask. It is not a requirement for advisors to provide a reference, and it is a professional expectation that students would check with their advisor prior to listing them as a reference.

The Social Work department offers group advisement for pre-majors and those interested in majoring in Social Work. The Department also hosts workshops and events on academic and professional advising, including inviting alumni to discuss the work they are doing in the community.

The Social Work Department also posts volunteer and job notifications from the community on our department [Facebook page](#) for current students and alumni.

Words of Wisdom

- If you have questions, ask.
- If you need assistance, seek it.
- Be proactive.
- Read your syllabus so you understand all expectations, assignments, due dates, and responsibilities.
- Use a calendar system (see calendar in Brightspace) to organize your responsibilities for the semester to keep you on track.
- You may want to organize study groups to assist each other.
- Don't wait until the last minute to start your assignments or do your readings.
- Attend class.
- Back up your assignments on a thumb drive or email to self.
- If you need assistance with technology avail yourself of the college resources, such as computers and tech support.
- Buffalo State offers a wide array of free tutoring services. Check out the Academic Commons [website](#) for more information.
- Life can throw unexpected challenges at us in unexpected ways, **PLEASE** let someone know if you are struggling, in need of assistance or support – you are not alone.
- Know who your social work advisor is, meet with them at least once a semester AND reach out to them if you need support.

Classroom Expectations

Participation Expectations

Students are expected to be actively engaged in their coursework. Students should attend class on time, come prepared for class, and complete assigned readings and activities. Students are learning about course content and also how to be professional, responsible, and dependable. If a student has an issue that needs to be addressed with their instructor, the students should make an appointment to discuss the concerns.

Communication Expectations

Students should check email regularly for course and program announcements and updates.

Students are expected to demonstrate professionalism in their written communication with their instructors, including the use of proper salutations, appropriate using the subject line, signing their name, and the same level of attention to grammar, spelling, and syntax, as would be expected for written assignments.

When emailing professors, ample time must be given to the instructor to respond, which is generally 48 hours – or two business days - before sending a follow up email. Please note that, whether it is with professors, site supervisors, or in any other professional setting, it is inappropriate to send multiple follow-up emails without allowing ample time to reply. Students can expect longer response times on weekends, holidays, or college breaks. As such, it is important to work on assignments in advance, as last-minute questions may not be answered before the due date.

Due to FERPA, instructors are not allowed to respond to emails from personal, non-Buffalo State, email accounts.

Attendance Policy

Class attendance for the whole class time is required. Unexcused absence, tardiness, and early departure will not be tolerated any more than such behaviors would be tolerated in the world of work. Students will be marked as absent for the entire class if they do not attend the entire class without discussing mitigating circumstances with their instructor before class. To enhance the teaching/learning environment, attendance, timeliness, and full and active participation is expected for all class sessions. Students are responsible for all content in classes they have missed.

Code of Conduct in the Classroom

All students in the class are expected to participate in class discussion respectfully and fully. Side conversations are disruptive to other students and the instructor. Students who are disruptive or disrespectful may receive a grade of 0 for attendance or participation or may be asked to leave the classroom. Students are expected to follow the University's [Code of Conduct](#) at all times.

Assignment Submission and Late Work

Instructors for each class will identify how assignments should be submitted and what their policy is for accepting late work. Exceptions to due dates are generally only permitted when a

student makes arrangements prior to the due date with the instructor for exigent (beyond a student's control) circumstances and provides documented proof of such circumstances. It is up to the professor's discretion to approve the request.

Technology Requirements

For Social Work courses students will be required to have access to a working computer, laptop or tablet, and access to the internet. If using a mobile phone, please note the need to download the necessary applications. Not all platforms work as well on cell phones so having access to a laptop, tablet, or desktop is necessary.

If a student does not have a personal computer, they may be able to borrow one from the Buffalo State [library](#). The Library also has a [Computer Lab](#). Additionally, the Social Work department has desktop computers available for use in the Social Work Student Lounge, on the 3rd floor of Caudell Hall.

If a student is having software and/or hardware difficulties that interfere with their ability access online content or complete the coursework, they are encouraged to contact the Buffalo State College IT Department at (716) 878-HELP (4357), by email itportal.buffalostate.edu, or by stopping at the Help Desk in the Library. Students can also open an electronic [Ticket](#) to request help.

Students can find information about online systems, including email, Brightspace, Banner, and Navigate360 at the IT [website](#). They have created a [Technology Guide for Students](#) with helpful information.

Technology Issues & Late Work

It is recommended that students do not wait until the due date to complete assignments. This will help to ensure assignments are completed and submitted on time, even if challenges arise. Technology issues should not hinder timely completion of assignments. Students should use university resources as needed

Microsoft Office

Microsoft 365 is Microsoft's productivity suite which includes Word, Excel, PowerPoint, Outlook, Publisher, Access and OneNote. Current Buffalo State students can download the [Microsoft Office](#) suite for FREE.

Social Work assignments must be submitted using Word or an Adobe PDF, unless stated otherwise. Google docs, Pages, and other formats cannot be opened by all instructors. Inability to open a submitted assignment could result in a grade of 0. Be sure to download Microsoft Office and use the software available for assignments.

Department Writing Expectations

All students are expected to write in APA 7 format unless otherwise indicated by assignment directions. Writing in APA 7 style is a requirement for the social work curriculum and profession.

Instructors may refer students to the Academic Center for Excellence for [writing support](#) and may require verification that students sought out support. Following through on these referrals may impact the assignment grade, both indirectly- by making improvements to the written assignment before it is graded, and directly- by receiving a grade of 0 on the assignment if verification of attendance is not received.

The [Purdue On-Line Writing Lab](#) (OWL) is a great resource for assistance with APA 7 formatting. Students can also purchase used (inexpensive) copies of the APA 7 Manual published by the American Psychological Association.

Academic Integrity

Students are responsible for completing and submitting their own assignments and should ensure proper citations using APA 7 when referencing another's work. Students should familiarize themselves with Buffalo State University's [Academic Misconduct Policy](#).

Turnitin™ Integration may be available to students and faculty through Brightspace. This software compares submitted student text to a database of millions of previously published documents, including those on the public internet, a proprietary collection of published articles, as well as every student paper previously submitted to the detection service and highlights similarities.

Instructors, at their discretion, may ask a student to redo an assignment, give a grade of 0 on the assignment, fail the student in the course, or refer the student to University's Academic Misconduct Committee, which could result in dismissal from Buffalo State.

Use of Artificial Intelligence (AI)

Use of AI to complete assignments is prohibited unless the instructor has given explicit permission to use AI for that assignment. AI should *only* be used in the ways directed by the instructor and use should be cited throughout the assignment, where applicable. Use of AI on assignments without instructor permission or failure to explicitly cite where and how AI was used may result in the instructor, at their discretion, asking the student to redo an assignment, give a grade of 0 on the assignment, fail the student in the course, or refer the student to University's Academic Misconduct Committee, which could result in dismissal from Buffalo State. The Social Work Department's full policy on AI use can be found in the Appendix.

Grade Grievance

The Social Work Department follows Buffalo State University policies regarding complaints, grievances, and appeals. Typically, the first step is to have a conversation directly with the instructor regarding the grade of concern. This should be done by scheduling an appointment with the instructor during their office hours. Usually, most grievances are resolved after this conversation. If it has not been resolved, students should refer to the [Undergraduate Catalog](#) to understand their options and next steps.

Professionalism Expectations

Professionalism Expectations

The Social Work program is a professional program to prepare students for the field. Social work students are expected to demonstrate professionalism in all social work classes and related activities.

Professionalism Expectations Rubric

	1 Never	2 Rarely	3 Sometimes	4 Usually	5 Always
Student attends class consistently					
Student is on time for the entire class, does not leave early, and does not take extended breaks during class					
Student is prepared for class, completing class readings and other assignments by the due date					
Student is engaged in class as demonstrated through active participation and appropriate use of electronics during class					
Student uses appropriate written and oral communication with peers, faculty, and staff					
Student works well with others and contributes to team activities and projects					
Student is open to feedback and continuous improvement					
Student demonstrates enthusiasm by taking initiative					

The rubric is used to evaluate student professionalism. Students are formally evaluated in *SWK 330: Foundations of Social Work* and *SWK 340: Social Work Theory and Assessment* and the evaluation scores count as 10% of the course grade. These courses are skills-based courses, typically taken junior year. The intention of this evaluation is to provide students with formal feedback prior to beginning their field practicum during their senior year. Field instructors (supervisor at field placement agency) will receive a copy of these professionalism expectations, and can be discussed during weekly supervision, mid-semester site visits, and end-of-semester evaluations.

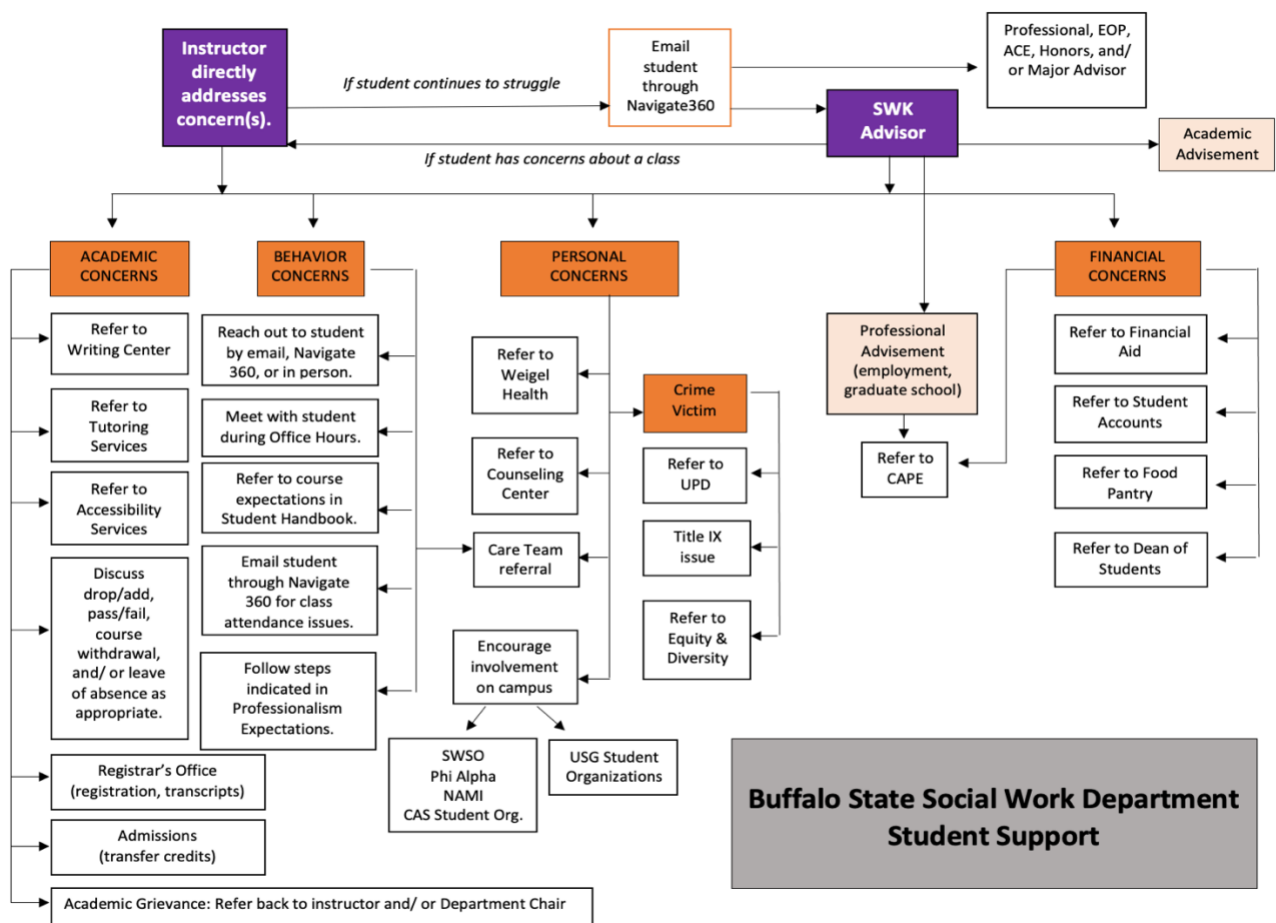
Professional behavior is expected in all social work classes. Therefore, if any concerns arise at any time, faculty will meet with the student to identify support to help the student with their success. This progressive process will begin with the faculty member reaching out to the student by email, Navigate 360, or in-person, to discuss academic or professional concerns. If improvements are not made, the faculty member may then include the student's advisor(s) and/or the social work department chairperson in a meeting with the student to develop a plan for

improvement. The plan will include the area(s) of concern and the step(s) the student will take to address the concern(s). These plans will be documented in Navigate 360 to ensure the student, faculty, and advisors have access to the plan.

Recommendations by the faculty member raising the concern will be included in the plan, which may include disciplinary measures up to and including failing the course, not being eligible to enroll or continue in Field Practicum, termination from the social work program, and termination from the university. The social work team will meet to discuss recommendations and determine next steps for the student.

Faculty meet mid-semester and at the end of the semester to complete a student review. Academic and professional concerns will be discussed at these meetings and follow the above process.

Students may be facing challenges impacting their ability to be successful. Faculty and advisors will direct student to on-campus supports available.



Student Supports

It is normal for students to need additional support while they are attending school. The Social Work Department acknowledges that life challenges can impact academics. Due to the content in social work courses, it is common for thoughts and emotions to arise for students that may be difficult or overwhelming to manage. The University offers numerous FREE supports for students and the Social Work Department encourages students to access these supports as needed. Off-campus supports are also available. Please reach out to the Dean of Students or www.211wny.org for more information.

Academic Support

Tutoring

Buffalo State offers a variety of free and unlimited [academic support](#). The [Academic Center for Excellence](#) offers comprehensive academic support to our students. We encourage students to visit the center, located in the Academic Commons on the first floor of [E. H. Butler Library](#), where they can help students to build their confidence and proficiency in [writing](#), [math](#), and other [content areas](#) while also sharpening study skills. Walk-in and virtual appointments may be available.

Reasonable Accommodations

The Buffalo State University [Student Accessibility Services](#) (SAS) is committed to providing access and support for students with disabilities. They seek to develop strong self-advocacy skills and prepare students for post-collegiate experiences. SAS strongly affirms that diversity of abilities in the university community is a source of excellence, enrichment, and strength.

To register with SAS for accommodations, students should initiate the process by submitting an [Initial Accommodations Request](#) with documentation as early as possible. For general questions about the registration process, academic support offered, or additional services provided by SAS, an Information Session may be scheduled by contacting 716-878-4500 or sas@buffalostate.edu.

Accommodations are supported from the date *approved* by SAS and not applied retroactively. Students are strongly advised to seek out Student Accessibility Services as soon as possible to ensure services are in place in a timely manner.

Technology Support

Students can find information about online systems, including email, Brightspace, Banner, and Navigate360 at the IT [website](#). They have created a [Technology Guide for Students](#) with helpful information.

If a student is having software and/or hardware difficulties that interfere with their ability access online content or complete the coursework, they are encouraged to contact the Buffalo State College IT Department at (716) 878-HELP (4357), by email itportal.buffalostate.edu, or by stopping at the Help Desk in the Library. Students can also open an electronic [Ticket](#) to request help.

If students do not have a personal computer, they may be able to borrow one from the Buffalo State [library](#). The Library also has a [Computer Lab](#). Additionally, the Social Work department has desktop computers available for use in the Social Work Student Lounge, on the 3rd floor of Caudell Hall.

Professional Development

It's never too early or too late to focus on career planning, growth, and development. Whether students are just starting out, searching for a new opportunity, or exploring a change, there are career counselors available to provide support. The [Career and Professional Education](#) (CAPE) Center partners with students, faculty, staff, alumni, employers, community groups, and recruiters to offer personalized services tailored to individualized student goals and aspirations.

Social- Emotional Support

The Social Work Department sponsors and facilitates several self-care events throughout the academic year. Information is posted at the Student Lounge, Social Work Main Office (Caudell 354), and by email and/ or Brightspace. Several additional resources are available on campus.

24/7 Bengal Support Line

Call to speak to a counselor for immediate support at 1-833-823-0260.

Counseling

The [Counseling Center](#) provides free and confidential [support](#) and mental health services to all registered Buffalo State students. The Counseling Center is located on the second floor of the Weigel Wellness Center. To make an appointment or consult with a counselor, come in or call them at (716) 878-4436. Walk-in, urgent care, appointments are available.

BetterMynd

Buffalo State University is partnered with BetterMynd, an online therapy platform, to offer students access to free teletherapy sessions from a diverse network of licensed mental health counselors. These 50-minute live video sessions are private and confidential and can take place from the convenience of a personal laptop, smartphone, or tablet. Teletherapy sessions are available during the day, at night, and on weekends, so students can get support whenever it's best for them. Learn how to sign up [here](#).

Group Counseling

The Counseling Center may recommend [group therapy](#) to help address current counseling concerns, particularly related to managing emotions effectively and interacting with others. Group members are able to learn more about themselves and practice alternative behaviors to resolve difficulties, and develop new social skills and ways of relating to people.

Educational Workshops

[Educational workshops open to all students](#) are offered by the Counseling Center.

Inclusion & Equity Office

The [Office of Inclusion and Equity](#) at Buffalo State University supports, celebrates, and embraces its campus community differences and experiences. Our community would not be the same without the rich knowledge of our faculty, staff, and students' perspectives. We are committed to allowing our community's voices to be heard and expressed in a way that will enable them to feel supported during their time at Buffalo State. We are committed to inclusion and equity of everyone's thoughts and beliefs.

The Inclusion and Equity office is housed under the Dean of Students Office and primarily supports the following initiatives: Center for Inclusive Excellence, [Veteran and Military Services](#), Interfaith Programming and Resources, LGBTQ+ Programming and Resources, Men of Merit Program, and more.

Care Team

From time to time, a student raises concern over uncertainty about his or her mental health or about possible harm to self or others. Buffalo State has a Care Team to assist and support students in times of difficulty. Members of the campus community are encouraged to complete the online reporting [form](#) for a student concern that needs immediate attention. **Please remember that the University Police (716-878-6333) should be contacted in the event of an actual emergency occurring on campus.**

Title IX Support

The University does not tolerate any form of discrimination or harassment (including sexual assault, dating and domestic violence, stalking) based on protected characteristics (e.g., sex, gender identity, sexual orientation, religion, pregnancy, etc.) or related retaliation. All faculty and teaching assistants are considered mandated reporters by the University, which means that if they observe or learn of sex-based harassment/ discrimination or related retaliation, they are obligated to immediately share that information with the University's Title IX Coordinator. This obligation, grounded in law and policy, is designed to protect the safety of students and the broader Buffalo State community, as well as ensure that students receive information about available supportive measures and resolution options to enable them to make informed choices. Supportive measures include reasonable academic accommodations available with or without the filing of a formal complaint.

On Campus Resources:

- Contact the Title IX Coordinator directly (titleix@buffalostate.edu or 716-878-5212), without sharing any personal information.
- If a student would like to speak with a **confidential** counselor about sexual misconduct, [The Counseling Center](#) provides 24/7 confidential support for students via the Bengal Support Line (833-823-0260), or by scheduling an appointment at 716-878-4436.
- If a student is pregnant, has recently experienced childbirth, and/or has medical needs related to childbirth, please contact the Title IX Coordinator for assistance.
- Students can file an [anonymous report](#) with University Police Department: 716-878-6333, police@buffalostate.edu

Dean of Students

The [Dean of Students Office](#) helps students navigate the college experience, particularly during difficult situations such as personal, financial, medical, and/or family crises. If a student or someone they know needs support, services are available. For a list of support services and information, please visit their [website](#), call 716-878-4618, or stop by 311 Campbell Student Union during business hours.

Student Organizations

There are several opportunities students to get involved on campus. Social Work advisors and instructors can provide information about the Social Work Student Organization (SSWO), Phi Alpha Social Work Honor Society, NAMI on Campus, or the Child Advocacy Studies (CAS) Student Organization. Information about additional student organizations can be found at the Undergraduate Student Government (USG) web [page](#).

Basic Needs/ Financial Support

Emergency Funds

Bengal 2 Bengal is an emergency fund offered for students in need. More information on parameters of the fund and application requirements can be found on the Dean of Student's [website](#).

Food Pantry

As many as one in five college students experience food insecurity, which means they do not have access to the food they need to live active, healthy lives, much less keep up with their studies. [Milligan's Buffalo State Food Pantry](#) aims to assist students with their need. Milligan's food pantry is located in the Campbell Student Union and utilizes an online order system. To get started, please click [here](#).

Financial Aid

The [Financial Aid](#) office can answer questions about grants, loans, and cost of attendance. They also offer a textbook deferment, if the student is expecting a refund.

Student Accounts

Direct questions about the Buffalo State bill, payment plans, and refunds to [Student Accounts](#).

Cash Course

[CashCourse](#) is a noncommercial financial education platform to help students make informed financial choices. Information is available from [Financial Aid](#).

Scholarships/ Fellowships

Buffalo State offers a variety of [scholarship opportunities](#) for current, newly accepted first-year, and transfer students. These scholarships are based on specific criteria which includes; academic merit, financial need, field of study, or a combination of criteria. The [Campus Application Portal for Scholarships \(CAPS\)](#) is a centralized database for scholarship applications available only to Buffalo State Students!

The [Bengal Internship Award](#) provides a stipend to students completing an unpaid/underpaid internship related to their future career goals while attending Buffalo State College. The stipend covers expenses related to unpaid/underpaid internships, including housing, food, transportation, and other incidental costs and expenses. More information can be found on CAPE's [website](#).

SUNY Internship Funding may be available each semester. This funding can be used for general living expenses, professional clothing, and transportation, as well as costs associated with housing or rent. This initiative is a testament to SUNY's commitment to enhancing the educational experience of our students by providing them with real-world, hands-on opportunities that align with their academic and career goals. Watch for announcements from CAPE to determine if this funding is available and when applications are due. Students can apply for this funding by completing an [online application in Bengal Connect](#).

Students obtaining a bachelor's degree in social work are eligible to apply for the State University of New York (SUNY)/Office of Mental Health (OMH) Scholarship Pipeline Program for their sophomore through senior years. Detailed information, including who is eligible and how to apply can be found [here](#).

The Social Work Department works closely with community partners to provide students with additional opportunities, including training, employment, fellowships, and more. Information is shared by email and/ or the Department Facebook [page](#).

Field Manual

Field Education

The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies with all system levels: individuals, families, groups, organizations, and communities in field settings (CSWE, 2022).

Field education is the signature pedagogy for social work (CSWE, 2022). Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity (CSWE, 2022). The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice (CSWE, 2022). It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued (CSWE, 2022). Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting (CSWE, 2022).

Note: CSWE uses specific language to identify people involved in Field Practicum. The *Field Coordinator* is responsible for the overall coordination of the field program. The *Field Liaisons* are the faculty that teach the classroom Seminar portion of Field Practicum I (SWK493) and Field Practicum II (SWK494). The *Field Instructor* is the supervisor at the field setting. The Field Instructor is not the faculty member teaching you in the classroom; they are the person teaching you out in the field.

Field Site Requirements

Field Sites must provide opportunities for generalist practice. CSWE defines this as, Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. (CSWE EPAS, 2022)

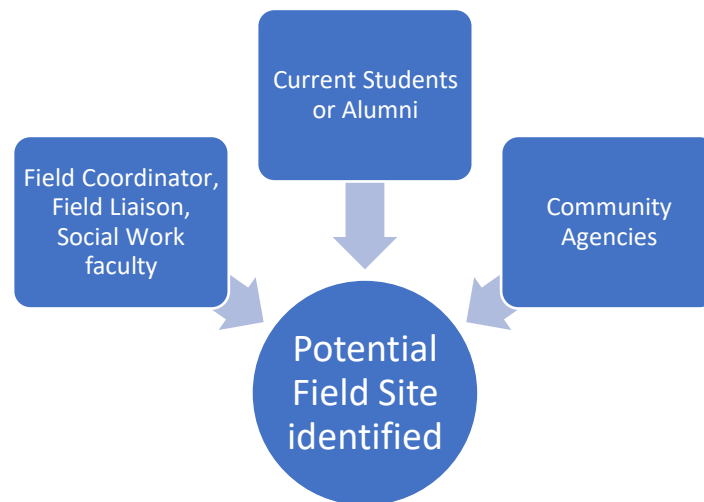
Students must be able to gain experience in all 9 identified competencies:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
- Competency 5: Engage in Policy Practice

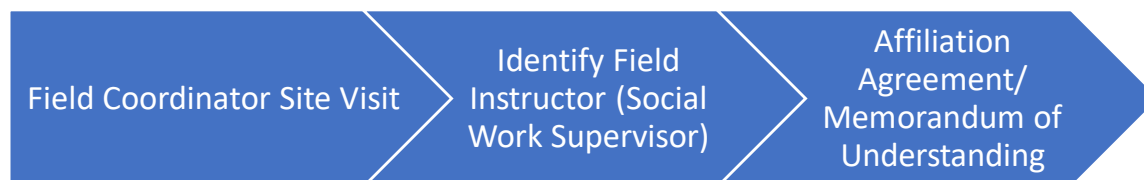
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

These requirements are listed in the Memorandum of Understanding (MOU) with Field agencies and are actualized by students developing and completing their Learning Contracts.

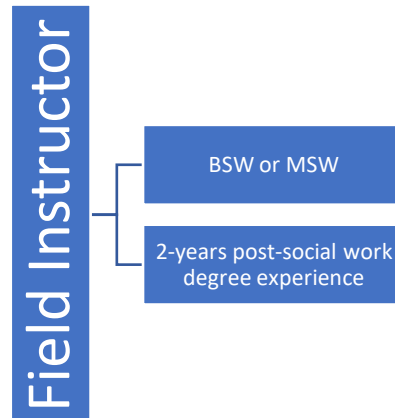
Field sites are identified in a myriad of ways. The Field Coordinator, another faculty member, a student (including alumni), or an agency themselves may suggest an agency as a field setting. Students are asked what populations or agencies they may be interested in working with during their junior year as part of the Field Application process. Interested agencies may complete the Community Partnership survey found on the department website.



If agencies meet the CSWE and BSU SWK department criteria the Field Coordinator will visit the agency in-person and meet with identified agency representatives that oversee internships and who would directly supervise our students; this may include Volunteer Coordinators, Human Resource employees, managers, and direct level staff. The Field Coordinator will work with approved agencies and their point person to complete an Affiliation Agreement and Memorandum of Understanding. The agency will be added as a potential field agency setting for the upcoming year. It is important to note that agencies may have some programs that are approved and others that are not approved, based on the requirements and process.

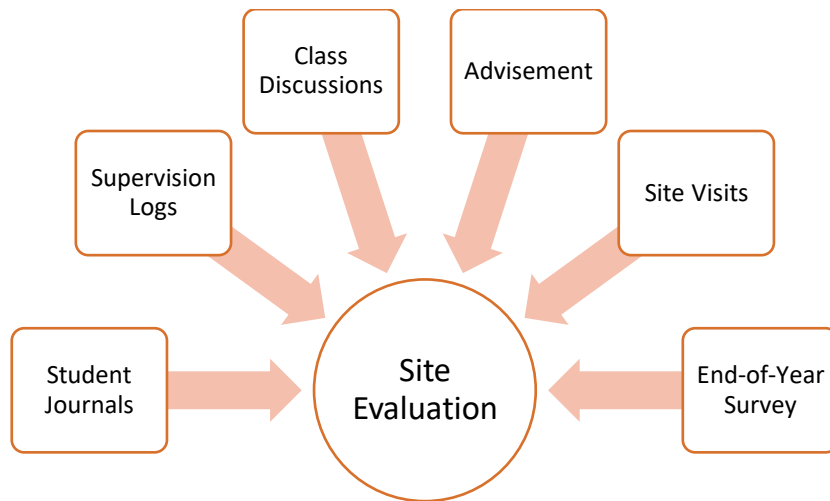


During this process, Field Instructors are identified. Field Instructors must: (1) have a baccalaureate or master's degree from a CSWE-accredited program, and (2) 2-years post-social work degree practice experience in social work. Field Instructors resumes will be collected and kept on file by the Field Coordinator. The Field Coordinator will check-in with potential field settings annually to note any changes in Field Instructors and obtain resumes as necessary. Field agencies are required to notify the Field Coordinator of any changes in assigned Field Instructor during a. Field Placement. While the Social Work Department acknowledges turn-over for various reasons (ie, promotions, FMLA, resignations) occurs, it is the field agencies responsibility to ensure seamless social work supervision will occur at the agency.



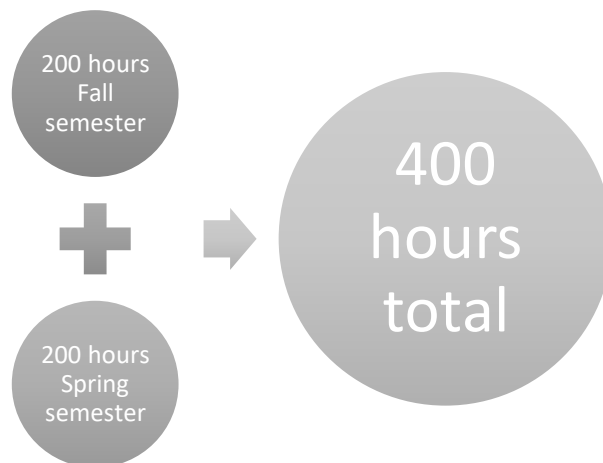
Once students have been placed (typically Spring semester, junior year) their identified Field Instructors will be invited to the annual Field Orientation (typically in August), facilitated by the Field Coordinator, with assistance from the Field Liaisons and Department Chair. This is held virtually and is synchronous. However, Field Instructors not able to attend live, will be able to attend asynchronously, viewing recordings of the Orientation. Field Instructors will also receive a Field Instructor Manual, updated annually, as a reference guide for the academic year. Field Liaisons and the Field Coordinator are available for on-going, individualized Field Instructor training and assistance throughout the year. If a Field Instructor is unsure about something, they should be directed to the Field Liaison or Field Coordinator. Field Instructors can also gain additional support during Site Visits, scheduled mid-semester, in both the Fall and Spring.

Student feedback is valued and often guides the addition of new agencies or the suspension of other agencies as field settings. This feedback is sought out on an on-going basis through various mechanisms, including students' weekly journals, supervision logs, and discussions during Field Seminar, student advisement with social work faculty, including Field Liaisons, and more formally through an end-of-year Field Placement Satisfaction Survey which asks about both the agency and the Field Instructor.



Field Hours

The field education program requires completion of a minimum of **400 hours** of field education or 200 hours in the Fall semester and 200 hours in the Spring semester of your Senior year. This works out to approximately 2 days per week during the 16-week semesters.



Buffalo State requires that these 400 hours be in-person. Field supervisors may require students to attend a virtual/ remote training or a virtual/ remote meeting that is directly related to the student's field placement and identified Learning Contract tasks. These should be limited, as we believe one of the benefits of Field is that students learn by *doing*. Student participation in simulated experiences at their field agency does count towards the total number of hours.

Students are responsible for completing a bi-weekly timesheet and obtaining their supervisor's signature to verify the hours completed. Mid-term grades in Field Practicum will be based on if the student is making appropriate progress on required field hours.

Field Orientation

Field Orientation is an on-going process. Students learn about field practicum and have an opportunity to ask questions when they apply to be a Social Work Major, during social work courses, and at advisement each semester.

During the Spring semester of Junior year, students will meet individually with the Field Coordinator to review field placement options and discuss expectations. This meeting is required.

The first Field Seminar class, during Senior year, is set aside for a formal orientation to field where expectations of the student, the agencies, and the Social Work department, are reviewed.

Field Placements

Field Placements are determined based on numerous factors, including student interests (populations, issues, etc.), student availability (schedule, transportation, etc.), agency needs, and available field placements for the upcoming academic year. During Junior year, students will be asked to complete a brief survey to assist the Field Coordinator in finding an appropriate field placement. The potential placement will be discussed during a meeting with the Field Coordinator during the Spring semester in Junior year (referenced above). If students have a specific agency in mind, including their place of employment (see *Employment-based Field Practicum* below), they are encouraged to share that information with the Field Coordinator. While we value your suggestions for field settings, we cannot guarantee that the agency will meet the criteria to become a field setting.

Most field agencies require that students complete an in-person interview. These interviews will take place Spring semester of Junior year. Students should dress professionally for these interviews and bring an updated resume that includes a list of personal and professional references. Successful completion of the interview and any other agency requirements (ie; drug testing, background check, additional paperwork, training) will culminate in determining the schedule for the year. Students are responsible for completing the Field Practicum Placement form prior to the end of the Spring semester and submitting this to the Field Coordinator.

Preparing for Field Practicum: Spring Semester, Junior Year



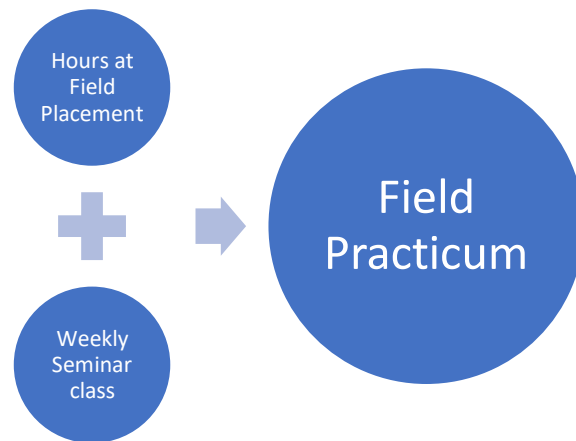
Employment-based Field Practicum

Employment-based field practicums may occur on a case-by-case basis. Several factors must be considered before an employment-based practicum can be approved. This includes determining if the agency meets CSWE requirements for field practicums, if there are opportunities to complete tasks in all nine social work competencies and prepare students for generalist practice, and if the agency is willing to provide field practicum tasks and social work supervision that is separate from normal work duties. A plan must be in-place to ensure continuous field practicum

during the academic year even if a student chooses to leave their employment to ensure student's academic success. This plan is developed by the Field Coordinator and the student prior to an employment-based field practicum being approved.

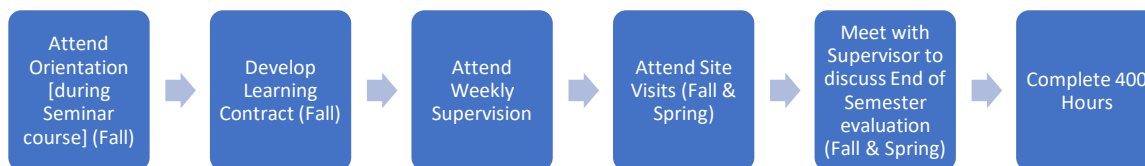
Monitoring and Supporting Student Learning

Field Practicum courses Senior year have 2 components: (1) field hours at the field agency, and (2) field seminar that meets weekly on campus. Field Seminar is an opportunity to discuss the application of your knowledge, values, skills, and cognitive and affective processes at your field practicum, including what is going well and any challenges that occur. This is complementary to Supervision that occurs weekly at the field agency with the Field Instructor.



Assignments in Seminar are designed to encourage monitoring and support. These include a weekly reflective journal, a weekly supervision log, a bi-weekly time sheet, and the development of your Learning Contract. Additionally, Site Visits are conducted at least once per semester at mid-term on-site at the agency with the student and their Field Instructor. Field Instructors complete Evaluations at the end of each semester, providing additional feedback for the student.

Participating in Field Practicum: Senior Year



Student Safety

Student safety is the utmost priority in the field education program. Every Field setting should provide students with on-site safety training; this will look different at each agency but should include reviewing policies on incident reporting, mandated reporting, reporting criminal activity, and managing client crises. Limited liability insurance coverage is provided by Buffalo State University for each student during their field placement when they are engaged in activities related to their placement.

During Field Instructor Orientation, supervisors are provided with an electronic copy of [*Guidelines for Workplace Safety*](#) (NASW, 2013). During Field Orientation for students, these guidelines are reviewed. Students are provided with an electronic copy of the guidelines as an assigned reading for the course.

Students must alert their Field Instructor immediately of any safety concerns that they have. Students must share these concerns and the Field Instructor response with their Field Liaison by email for immediate concerns or at the next field seminar class for non-immediate or resolved concerns. This may be discussed with the whole class or after class, more privately, with the Field Liaison.

Field Instructors are required to notify the Field Liaison and/or Field Coordinator of any safety concerns as they arise at the agency, regardless of the nature of the concern, within 24-business hours of the incident. This includes concerns about a student violating agency policy in regard to safety.

Students should also use Field Practicum assignments as tools to explore safety. This includes the weekly journal and weekly supervision logs. Learning Contracts are reviewed by the Field Instructor and the Field Liaison to ensure no assigned tasks have safety concerns and are appropriate for a student intern to complete.

The following policies are in-place to ensure safety at field agencies:

1. Students must not share personal information with clients including social media accounts or personal cell phone numbers. All phone calls to clients should be done on an agency phone.
2. Students are not allowed to provide rides to clients in their personal vehicles. This requires additional insurance (liability and automobile) and is not appropriate for student interns. Students may ride in the car of an agency employee if it is related to an assigned task as part of the internship. This could include shadowing home visits, attending community meetings, etc.
3. Student must follow agency policy and maintain professionalism if they see a client outside of the field agency. Client confidentiality is of utmost importance.

Field Practicum requires students to complete NYS Mandated Reporter training and training on de-escalation with clients in crisis. Seminar classes include discussion on trauma, vicarious and secondary trauma, compassion fatigue, burnout, transference, and other topics related to health and safety in the field. Seminar discussions include encouraging students to practice self-care and seek additional supports as needed.

SUNY Buffalo State Safety Policies and Resources SUNY Buffalo State is an institution that supports the emotional, mental, and physical safety of students, faculty, professionals, campus, our collaborators and the outer community. Information about policies and resources are provided by the following offices on campus:

- [Dean of Students](#)
- [Counseling Center](#)

- [Weigel Health Center](#)
- [Campus Safety](#)
- [Environmental Health and Safety](#)
- [Transportation and Safety Services](#)
- [Equity and Diversity Policies](#)

Additionally, all field agencies are required to follow federal and state labor laws. (See NYS DOL [fact sheet for for-profit businesses](#) and [fact sheet for non-profit agencies](#).) SUNY offers some guidance on [unpaid internships](#), which the Field Coordinator reviews on an on-going basis.

Evaluation of Student Learning

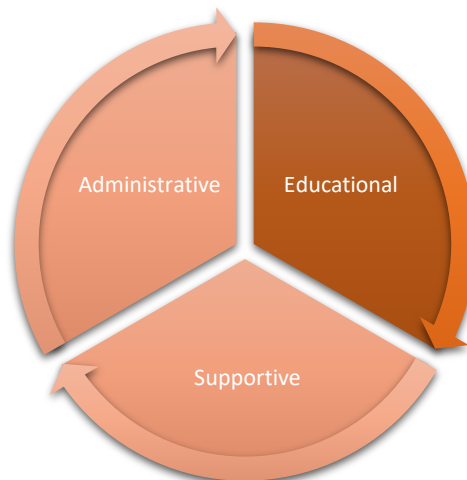
Evaluation is an on-going conversation with formal checkpoints. These include:

- Site visits by Field Liaisons mid-semester in Fall & Spring, and as needed
- End of semester evaluation by Field Instructor
- Successful completion of learning contract tasks demonstrating application of social work competencies

Supervision

Students are required to receive weekly social work supervision at the field agency. Supervision is an opportunity to get support, learn more about the agency, including agency policies, learn more about the populations that the agency serves, discuss any challenges students are facing, and review expectations. Additionally, supervision includes connecting field tasks to the Social Work Competencies. Students are required to prepare for supervision each week and complete a weekly Supervision Log.

Role of Supervisor



Appendix

Social Work Department Policy on the Use of Artificial Intelligence (AI)

Effective Date: August 2025

1. Purpose:

This policy outlines the principles and guidelines for the responsible, ethical, and effective use of Artificial Intelligence (AI) tools and technologies within the Social Work at Buffalo State University. This policy aims to foster innovation and enhance learning, while mitigating potential risks and ensuring academic integrity, equity, and data privacy.

2. Scope:

Instructors in each Social Work class will indicate when and how to use AI tools and technologies for each assignment. *If AI use is not explicitly indicated, then it should not be used.*

Instructor's reserve the right to use AI detection software and also require students to meet with them to review any assignments that show questionable use of AI. If a student is found to have used AI inappropriately, it is considered academic dishonesty. When AI is allowed to be used for an assignment, proper citation is required; otherwise, this is plagiarism.

3. Definition:

These tasks include learning, problem-solving, decision-making, perception (like recognizing images or understanding speech), and language processing.

4. Guiding Principles:

The use of AI within the social Work Department will be guided by the following principles:

- **Responsibility:** Users are responsible for understanding the capabilities and limitations of AI tools and for using them ethically and appropriately. This includes verifying the accuracy and reliability of AI-generated content and acknowledging its use.
- **Transparency:** The use of AI in academic processes should be transparent. Faculty will clearly communicate expectations regarding the use of AI in coursework.
- **Academic Integrity:** The principles of academic integrity, including originality, honesty, and proper attribution, apply to the use of AI. Submitting AI-generated work as one's own without proper citation or disclosure constitutes academic dishonesty and therefore is a violation of the NASW Code of Ethics.

- **Equity and Access:** The department will strive to ensure equitable access to AI tools and resources for all members and will be mindful of potential biases embedded in AI technologies.
- **Privacy and Data Security:** The use of AI must comply with all applicable data privacy regulations and institutional policies. Sensitive data should be handled with appropriate security measures when used with AI tools.
- **Critical Engagement:** The department encourages a critical and informed engagement with AI technologies, fostering an understanding of their societal implications and potential biases.
- **Continuous Learning and Adaptation:** The field of AI is rapidly evolving. The department will remain informed about advancements in AI and will review and update this policy as necessary.

5. Specific Guidelines:

5.1. For Faculty and Instructors:

- **Course Design and Assessment:**
 - Clearly articulate expectations regarding the use of AI tools in assignments and assessments within course syllabi.
 - Design assessments that promote critical thinking, original analysis, and the application of knowledge in ways that are not easily replicated by AI.
 - Educate students on the responsible and ethical use of AI and the potential consequences of misuse.
 - Consider incorporating AI tools into teaching and learning activities in pedagogically sound ways to enhance student engagement and understanding.
 - Be aware of AI detection tools, understand their limitations, and use them judiciously as one factor among others in evaluating student work.
- **Research:**
 - Acknowledge the use of AI tools in research methodologies and publications where appropriate.
 - Critically evaluate the output of AI tools and verify the accuracy and reliability of AI-generated data or insights.
 - Adhere to ethical guidelines regarding data privacy and intellectual property when using AI in research.

5.2. For Students:

- **Academic Work:**
 - Understand and adhere to the guidelines provided by instructors regarding the use of AI in specific courses and assignments.
 - Properly cite and acknowledge the use of AI tools in any submitted work, following the citation style specified by the instructor.
 - Do not submit AI-generated work as your own original work unless explicitly permitted by the instructor.

- Use AI tools as aids for learning, research, and brainstorming, but ensure that the final submitted work reflects your own understanding and analysis.
- Be aware that the misuse of AI can constitute academic dishonesty and may result in penalties as outlined in the college's academic integrity policy.
- **Research:**
 - Critically evaluate information obtained through AI tools and verify its accuracy from reliable sources.
 - Understand the ethical implications of using AI in research and adhere to relevant guidelines.

6. Policy Review and Updates:

This policy will be reviewed and updated periodically to reflect the evolving landscape of AI technologies and best practices. The Social Work Department welcomes feedback on this policy from all members.

7. Enforcement:

Violations of this policy may result in consequences as outlined in the NASW Code of Ethics, and the university's and department's policies, and the instructor's syllabus on academic integrity, student conduct, and employee conduct.

By adhering to this policy, the Social Work Department aims to harness the transformative potential of AI while upholding our commitment to academic excellence and integrity, ethical conduct, and a supportive learning environment.

Google. (2025). Gemini 2.0 Flash [Large language model]. <https://gemini.google.com>
Adopted 5/16/25