



BUFFALO STATE
The State University of New York

Student Handbook

Social Work

Department

2022 – 2023

Welcome to Social Work!

The Social Work Department Handbook, together with the Social Work Department Field Handbook, and 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 Bachelor of Social Work 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. Most importantly if you have questions please ask.

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



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PREFACE

HOW TO USE THE STUDENT HANDBOOK

The purpose of this manual is to familiarize the student with the responsibilities, expectations, and procedures involved with the Social Work Program at SUNY Buffalo State.

This manual provides:

- a statement of the purpose of the social work major.
- the responsibilities of all parties involved in education and practicum experience.
- the policies and procedures which regulate the social work department, such as the National Association of Social Workers' (NASW) Code of Ethics and the Council on Social Work Education (CSWE).
- Expectations of the social work program.
- ways students may become involved in department development, activities, and on the SUNY Buffalo State campus.
- Listing of support services for students: [Support | Academic Success | SUNY Buffalo State College](#)

This manual outlines the social work curriculum, the core professional values and standards that define the Social Work Program, and other professional practice issues. The Social Work Program at SUNY Buffalo State is committed to preparing students for generalist social work practice at the micro, mezzo, and macro levels, recognizing and appreciating diversity, and empowering students to advocate for social justice.

This manual contains a general section and an appendix. The general section of the manual covers all aspects of the social work program at SUNY Buffalo State. The appendix contains all pertinent reference materials.

As a member of the social work program, you are expected to know the information contained in this handbook.

SUNY BUFFALO STATE COLLEGE DEPARTMENT OF SOCIAL WORK

HISTORY OF THE SOCIAL WORK DEPARTMENT

The Social Work Department is one of the larger programs on campus. Annual student enrollment averages 200. Each year approximately 90 students work in internships across western New York. The Social Work Program is accredited through the Council on Social Work Education (CSWE). The program was initially accredited in 1975, and subsequently reaffirmed in 1980, 1987, 1996, 2002, 2010, and most recently 2021. under the CSWE 2015 EPAS Standards.

When the program originated, it was housed within the Department of Human Development, Family, and Community Relations. In 1977, The college reorganized, and the social work program 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 moved to the School of the Professions.

The School of the Professions

The School of the Professions (SOP) is a diverse community that expects its members to think creatively and critically, act responsibly, and lead effectively. Building on these defining qualities, the SOP transforms students through academic excellence and experiential learning. The School of the Professions is a leader in preparing twenty-first-century professionals to excel in a changing world and is recognized regionally, nationally, and internationally for its innovative curricula, pedagogy, and leadership development. The SOP values:

<u>Service</u>	Fostering commitment to stewardship for local and global concerns.
<u>Excellence</u>	Promoting and supporting rigorous expectations for learning, teaching, and scholarship.
<u>Diversity</u>	Embracing differences in people and perspectives crucial to discovery and ingenuity.
<u>Innovation</u>	Advancing creativity to solve complex problems and seize new opportunities.
<u>Sustainability</u>	Planning and managing our resources in a finite world.
<u>Ethical Practice</u>	Modeling high professional standards and exemplary personal behavior.

www.professions.buffalostate.edu/mission (Retrieved July 1, 2018)

MISSION OF THE SOCIAL WORK DEPARTMENT

The SUNY Buffalo State Social Work Department prepares Bachelor-level generalist social workers, grounded in the liberal arts, who are guided by a person-in-environment framework and scientific inquiry to act ethically; think critically; respect diversity and difference; advocate for human rights, social and economic justice, and for the elimination of poverty; and promote human and community well-being locally and

globally while working with diverse individuals, families, groups, organizations, and communities.

GOALS OF THE SOCIAL WORK DEPARTMENT

1. To educate students in the knowledge, values, critical thinking, affect, and competency skills necessary for entry-level social work practice with individuals, families, groups, organizations, and communities in diverse settings.
2. To educate students in ethical generalist social work practice with a focus on valuing diversity and difference, social and economic justice, and advocating with and on behalf of individuals, families, groups, organizations, and communities in diverse settings.
3. To engage in improving the quality of life in the city of Buffalo and the larger community by means of experiential opportunities in diverse settings throughout the curriculum such as service learning, field practice, community events, and international projects.

GENERALIST SOCIAL WORK PRACTICE

Generalist social work practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist social work 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 respect and engage diversity in their practice and advocate for human rights and social and economic 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.

Educational Policy 2.0—Generalist Practice, Council on Social Work Education

EDUCATIONAL STANDARDS AND VALUES

The SUNY Buffalo State Social Work Program sets educational standards and values according to the Council on Social Work Education's accreditation standards. Adherence to these standards and values is expected of all students in the Social Work Program and will be evaluated on an ongoing basis as part of their overall standing in the program.

Our graduates will demonstrate the ability to:

1. Demonstrate ethical and professional behavior in the classroom, on the Buffalo State campus, at their field placements, and within the community at large.
2. Engage diversity and difference in practice.
3. Advance human rights and social work economic justice.
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. Evaluation with individuals, families, groups, organizations, and communities.
(Council on Social Work Education, 2015)

www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

SOCIAL WORK DEPARTMENT FACULTY AND STAFF

DEPARTMENT CHAIR

Catherine Mazzotta, Ph.D., MSW, LCSW-R (2014, SUNY at Buffalo)

Associate Professor

Caudell 354-D

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Dr. Catherine Mazzotta began teaching in the Department of Social Work at SUNY Buffalo State College in Buffalo, NY in 2015. She received tenure and promotion in 2021. She is a licensed clinical social worker with over 25 years of clinical experience working in mental health, substance abuse and trauma. In addition to her clinical practice, she has served as an executive director of an anti-domestic violence agency and as clinic director of a community-based clinic that served clients compromised by long term behavioral health issues. Dr. Mazzotta is well-versed in organization management, development, regulatory oversight, and agency operations. Dr. Mazzotta has provided leadership on the local and state-wide level to promote legislative and policy initiatives to address the needs of individuals and children impacted by domestic violence. Dr. Mazzotta has served the chair of the Rochester Monroe County Domestic Violence Consortium and as President of the Board of Directors of the New York Coalition Against Domestic Violence. She has served as clinical faculty, University of Rochester, School of Medicine and Dentistry, Department of Psychiatry, Rochester, NY, and adjunct faculty, Karl Menninger School of Psychiatry and Mental Health Sciences, Marital and Family Therapy Training Program, Topeka, KS. Dr. Mazzotta is affiliated with the Laboratory of Interpersonal Violence and Victimization, Department of Psychiatry, University of Rochester.

Dr. Mazzotta has dedicated her career, as a clinician, teacher, community organizer, advocate and researcher, to intervention and prevention efforts for victims of intimate partner violence. She approaches her work from a feminist and social justice perspective.

Belinda Lyndsley AAS (2002, Erie Community College),

Administrative Assistant

Caudell 354

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Ms. Belinda Lyndsley has been with SUNY Buffalo State for 18 years. She spent the first 11 years of her career in the Procurement Department at Buffalo State. She joined the Speech-Language Pathology (SLP) department as an Administrative Assistant in November of 2015. In Fall of 2022 Ms. Lyndsley joined the social work department. Currently she splits her time between the SWK and SLP departments. Outside of work Ms. Lyndsley enjoys spending time with her husband of 30 years, her four adult children, one grandson, and two cats and three dogs. Ms. Lyndsley loves to spend time

outdoors, running and participating in organized foot races such as 10K and ½ marathons. She is also involved in her home church as a Sunday school teacher, youth group leader and the church secretary.

FACULTY AND PROFESSION STAFF

Mark Boser, LCSW-R (1985, SUNY at Buffalo)

Lecturer – Faculty

Caudell 351

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Mark Boser has been teaching in the SUNY Buffalo State, Social Work Department as a full-time lecturer since fall, 2016. Prior to this, he served as an adjunct professor in the Department, beginning fall-2014. As a licensed clinical social worker, Professor Boser worked with families and individuals for over 35 years. For 34 years, he worked at Child & Family Services, most recently as the Director of Family Preservation Services. In this role he focused on child abuse and neglect, to keep families together by preventing placement of children out of their homes and expediting the return home when children were placed. Professor Boser has extensive experience doing clinical work, providing individual and family counseling and facilitating groups. He worked at Haven House assisting victims of domestic violence, and with children experiencing trauma at a local community center. Professor Boser helped found Gay & Lesbian Youth Services of WNY where he served as Executive Director for 17 years. He was active for several years in the NYS Chapter of NASW, serving on the LGBT Committee. He currently serves as Chair of the LGBT-Domestic Violence Committee of WNY. Prior to becoming a full-time instructor in August 2016, he has been an adjunct faculty member at SUNY-Buffalo State since the fall of 2014.

Karen E. Edmond, MSW, LMSW (2000, SUNY at Buffalo)

Field Education Coordinator– Professional Staff

Caudell 356

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Professor Karen E. Edmond has over 18 years of experience in Social Work Education. Currently, she is the Coordinator of Field Education for SUNY Buffalo State Social Work Department where she has provided six years of service to the department. She utilizes her role to support and develop social work internship programs in Western New York agencies who would not normally host social work interns. Ms. Edmond also works at the University at Buffalo, School of Social Work as a permeant part time faculty member teaching Diversity and Social Justice for the summer MSW Program. As a clinician, Ms. Edmond has 20 years of experience working with various client populations such as children and families with a specific focus on infant/toddler mental health/wellness. She

continues to maintain her relationship to agencies through her community service and activities.

Jessica Fitzpatrick, Ph. D, J.D., MSW, LMSW (2015, SUNY at Buffalo)

Associate Professor - Faculty

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Dr. Fitzpatrick has been teaching full-time in the SUNY Buffalo State Department of Social Work since Fall 2017. She received tenure and promotion in 2021. Prior to this, she was an Assistant Professor of Social Work for two years at SUNY Fredonia and an Adjunct Professor of Sociology at SUNY at Buffalo and SUNY Buffalo State College for five years. Her research focuses on teen dating violence, and she has recently published a book chapter on the topic, "*Breaking up is hard to do: Teen dating violence victims' responses to partner suicidal ideation.*" She has over 20 years of experience in the field working in the areas of domestic violence, homelessness, addiction, mental health, reproductive health care, and traditional and holistic health.

James C. Golden, Ph.D., MSW (2002, SUNY at Albany)

Assistant Professor – Faculty

Caudell 347

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Dr. Golden began teaching in the SUNY Buffalo State Social Work Department in September 2019. Prior to his appointment with the SUNY Buffalo State Social Work Department, he was an Assistant Professor in the Social Work Department at Daemen College from 2017-2019, and prior to that, served as the Chair of the Social Sciences Division at Hilbert College, where he had earned the rank of Professor. Dr. Golden's clinical experience is in the field of substance abuse, and specifically substance-abusing perpetrators of domestic violence and/or violent sexual offenses.

Amy Manning, PhD., MSW, LMSW (2011, SUNY at Buffalo)

Assistant Professor – Faculty

Caudell 363

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Dr. Manning began teaching in the Department of Social Work at SUNY Buffalo State College in 2020. Dr. Manning is a licensed master social worker with over 10 years of experience working in mental health and school based social work. In addition, Dr. Manning has been in macro social work positions dedicated to several areas of prevention. Dr. Manning has worked in research and evaluation, and in policy and procedure development, evaluation, training and technical assistance locally and internationally. Her career is dedicated to prevention science, training helping

professionals to understand their role in good practice, school based social work, and child and adolescent mental health.

Berg Miller, PhD., MSW, LMSW (2020, SUNY at Buffalo)

Assistant Professor - Faculty

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Dr. Miller (she/they) began teaching in the Department of Social Work at SUNY Buffalo State College in Buffalo, NY in 2020. Prior to this, she taught as an Instructor at SUNY at Buffalo, Edinboro University, and Harold Washington College of the City Colleges of Chicago. Dr. Miller's research focuses on topics related to intersectionality and microaggression, and they recently published an article in *Social Work & Policy Studies: Social Justice, Practice and Theory* for the special issue entitled *Beyond "Cultural Competency": Confronting Whiteness in Social Work*. Dr. Miller is a licensed master social worker who was previously a Community Support Specialist in Chicago, IL, for the largest mental health agency in the Midwest, where she provided case management services for adults with mental illnesses and assisted in the provision of training on social justice and LGBTQ issues.

Tonya Myles-Day, MSW, LMSW (2015, SUNY at Buffalo)

Lecturer – Faculty

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Tonya Myles-Day has been teaching at SUNY Buffalo State, Social Work Department for three years. In conjunction with this, she has recently accepted a position at the University at Buffalo as a PLAN Coach/Interventionist; in the Jacobs School of Medicine. As part of a research project assessing possible connections between behaviors and childhood obesity, Ms. Myles-Day conducts the family sessions of a family-based behavioral weight loss treatment (FBT) within primary care practices. Prior to accepting this position, she has worked with underrepresented youth in academic programs such as Buffalo-Area Engineering Awareness for Minorities as the Executive Director; creating educational opportunities for marginalized youth. She previously worked as an Individualized Care Coordinator at Child and Family Services, and a Clinical Therapist at BestSelf Behavioral Health. She has a research interest in social welfare concerning juvenile delinquency and addressing the disparities of at-risk youth effected by poverty. Additionally, she was the invited keynote speaker at the Theodore Roosevelt Inaugural Site to discuss *"A Century of Social Work: From Jane Addams to Today"*.

Beth Tripi, LCSW (2008, SUNY at Buffalo)

Adjunct Lecturer – Faculty

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Beth Tripi, LCSW has been teaching in the SUNY Buffalo State, Social Work Department as an adjunct professor for five years. In addition to this, she works full-time in a child and adolescent behavioral health clinic as a senior clinician at Catholic Charities Monsignor Carr Children's Institute in North Tonawanda, NY. In this role, she is responsible for providing psychotherapy and social work services to children, adolescents, and their families, as well as assist with supervisory and administrative duties for the clinic. Also, in her service at the behavioral health clinic, she has been trained in the Progressive Counting method for trauma resolution in children and adolescents and has served on the Niagara County Children's Single Point of Access committee for seven years. Recently, this year, she began serving on the Community Missions, Inc Aurora House Children and Youth Community Residence intake committee. Ms. Tripi has extensive clinical experience working with young adults with mental illness, age 18-25, providing residential and case management services through the Young Adult Program with Transitional Services, Inc. and is a group facilitator for parents in the family court system at EPIC – Every Person Influences Children. She has also worked as a field supervisor in the past for BSW students from Buffalo State College. She has been a member of the NASW national and NYS chapters since 2014.

Kimberley M. Zittel-Barr, Ph.D., MSW (2003, SUNY at Buffalo)

Associate Professor - Faculty

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Dr. Zittel-Barr has been teaching in the SUNY Buffalo State, Social Work Department for 18 years. She received tenure and promotion in 2012 and has been the Department Chair for five years. Prior to her appointment with the SUNY Buffalo State Social Work Department, Dr. Zittel-Barr was a Clinical Assistant Professor for three years, creating and instructing behavioral health courses at the University at Buffalo, School of Dental Medicine. She also served as an Adjunct Professor at the University at Buffalo, School of Social Work for five years, and a Field Supervisor and Liaison for seven years at the University at Buffalo School of Social Work. She is well-known for her research in access to care including perinatal mood and anxiety disorders and older adults' access to dental care in Western New York. Her article, "Desired assistance versus care received for postpartum depression: Access to care differences by race," is promoted by the National Institutes of Health. Her book, "Postpartum mood disorders: A guide for medical, mental health, and other support providers," published by the NASW Press, is promoted by the Postpartum Support International. Dr. Zittel-Barr initiated the Western New York Perinatal Mood and Anxiety Disorders Task Force through Project 62, a subsidiary of the Postpartum Resource Center of New York. Additionally, she was the

invited keynote speaker for the 9th Annual Beyond the Baby Blues Conference in Minnesota, presented twice at the prestigious Marcé Society, in Australia, and is sought after by the local media for her expert opinions on the topic of perinatal mood and anxiety disorders. Clinically, Dr. Zittel-Barr has extensive experience working with sight impaired older adults in residential settings and behavioral health issues in non-residential settings.

THE SOCIAL WORK MAJOR

ADMISSIONS POLICY

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

1. New transfer students need to apply to Buffalo State College first. Transfer student applications are reviewed by the Buffalo State Admissions for social work major requirements. If an incoming transfer student is eligible for the social work major, they will be accepted into the major. After acceptance to Buffalo State College transfer students who are coming in as a social work major, need to schedule an appointment with the Social Work Department Chair
2. Currently attending SUNY Buffalo State students are accepted once they meet the eligibility requirements.
3. Students seeking readmission to the program following a leave of absence from the college are subject to review by the department chair for eligibility to return to the program.

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) major. 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: All prerequisites need to be completed BEFORE a student can apply to the social work major.

1. 45 credit hours completed and earned at the time of application
2. Minimum cumulative GPA of 2.5 at the time of application
3. Completion of CWP 101 and 102 with a C or higher
4. Completion of Human Biology 101 (BIO101) with a passing grade
5. Significant progress toward completing the liberal arts degree requirements that Includes: ANY psychology course such as PSY101 AND ANY sociology course such as SOC100.

To declare the social work major, students will meet with the Department Chair to answer questions, sign the change of major paperwork, and to fill out an application form

DEGREE REQUIREMENTS

Total Required Credit Hours in Social Work: 51 credits

Total Required College Credits Hours: 120 credits

Total Required Field Practicum Hours: 400 hours

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 full-time, day-only, evening-only and/or part-time attendance. Evening-only and/or weekend field placement is offered on a case-by-case basis, dependent on available agency options in the community.

The Social Work program starts its course sequence in the fall semester every year. This means that all courses are offered only once annually. If a course is missed, dropped, or failed, students must wait one academic year before the course is offered again.

GRADE POINT AVERAGE (GPA) AND COURSE PERFORMANCE REQUIREMENTS

To maintain their status as a declared Social Work major, a student must:

1. Pass every Social Work course taken; **AND**
2. Obtain a minimum social work major GPA of 2.5 GPA in the first semester as a declared Social Work major, and maintain a minimum 2.5 cumulative social work GPA thereafter; **AND**

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.

PROGRAM REQUIREMENTS:

JUNIOR (1st) YEAR

FALL

SWK 220

SWK 301

SWK 307

SWK 308

SWK 422

SPRING

SWK 317

SENIOR (2nd) YEAR

FALL

SWK419

SWK493

SWK496

SPRING

SWK429

SWK 320
SWK 423
SWK424

SWK494
SWK497

“ROAR-IN-FOUR” AT SUNY BUFFALO STATE

Buffalo State guarantees that each student will have the opportunity to graduate with a bachelor's degree within four years. To provide this option, beginning with entering Fall 2016 students, Buffalo State pledges to you that we will:

- Provide tools that allow you to monitor your degree program
- Offer general education and major requirement courses regularly
- Provide you with an academic adviser
- Accept appropriate AP & IB scores and prior college credit obtained in high school
- Publish major and graduation requirements in the College Catalog
- Notify you of upcoming registration dates and times

If you take the Roar in 4 Pledge, successfully follow all of the steps, and a major required course is not available in your eighth semester, Buffalo State will provide an independent study, course by contract, course substitution, or (through request to the Provost) a tuition waiver for that course.

All first-time undergraduate students starting their first semester during the fall at Buffalo State are eligible for “Roar-in-Four”. There are a few exceptions, such as dual degrees and those who enter during a spring semester.

Bachelor's degrees consist of major and general education (Intellectual Foundations) requirements and electives. If a major required course is not available during a student's fourth year of study, and all requirements have been met, students, after consultation with an adviser, are to submit a written request for accommodation to the chair of the major department if an independent study, course by contract, or course substitution is deemed necessary. Written requests for tuition waiver if options are not viable will be made to the Provost through the major department prior to the beginning of classes of the last term of the students' four-year plan.

THE SOCIAL WORK PROGRAM – “ROAR-IN-FOUR” PLAN

Social Work Curriculum – Road Map Full-Time Program			
Year	Fall	Spring	Total Credit Hours
Freshman	IF COURSE – WRITING – CWP101 (or elective) IF COURSE – Global Engagement 101 (or elective)	IF COURSE WRITING - CWP102 (or elective) IF COURSE – NATURAL SCIENCE - BIO101	

	IF COURSE – AMERICAN HISTORY IF COURSE - HUMANITIES IF COURSE - ARTS 15cr	IF COURSE – SOCIAL SCIENCES - PSY101 ELECTIVE - SOC100 OR SOC240 IF COURSE – Global Engagement 102 (or elective) 15cr	End-of-year = 30cr Total = 30cr
Sophomore	SWK220: Introduction to Social Work – or – elective – or - minor course IF COURSE – DIVERSITY - SWK301 – or – elective – or minor course IF – WESTERN CIVILIZATIONS IF - MATH 1 elective course – or – minor course 15cr	*DECLARE SOCIAL WORK MAJOR* OPTION: DECLARE MINOR SWK220: Introduction to Social Work – or – elective – or minor course IF COURSE – DIVERSITY – SWK301: Poverty and Public Policy – or – elective – or minor course IF- NON-WESTERN CIVILIZATION Elective – or - minor course Elective – or - minor course 15cr	End-of-year = 30cr Total = 60cr
Junior	<u>ONLY OFFERED IN THE FALL – must take in sequence</u> SWK220: Introduction to Social Work (must take this semester if not taken in previous semesters) – or – elective – or – minor course IF COURSE – DIVERSITY - SWK301: Poverty and Public Policy (must take this semester if not taken in previous semesters) – or – elective – or – minor course SWK307: Human Behavior and the Social Environment I SWK308: Human Behavior and the Social Environment 2 SWK422: Assessment and Engagement 15 cr	<u>ONLY OFFERED IN THE SPRING – must take in sequence</u> SWK317: Research Methods in Social Work SWK320: Social Services Organizations SWK423: Intervention Methods SWK424: Groups <ul style="list-style-type: none"> • Elective –or- minor course 15cr	End-of-year = 30cr Total = 90cr
Year	Fall	Spring	Total Credit Hours
Senior	<u>ONLY OFFERED IN THE FALL – must take in sequence</u> SWK419: Social Welfare Policy SWK493: Field Practicum I + Seminar (6cr) SWK496: Integrative Seminar I Elective – or – minor course 15cr	<u>ONLY OFFERED IN THE SPRING – must take in sequence</u> SWK429: Policy Practice SWK494: Field Practicum II + Seminar (6cr) SWK497: Integrative Seminar II Elective – or – minor course 15cr	End-of-year = 30cr Total = 120

PART-TIME STUDENTS ROAD MAP

Social Work Curriculum – Road Map Part-Time Program			
Year	Fall	Spring	Total Credit Hours
Freshman Year - 1	IF COURSE – WRITING – CWP101 (or elective) IF COURSE – Global Engagement 101 (or elective) IF COURSE – AMERICAN HISTORY 9cr	IF COURSE WRITING - CWP102 (or elective) IF COURSE – NATURAL SCIENCE - BIO101 IF COURSE – Global Engagement 102 (or elective) 9cr	End-of-year = 18cr Total = 18cr
Freshman Year - 2	IF COURSE – SOCIAL SCIENCES - PSY101 ELECTIVE - SOC100 OR SOC240 IF – WESTERN CIVILIZATIONS 9cr	IF COURSE - HUMANITIES IF COURSE – ARTS IF- NON-WESTERN CIVILIZATION 9cr	End-of-year = 18cr Total = 36cr
Sophomore- Year 1	IF - MATH 2 elective courses – or – minor courses 9cr	<u>OPTIONAL: DECLARE MINOR</u> SWK220: Introduction to Social Work – or – elective – or minor course IF COURSE – DIVERSITY – SWK301: Poverty and Public Policy – or – elective – or minor course Elective – or - minor course 9cr	End-of-year = 18cr Total = 54cr
Sophomore – Year 2	<u>*DECLARE SOCIAL WORK MAJOR*</u> SWK220: Introduction to Social Work – or – elective – or - minor course IF COURSE – DIVERSITY - SWK301: Poverty and Public Policy – or – elective – or minor course 6cr	SWK220: Introduction to Social Work (<u>must take by this semester if not taken in previous semesters</u>) – or - elective –or – minor course IF COURSE – DIVERSITY - SWK301: Poverty and Public Policy (<u>must take by this semester if not taken in previous semesters</u>) – or – elective – or – minor course 6cr	End-of-year = 12cr Total = 66cr
Junior – Year 1	<u>ONLY OFFERED IN THE FALL – must take in sequence*</u> SWK307: Human Behavior and the Social Environment I SWK308: Human Behavior and the Social Environment II	<u>ONLY OFFERED IN THE SPRING – must take in sequence*</u> SWK317: Research Methods in Social Work	End-of-year = 12cr

	*May need to add SWK 301 or SWK 220 6 (9) cr	SWK320: Social Services Organizations *May need to add SWK 301 or SWK 220 6(9) cr	Total = 78cr
Year	Fall	Spring	Total Credit Hours
Junior – Year 2	<u>ONLY OFFERED IN THE FALL – must take in sequence</u> SWK422: Assessment and Engagement Elective – or – minor course 6cr	<u>ONLY OFFERED IN THE SPRING – must take in sequence</u> SWK423: Intervention Methods SWK424: Groups 6cr	End-of-year = 12cr Total = 90cr
Senior – Year 1	<u>ONLY OFFERED IN THE FALL – must take in sequence</u> SWK419: Social Welfare Policy Elective – or – minor course 6cr	<u>ONLY OFFERED IN THE SPRING – must take in sequence</u> SWK429: Policy Practice Elective – or – minor course 6cr	End-of-year = 12cr Total = 102
Senior – Year 2	<u>ONLY OFFERED IN THE FALL – must take in sequence</u> SWK493: Field Practicum + Seminar (6cr) SWK496: Integrative Seminar I 9cr	<u>ONLY OFFERED IN THE SPRING – must take in sequence</u> SWK494: Field Practicum II + Seminar (6cr) SWK497: Integrative Seminar II 9cr	End-of-year = 12cr Total = 122cr

Students must have Department Chair approval prior to starting part-time program.

SOCIAL WORK COURSE DESCRIPTIONS

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

REQUIRED COURSES

SWK 220 - INTRODUCTION TO SOCIAL WORK - 3 credits

Prerequisite: Sophomore

Focus on introduction to generalist social work practice in the United States, social work values, roles, and settings of practice. Contemporary issues facing social workers with emphasis on social work practice with vulnerable populations.

SWK 301 – POVERTY AND PUBLIC POLICY - 3 credits

Prerequisite: Sophomore, Junior or Senior Standing.

Focus on social welfare policies and programs. Overview of historical treatment of poverty and the poor, theories of poverty causation and the demographics of those impacted by poverty including race, age, gender, immigration status, socioeconomic status. Social change strategies and advocacy. May require 20 hours of volunteer work in addition to coursework. Equivalent courses: SWK319, SWK319W

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

Prerequisites: CWP 101, CWP 102, BIO 101, any PSY course and any SOC course, 2.5 GPA in the SWK major.

Focus on developmental perspectives that are used to understand human development across the lifecycle; including current social issues that impact personal development. Equivalent course: SWK307W

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

Prerequisites: SWK Majors only, BIO 101, CWP102, any PSY course and any SOC course, 2.5 GPA in the SWK major.

Focus on understanding and applying the primary theoretical frameworks used in the field of social work to engage, assess, intervene, and evaluate work with diverse populations Equivalent course: SWK308W

SWK 422 – ASSESSMENT AND ENGAGEMENT - 3 credits

Prerequisites: SWK Majors Only, BIO 101, CWP102, any PSY course and any SOC course, 2.5 GPA in the SWK major.

Fundamental skills of social work practice; communication, engagement, and assessment skills with individuals and families. Equivalent course: SWK422W

SWK 317 – RESEARCH METHODS IN SOCIAL WORK - 3 credits

Prerequisites: SWK Majors Only, SWK 220, SWK 301, SWK 307, SWK 308, and SWK 422, 2.5 GPA in the SWK major.

Application of research methods to generalist social work practice. Research ethics, evidence-based practice. Equivalent course: SWK317W

SWK 320 - SOCIAL SERVICES ORGANIZATIONS - 3 credits

Prerequisites: SWK Majors Only, SWK 220, SWK 301, SWK 307, SWK 308, and SWK 422, 2.5 GPA in the SWK major.

Focus on history and functions of social service organizations. Overview of the creation, and implementation of social welfare policy, programs; community assessment and community organizing. Equivalent course: SWK320W

SWK 423 - INTERVENTION METHODS - 3 credits

Prerequisites: SWK Majors Only, SWK 220, SWK301, SWK 307, SWK 308, SWK 422, 2.5 GPA in the SWK major.

Models of generalist social work intervention; evidence-based practice with diverse populations; ethical guidelines for practice and self-reflection. Equivalent course: SWK423W

SWK 424 - GROUPS - 3 credits

Prerequisites: SWK Majors only, WK 220, SWK 301, SWK 307, SWK 308, and SWK 422, 2.5 GPA in the SWK major.

Focus on generalist social work group practice. Emphasis on facilitation of groups, group process, ethical group practice, and group development. Includes development and demonstration of a psych-educational group. Equivalent course: SWK424W

SWK 419 - SOCIAL WELFARE POLICY - 3 credits

Prerequisites: SWK Majors Only, SWK 317, SWK 320, SWK 423, SWK 424, 2.5 GPA in the SWK major.

This course focuses on macro level advocacy with communities and legislative bodies; policy analysis; social justice models. Equivalent course: SWK419W

SWK 493 - FIELD PRACTICUM I – 6 credits

Prerequisites: SWK Majors Only, Senior standing, SWK 317, SWK 320, SWK 423, SWK 424, and a minimum 2.5 GPA in the SWK major.

This course involves a 200 hour 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 496 INTEGRATED SEMINAR I – 3 credits

Prerequisites: SWK Majors Only, SWK 317, SWK 320, SWK 423, SWK 424.

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 429 - POLICY PRACTICE – 3 credits

Prerequisites: SWK Majors Only, SWK419, SWK 496, SWK 493.

Generalist macro policy practice skills. Social welfare policy research, policy briefs, grant proposals, policy presentations to governing bodies (e.g., Congress).

SWK 494 - FIELD PRACTICUM II – 6 credits

Prerequisites: SWK Majors Only, SWK419, SWK 496, 493, and a minimum 2.5 GPA in the SWK major.

This course involves a 200 hour 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 497 INTEGRATIVE SEMINAR II – 3 credits

Prerequisites: SWK Majors Only, SWK419, SWK 496, SWK 493, 2.5 GPA in the SWK major.

Integration of coursework and the demonstration of social work practice behaviors and skills required by the Council on Social Work Education. Focus on generalist practice skills and perspectives, includes senior capstone project.

ELECTIVE COURSES IN SOCIAL WORK (offered periodically)

Students are encouraged to complete one or two electives from the following, as available.)

SWK 335 - MENTAL HEALTH AND SOCIAL WORK - 3 credits

Prerequisites: SWK 220, BIO101, CWP 102, and any college elective psychology course.

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 425 – SOCIAL WORK WITH FAMILIES - 3 credits

Prerequisites: Upper division status, CWP 102, any college psychology course

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 credit

SWK 499 - INDEPENDENT STUDY – 3 to 12 credits

Prerequisites: Senior standing, interview with program chair, and faculty approval

CHILD ADVOCACY STUDIES (CAS) CERTIFICATE PROGRAM

Child Advocacy Studies (CAS) Certificate Program, begun in 2017, is a collaboration between the Psychology Department and Social Work Department. This program will provide students with an understanding of the dynamics of child abuse and maltreatment, as well as the system response to the issue locally and globally. This interdisciplinary certificate requires successful completion of 3 courses: CAS 301, CAS 302, and CAS 401. This certificate is recommended for any student considering post-graduation employment with a child protection agency or those students wishing to work with children or families.

CAS 301/PSY 301 Perspectives on Child Abuse and Advocacy, Prerequisites: Junior or senior status; PSY 101 or CRJ 101 or SWK 220 or EXE 100 or Instructor permission
Introduction to child advocacy studies from a variety of diverse, professional perspectives. History, responses to child maltreatment, skills necessary to successfully conduct child advocacy, and other issues pertaining to child maltreatment and advocacy. Designed for students majoring in criminal justice, education, social work, sociology, psychology, or other areas where knowledge of child maltreatment and advocacy might be beneficial. Offered once a year during the fall semester.

CAS 302: Global Child Advocacy Issues, Prerequisites: CAS 301 or PSY 301
Issues related to the lives of children in countries around the globe and immigrant and refugee children locally. Multidisciplinary approaches to advocacy with these populations. Designed for students majoring in criminal justice, education, psychology, social work, sociology, or other areas where knowledge of child maltreatment and advocacy might be beneficial. Required for Child Advocacy Studies certificate program. Offered once a year during the spring semester.

CAS 401: Professional and Systemic Approaches to Child Abuse and Maltreatment, Prerequisites: CAS 301 or PSY 301, Junior/Senior standing
Child abuse and maltreatment including knowledge and skills identifying, investigating and prosecuting child abuse. Systems involved in responding to child abuse/maltreatment. Child witnesses, civil and criminal child protection cases. Offered once a year during spring semester.

Field Practicum

(Please see Social Work Field Practicum Manual for more information)

The primary function of field practicum is to provide students with the opportunity to practice and develop social work skills and competencies under the supervision of an experienced social worker or service provider. Additionally, working in the field provides opportunities for networking and develops a professional identity. **More information will be presented with the Field Practicum Syllabi for SWK 493 and SWK 494.**
Eligibility for Field Practicum

Field education is an intensive experience that places considerable responsibility on social work students. Students must possess personal attributes that will enable them to work in a mature, responsible, and constructive manner with agency personnel and clients. Students will need to have self-awareness and self-regulation skills to manage the stress that comes from intervening with clients in problem situations. Accordingly, some students may be asked to reconsider their choice of social work as a profession, necessitating a change of major. **(As noted by the Professional and Academic Standards Process and NASW Code of Ethics Section 2-Social Worker's Ethical Responsibility to Colleagues).**

To be eligible for field internship, students must successfully complete all social work program academic prerequisites (CWP 101, CWP 102, BIO 101, PSYCH (any), and SOC (any)). Further, students must **maintain a cumulative and major GPA of at least 2.5 throughout their participation in the social work program** to remain in good standing with the program. In addition, they must have successfully completed the following social work courses BEFORE registering for the first semester of field practicum (SWK 493): SWK 220, SWK 307, SWK 308, SWK 317, SWK 301, SWK 320, SWK 422, SWK 423, and SWK 424. For the second semester of field practicum (SWK 494), they must have successfully completed SWK 220, SWK 307, SWK 308, SWK 317, SWK 301, SWK 320, SWK 422, SWK 423, SWK 424, SWK 419, SWK 496, and SWK 493.

Purpose of Field Practicum

The practicum experience is viewed as the culmination of the professional education of the BSW. That is, considerable effort has been made to integrate the practicum with the total curriculum rather than perceiving the field experience as a component separate from the didactic courses. In the design of the practicum, major emphasis has been given to initiating the student into the role of beginning- level generalist practitioner while advancing his or her professional training.

1. To provide the student with the opportunity to integrate classroom learning and field experiences through the use of applied practice skills to micro, mezzo, and macro levels of practice.
2. To develop the student's ability to operationalize the theoretical knowledge base of the generalist approach to practice in order to prevent, alleviate, or resolve problems in social functioning.
3. To assist the student in the appropriate application of basic generalist practice skills in helping relationships.
4. To develop the student's competency in actualizing a generalist intervention model with an ecological-systems orientation in regard to the interaction of a particular client or client group in a given environment.

5. To assist the student in making the transition from the role of student to the role of a beginning--level generalist social worker through the use of block placement and maintenance of an appropriate supportive relationship with the social work faculty.
6. To provide the student with the type of educational experience that is best suited to his or her individualized needs for personal and professional development through the utilization of a variety of agencies and practice settings.
7. To assist the student in actualizing social work values and ethical principles in practice situations, particularly those helping relationships that involve the specialized needs and/or sensitivity of gender-related, racial, sexual orientation, ethnic, cross-cultural, and/or minority issues, and to enhance the student's ability to resolve situational value conflicts.
8. To identify and maximize individualized student strengths, and to recognize and address student needs and limitations. To assist the student in professional development through the interaction of the student and experienced professional social workers.
9. To assist the student in developing his or her role as a beginning-level professional social worker by achieving an appropriate balance between self-initiative and the utilization of supervision and consultation.
10. To effect further growth in the student's self-awareness through the evaluation of his or her own progress and limitations, and to enhance a commitment to continued personal and professional development throughout the individual's professional career.

The Pre-Field Practicum Process (Please see Social Work Field Practicum Manual for more information as this process can change)

Beginning of Fall Junior Semester:

Every student will begin the Pre-Field Practicum Process in the fall semester of their junior year. The Coordinator of Field Education introduces herself to all junior social work student by presenting to all the sections of one of the fall social work courses. This meeting is to discuss a general overview of field and review the fall requirements of the process.

During the Fall Junior Semester:

Every student is required to complete three mandatory tasks over the fall semester in order to participate in Field Orientation in the fall semester. These

tasks are the completion of two Career Development Workshops, (1) Interviewing Skills and (2) Resume Writing. Each student will be given an acknowledgement form that has to be signed by Career Development Center staff at the completion of all three tasks. These forms will be the “entrance pass” for students to participate in Field Orientation and **must be completed to allow students to participate in Field Orientation.**

End of the Fall Junior Semester:

As per CSWE all juniors who will participate in Field Practicum for the following school year **must** attend Field Orientation the field Orientation Process. For SUNY Buffalo State Social Work this will be at the end of fall semester in December. Again, this is **mandatory** to move forward with the Field Interview Process. Field Orientation **is only scheduled once a school year, if any student misses, they will not be able to participate in another orientation until December of the following year, thus delaying the Field Interview Process. In this case graduation will be delayed a year and students should strongly consider changing their major in order to stay on track for graduation. Any student impacted by exigent circumstances will be required to produce documentation of the circumstance. Ex: Doctor’s note.**

Field Orientation consists of reviewing the CSWE Educational Policy Standards and Competencies, Field Interview Process, SUNY Buffalo State Social Work Field Practicum Application (Appendix A), Field Interview Confirmation Form (Appendix D) and Field Interview Rubric (Appendix B). Career Development Center Staff will review the Myers Briggs scores to support students’ understanding of their personality with the Field Interview Process. Students will also have the opportunity to meet with the current the Field Practicum Students during the Internship Fair. The Internship Fair is hosted by Field Practicum Students to introduce juniors to different field agencies, roles, tasks and assignments. This is paramount to the Field Interview Process.

The Field Interview Process (Please see Social Work Field Practicum Manual for more information as this process can change)

Before the Spring Semester – Junior Year

Scheduling the Field Interview:

The Coordinator of Field Education will create a field interview schedule in the Bengal Success Portal (Starfish). Students are required to go into the portal to schedule their field interviews based on the days and times available. Field Interview times are usually Mondays and Wednesdays at 11:00am and 1:00pm; Tuesdays at 11:00am, 1:00pm, 3:00pm and 5:00pm; Thursdays at 11:00am, 1:00pm and 3:00pm and some Saturdays at 1:00pm only. Interviews are usually scheduled for an hour and a ½ beginning in the first week in January and ending by the third week in February. Students are required to go into the portal and schedule their interview. The interview will be confirmed by the Coordinator of Field Education. The confirmation will show up in your Starfish schedule. **Once the interview is scheduled and confirmed, cancellations will not be**

accepted unless there is a medical emergency or exigent circumstances. (Documentation is required). If documentation is not provided, your interview will be rescheduled later in the semester (usually in March). No one will be allowed to reschedule until that time.

The Field Interview: **(Please see Social Work Field Practicum Manual for more information as this process can change)**

Students are expected to arrive at the time of their field interview. **Any student who is later than ten minutes will not be met that day. Being on time is a core tenant of the professionalism expected at all Field Practicum Agencies. The interview will be cancelled and rescheduled for March.** Every student should be professionally dressed with all paperwork completed prior to interview. The Field Interview is not the place to complete your Field Practicum Application or print out your resume, doing so demonstrates poor time management and self-management skills which is required for working in an agency and will also be evaluated by your Field Practicum Agency. Those documents will be complete at the time of the interview. **If the student is not professionally dressed or documents are not completed, the interview will be cancelled. Any student impacted by exigent circumstances will be required to produce documentation of the circumstance. Ex: Doctor's note.**

The Field interview will begin with Field Advisement. The Coordinator of Field Education will review students' Degree Works Worksheet and Social Work File to provide advisement about the students' performance in the Social Work Department and discuss courses and scheduling in relation to potential Field Practicum Agencies. The student will have the opportunity to ask questions about their current academic status and courses that may be a concern to them.

The Field Interview will be between the Coordinator of Field Education and student. There will be a comprehensive review of the Field Practicum Application, resume and fields of social work interest. As part of this process, there will be discussion around the agency requirements such a **Medical History, Criminal History Background Check, State Central Registry and the New York State Justice Center.** As per New York State Law all schools, agencies, medical facilities and other entities who provide services to vulnerable Populations are required to have all volunteers, interns and new employees complete background screening through one of the above entities. **If there are any concerns with any of these areas, students are required to communicate this to the Coordinator of Field Education as per NASW Code of Ethics 4.04-Dishonesty, fraud and deception.**

Students with documented special needs who may need accommodations, or who have any emergency medical information, or who may need special arrangements in the event of an agency evacuation, should notify the Coordinator of Field Education to ensure the best field practicum setting. Students must register with the Accessibility Services Office Specialized Support Services (878-4500),

(diabilityser@buffalostate.edu) in order to facilitate the provision of needed accommodations. The office is located in Twin Rise room 120.

Through Collaboration, a field practicum agency and program will be determined as the potential agency. At the completion of the interview two documents will be shared with student, (1) Field Interview Rubric- this is used to scores the student's professional readiness for the field agency interview, and (2) the Field Practicum Interview Completion Form –this is used to document the agreed upon follow up plan from the Field Interview.

Early Spring Semester – Junior Year **(Please see Social Work Field Practicum Manual for more information as this process can change)**

After the Field Interview:

Usually in February, Coordinator of Field Education begins to forward student resumes to various Field Practicum Agencies/Departments. If the Field Instructor and his/her team agree to interview student, they will contact Coordinator of Field Education. The Field Instructor is usually clear and specific about what steps they need the student to take to schedule the Agency Field Interview. Ex: An agency may require a student to complete an application and send in before they are called for an interview. Field Instructor will contact Coordinator of Field Education with specific directions the student must follow to schedule the Field Agency Interview. An e-mail and phone contact is made with student. **Student has 48 hours to respond to the directions of the Field Instructor. If any student fails to do this, they will not be interviewed by that agency. As indicated above, this demonstrated poor time management and self-management skills. Field Agencies require students to understand the importance of this practice in working with clients, families, organizations and communities. Student will meet with Coordinator of Field Education in this case to discuss the issue with contact and determine if exigent circumstances apply, if not student may consider another major. Contact can be as simple as an e-mail. The student must send Coordinator of Field Education proof of contact within the 48-hour period.** The Field Instructor and student will determine the interview date and time.

Field Practicum Agency Interview

As with the Field Interview, student should arrive in a timely fashion with all required paperwork completed. Student can be interviewed by just the Field Instructor or a team of professionals. This is the opportunity for student to learn more about the agency and its services. There can be discussion about the student's potential role, tasks and assignments. The interview process also helps the agency determine if potential students are a good fit for the agency. The interview is not a guarantee of being accepted by the agency. Professional dress, demeanor, your communication skills and skill levels are being evaluated during the interview. In rare cases student have had to

interview with multiple agencies before being accepted. Make sure you put your best foot forward. Student will be required to have the Field Interview Confirmation Form (Appendix) completed at the interview. This form documents the agency and student agree the agency will be the student's field practicum for the senior year. Form must be returned to Coordinator of Field Education as soon as possible.

MIDDLE OF SPRING SEMESTER - JUNIOR YEAR

END OF THE SPRING SEMESTER - JUNIOR YEAR

All juniors who are moving forward to Field Practicum are **required** to participate in a Field Training Day, usually the second Friday in May. The time commitment is half of day so one would need to make provisions to be in attendance. There is a 10-minute grace period. After ten minutes no one will be allowed to enter. SUNY Buffalo State takes full responsibility of the student's Liability Coverage while participating in Field Practicum. Since Liability Coverage is not the responsibility of the student, therefore students **must** be trained on appropriate Field Practicum policies and SUNY Buffalo State policies required for Field Practicum. Failure to participate in this training, creates an immediate break down in liability coverage. If student fail to participate in Field Practicum Agency training, they will not be able to intern with that agency based on not being knowledgeable about the policies and procedure of the agency which again creates liability risks for the agency. Information about the training will be sent to the students in advance so they can adjust their schedules appropriately. **This is mandatory to move forward with your Field Practicum Agency. This training is offered once a year. As with Field Orientation, in this case graduation will be delayed a year and students should strongly consider changing their major in order to stay on track for graduation. Any student impacted by exigent circumstances will be required to produce documentation of the circumstance.**
Ex: Doctor's note.

Diverse Field Practicum Programs

EMPLOYMENT-BASED FIELD PRACTICUM

To maximize student learning, the Social Work Program develops field education placements that will provide students with unique experiences, different from previous volunteer or work experiences. A proposal for placement in a student's place of employment will be considered only when the agency and student are able to create and support an educationally based field education learning experience. Students employed at an approved field education agency must meet the same educational requirements. Employment-based field education students will carry out their field work responsibilities in a social work role clearly defined and known to agency clients. The employment-based field education agency must assure that educational time will be protected, and that they will cooperate with the Coordinator of Field Education so that the educational and learning objectives of the field education experience will be accomplished. Employment-based field education placement, the exception, requires the following:

1. The potential Agency Field Instructor must be approved by the Coordinator of Field Education. The student with support of employer must complete a Proposal for Field Practicum at Place of Employment Form at time of Field Interview.
2. The Field Practicum Agency must provide the student with unique learning activities that are different from their current employment.
3. The student's Agency Field Instructor must meet the requirements of an Agency Field Instructor and cannot be the employment supervisor. This individual must also meet the requirements on page 20.
- 4. The student's Field Agency Practicum Program must be in a different program or department than their employment assignment.**
- 5. Field education hours are separate and distinct from hours of employment.**
6. Student must be employed by the agency for a minimum of 6 months prior to the beginning of Field Practicum
7. The focus of the Agency Field Practicum must be on the student's learning and educational objectives.

Developed by:

Marist College
School of Social and Behavioral Science
Social Work Department
3399 North Road
Poughkeepsie, New York 12601

Developed by: Marist College, School of Social and Behavioral Science, Social Work Department, 3399 North Road, Poughkeepsie, New York 12601. Permission to use by Professor Toni-Marie Ciarfella, LCSWR- Director of Field Education

SUMMER-START FIELD PRACTICUM (Depending On Availability And Need)
(Dates may vary)

SUNY Buffalo State Social Work Department recognizes our full-time working students. Given the increase of people returning to school we adapted the Field Practicum program with the support of our field agencies to offer Summer Start Field Practicum. These students would begin their field hours in the second week of July at 12 hours per week and taper down in March at 8 hours per week. **Eligibility for this program is a written letter from the student's Human Resources office on company letter verifying full time employment and work hours. Letters will be submitted by June 1, for acceptance in this program.** Please review the following required components for all summer start students:

1. Students will start field practicum the week of Sunday July 15, before the beginning of fall semester at 12 hours per week in increments of three-4 hour shifts or two-6-hour shifts **only**. This will continue until the week of Sunday, end of J-Term which would give students 324 hours.
2. Students will taper down their field hours starting the week of Sunday, February 3, at 8 hours per week in increments of two-4 hour shifts **only**. This will continue until the week of April 28 which would give students 96 hours.
3. Students will be required to attend Field Seminar class over the summer where Learning Agreement will be completed. Seminar will start the week of July 23. Dates will be determined in collaboration with the summer start students at Field Training Day.
4. Students are required to “take off” from Field Practicum the weeks of Sunday, December 23 and Sunday, December 30. These weeks are to be used for self-care.

How are Field Practicum Agencies Selected? (Please see Social Work Field Practicum Manual for more information as this process can change)

How are Agency Field Instructors Selected? (Please see Social Work Field Practicum Manual for more information as this process can change)

Field Practicum-Key Points (Please see Social Work Field Practicum Manual for more information as this process can change)

Scheduling (Please see Social Work Field Practicum Manual for more information as this process can change)

Field Practicum Changes (Please see Social Work Field Practicum Manual for more information as this process can change)

Attendance (Please see Social Work Field Practicum Manual for more information as this process can change)

2022 - 2023 Academic Calendar (Please see Social Work Field Practicum Manual for more information)

ADVISEMENT, SUPPORT, GUIDANCE, AND EXPECTATIONS

ADVISEMENT POLICY

Advisement is **required** prior to registration each semester for all pre-majors and majors. 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. Following course advisement, students receive a PIN number which will allow registration through BANNER. You may schedule an appointment with your faculty adviser through Bengal Support Portal, email, or signing your name to the schedule listed on your advisor's office door.

Your faculty adviser is assigned by the first letter of your last name:

ADVISOR	CONTACT INFORMATION	STUDENT'S LAST NAME BEGINS WITH
MR. MARK BOSER	716-878-5709 BOSERMT@BUFFALOSTATE.EDU CAUDELL 351	A C F
MS. KAREN E. EDMOND	716-878-5727 EDMONDKE@BUFFALOSTATE.EDU CAUDELL 356	JUNIORS INTERVIEWING DURING FIELD PROCESS/SENIORS LEAVING SWK DEPARTMENT
DR. JESSICA FITZPATRICK	716-878-5324 FITZPAJM@BUFFALOSTATE.EDU CAUDELL 359	I M R U
DR. JIM GOLDEN	716-878-5737 GOLDENJC@BUFFALOSTATE.EDU CAUDELL 357	BLX
DR. AMY MANNING	716-878-4767 MANNINAR@BUFFALOSTATE.EDU CAUDELL 363	G P Y
DR. CATHERINE MAZZOTTA	716-878-5734 MAZZOTCM@BUFFALOSTATE.EDU CAUDELL 354-D	K O Z CHANGE/DECLARING MAJORS & MINORS
DR. BERG MILLER	716-878-5327 MILLERBK@BUFFALOSTATE.EDU CAUDELL 361	N Q S
MS. TONYA MYLES-DAY	716-878-4767 MYLESDTD@BUFFALOSTATE.EDU CAUDELL 358	D E W
DR. KIMBERLEY ZITTEL- BARR	716-878-6101 ZITTELKM@BUFFALOSTAE.EDU CAUDELL 349	HJTV

If you are unsure who is your faculty adviser, you may also find this information on BANNER, Degree Works, and Bengal Success Portal.

For the 2022– 2023 academic year, faculty advisement will follow the schedule below:

- Academic advisement for 2022 J-term and spring semesters: October 17, 2022 – October 31, 2022
- Academic advisement for 2023 summer and fall semesters: March 13, 2023 – April 3, 2023

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 GRADUATE SCHOOL INFORMATION

These important functions of social work professional development are offered to students through directly meeting with their faculty adviser; and through 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.

Students are encouraged to make an appointment with the Career and Professional Education Center for further support (<https://cape.buffalostate.edu>). The Career and Professional Education Center is located in Grover Cleveland Hall, Room 306, and in the Graduate School, Grover Cleveland Hall, Room 204. The Center provides graduate information on social work and other related disciplines. Of note, every fall the Career

and Professional Education Center hosts a graduate school fair where numerous human service graduate programs (including Buffalo State) and MSW programs in Western NY, are represented.

Many graduate and professional schools require applicants to take the Graduate Record Examination (GRE) 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.

The Career and Professional Education Center, Grover Cleveland Hall, Room 306, also keeps an extensive reference file of opportunities. Their Web site is <https://cape.buffalostate.edu>

STUDENT GOVERNANCE

Students are encouraged to volunteer in Social Work Department and Campus-Wide student governance opportunities. Students who are members of Social Work Department governance will be posted on the bulletin board. You are encouraged to contact these students if you have concerns or comments related to the appropriate committee or organization of which identified students are involved. Students involved in Social Work Department governance can share your concerns or comments directly to faculty committee members and/or the committee chair.

SOCIAL WORK DEPARTMENT

If interested, contact the department secretary for more information

Program/Committee	Description	Term
Biennial Conference Committee	Four - six students annually, conference development with faculty, three seniors and three juniors preferred. Meet approximately once monthly. Contact Committee Chair for an interview for position.	1 – 2 years
Focus Groups	At the end of the year, the department faculty designate all sections of one junior-level and one senior-level course to participate in feedback about the social work program. Faculty will survey and/or conduct focus groups in this designated course, requesting student feedback about their experiences in the Program. All students are encouraged to participate.	Each year
Student Organizations	<p><u>Social Work Student Organization (SWSO)</u> The SWSO can be joined by anyone, who is interested in learning about social work. The SWSO is supports students creating projects and activities that foster social justice.</p>	
	<p><u>Phi Alpha Social Work Honor Society (Kappa Omega Chapter)</u></p> <p>Student-led organization, voted-in cabinet (President, Vice-President, Secretary, Treasurer). Work with Faculty Advisor. Typically meet every two weeks or monthly. Seniors hold office positions, juniors and seniors may participate. To be eligible a student needs to be a declared social work major, have completed at least 9 credits of social work courses, and have a cumulative GPA that puts the student in the top 35% of all social work major students. Invitations to join Phi Alpha are extended at the beginning of Spring Semester.</p> <p>NON-MEMBERS CAN PARTICIPATE</p>	1 – 2 years

BUFFALO STATE COLLEGE COMMUNITY	
Office	Program and Contact
Buffalo State College Senate	Student Welfare Committee (716) 878-5139 collegesenate@buffalostate.edu
Civic and Community Engagement on Campus http://cce.buffalostate.edu/	Community Engagement – Student Leadership Team: http://cce.buffalostate.edu/meet-student-leadership-team The Alternative Break Student Leadership Team leads the charge of the Alternative Break program! These student leaders coordinate trip experiences, organize fundraisers, and advertise information about this unique program to the campus community. With their unselfish leadership qualities, all team members work together and bring a diverse set of talents to engage the campus in learning, service, and leadership in communities across the globe.
	Community Engagement – Alternative Breaks http://cce.buffalostate.edu/2018-2019-alternative-breaks
	International Volunteer & Service-Learning Experiences http://cce.buffalostate.edu/international-volunteer-service-learning-experiences
	Student Philanthropy Council http://cce.buffalostate.edu/ Volunteering on campus, raising funds for organizations on campus
	Student Organizations http://cce.buffalostate.edu/student-organizations The CCE can help your student organization connect with meaningful community service opportunities
	Volunteer Opportunities through ORCA http://cce.buffalostate.edu/volunteer Examples: Kinder Camp Teacher Assistant; Americorps VISTA Marketing Associate With Excelsior Growth Fund, Albany, NY; World Refugee Day In WNY; and Americorps VISTA Program Associate With Excelsior Growth Fund
Student Affairs	Child Care Center, Internships and Volunteers http://childcarecenter.buffalostate.edu/buffalo-state-students

http://studentaffairs.buffalostate.edu/	<p>Student Conduct and Community Standards, Employment and Leadership Opportunities http://studentconduct.buffalostate.edu/employment-and-leadership-opportunities</p> <p><u>Student Conduct Leadership Positions:</u> The Student Conduct and Community Standards Office at SUNY Buffalo State has two internship positions available and two student assistant positions (graduate students only). It is preferred that interns be able commit for the entire academic year, a minimum commitment of one semester is required. The anticipated start date is mid-August, each year. Additionally, there are student assistant position available for graduate students. It is preferred that graduate students are able to commit for two academic years, a minimum commitment of one academic year is required.</p> <p><u>Position Description – Conduct Board Internship:</u> The intern will be responsible for tracking correspondences related to student conduct cases held within residence life. The intern will also be responsible for sending out correspondence. The intern will also serve as an Assistant Procedural Administrator for the Residence Hall Judicial Board (must be available on Fridays between 2:00-5:00pm and/or during Bengal Pause-Tuesdays/Thursdays 12:15-1:30pm). A successful intern should be able to communicate effectively within a diverse population of students, faculty and staff; demonstrate a desire to gain experience coordinating judicial conduct hearings; have proficiency in Microsoft Office.</p> <p><u>Position Description-Assessment Internship:</u> The intern will complete research and benchmarking within SUNY and other schools that are comparable to Buffalo State; the findings of this research will help to determine best practices for Student Conduct. The intern will with special projects related to analyzing and assessing student conduct trends. A successful intern should be able to communicate effectively within a diverse population of students, faculty and staff; demonstrate a desire to gain experience coordinating judicial conduct hearings; have proficiency in Microsoft Office, specifically MS Excel.</p> <p>Send résumé to: Janelle A. Brooks, M.S. Assistant Dean, Student Conduct and Community Standards SUNY Buffalo State studentconduct@buffalostate.edu 716-878-3051</p>
Student Life Office	Director of Campbell Student Union (716) 878-6511

http://studentlife.buffalostate.edu/	
	List of Student Organizations http://studentunion.buffalostate.edu/offices
	Milligan's Food Pantry https://studentlife.buffalostate.edu/milligans-food-pantry Donating food items for students on campus experiencing food-insecurity
	Student Organization Registration Form https://bengalconnect.collegiatelink.net/form/start/49923
	United Student Government (USG) http://studentunion.buffalostate.edu/offices

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 STANDARDS AND EXPECTATIONS

COMMUNICATION WITH FACULTY

STUDENTS

Check your Blackboard daily, email your professors from your SUNY Buffalo State Account only, email must have a salutation (Dear Dr. or Mr. or Ms.), sign your name, email must be professionally written. Professors will not accept email from non-SUNY Buffalo State email account (ex: do not text or send email from personal phone account). Professors reserve the right to not respond to unprofessionally written emails.

FACULTY

Faculty will make every attempt to respond to all emails within 48 hours. Students can expect longer response times on weekends, holidays, or college breaks.

WORDS OF WISDOM FOR SUCCESS

As a social worker you will be called upon to be self-motivated and organized. In this class, student responsibility involves coming to class prepared to actively participate. It is expected that you will have read and thought about the assigned readings. This will allow you to actively participate and contribute to in-class discussions and interactions. It is also expected that you will turn in all assignments and related requirements on time. Class attendance is required, as is being on time for class.

- 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.
- 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.

- If you are not proactive and organized in this, or any other class, you are setting yourself up to fail.
- Buffalo State offers a wide array of free tutoring services. Check out the Academic Commons website for details:
<http://academiccommons.buffalostate.edu/tutoring>.

EXPECTATIONS FOR BEHAVIOR:

All students are expected to comport themselves in a manner that does not convey to others in the college community any disrespect, intolerance, or rude behavior based on age, race, religion, color, national origin, gender, sexual orientation, disability, or marital, veteran, or socioeconomic status. All members of the college community are expected to contribute to the college environment to move the college community in the direction of respect for all. (SUNY Buffalo State, Code of Conduct, <http://writing.buffalostate.edu/code-conduct>).

Students are also expected to comport themselves according to the NASW Code of Ethics. In the Social Work department, students are being educated as professionals and are expected to treat all classes and assignments as if they were “on-the-job”. For example: students are expected to arrive on time for class, read prior to class, hand assignments in on time, be prepared, and participate in class discussions. A detailed description of performance expectations can be found in the Student Handbook under “Professional and Academic Performance Standards Committee.”

ANTI-RACISM, ANTI-OPPRESSION, AND SOCIAL JUSTICE

National Association of Social Workers’ (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 and anti-oppression practice behaviors that actively confront and seek to dismantle systems of oppression that have negatively affected the clients we serve, and also contributed to the ongoing inequity manifest in every social institution in the U.S.

Further, anti-racism and anti-oppression work is intimately tied to the social work profession’s commitment to social justice, which seeks to ameliorate the causes and consequences of culturally entrenched discrimination with a more equitable distribution of social and political resources for those who have suffered as a result. The implicit

belief that white, male, heterosexual, able-bodied, Christians represent the standard by which all other groups are measured has resulted in misogynistic, homophobic, transphobic, anti-Semitic, anti-Muslim, xenophobic, and ableist attitudes and actions that have had a corrosive effect on the ability of those groups to enjoy the free and full exercise of their civil rights heretofore.

To this end, the Buffalo State College 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-racism and anti-oppression work among students and faculty alike.

EMAIL COMMUNICATION WITH INSTRUCTORS:

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

Students are expected to read the emails sent by their instructors and are responsible for the information contained therein. Further, when emailing professors, ample time must be given to the instructor to respond, which is generally a minimum of 48 hours – or two business days - before sending a follow up email. Please note that, whether it is with your professors, site supervisors, or in any other professional setting, it is inappropriate to send multiple follow-up emails without allowing ample time to reply. This type of behavior will be ignored, and if such behavior continues, disciplinary action may be taken.

Lastly, sending an email to an instructor to request help does not relieve a student of their responsibility to continue working on an assignment while awaiting a response. In other words, a delay in the response from the instructor is not an acceptable excuse for failing to complete an assignment by a given due date.

PROCEDURES REGARDING DISRUPTIVE INDIVIDUALS:

ALL students in the class are expected to fully participate in class discussion. Students who chat off topic or out-of-turn during class are disruptive to the instructor as well other students. Students who are chatting during class will receive a zero for class participation/attendance. The professor reserves the right to move students with persistent “chatting” behavior to another location in the classroom or request the students leave the class.

SUNY Buffalo State Statement of Procedures Regarding Disruptive Individuals

*Disruptive behavior by students in my class will not be tolerated.
Whenever a student is deemed to be acting in a disruptive or threatening*

manner, the professor will exercise their right to ask that individual to leave the classroom. If refused, the professor will exercise their right to notify University Police. The responding officer will determine whether an arrest should be made or whether a referral to medical or counseling staff is appropriate. If a student is perceived as a danger to himself, herself, or others, the Dean of Students may propose an interim suspension until a hearing is held. Any student removed from class will have the right to a hearing. (The Bulletin, November 30, 2000)

NOTICE REGARDING THE STUDENTS OF CONCERN CARE TEAM:

From time to time, a student in class raises concern over uncertainty about his or her mental health or about possible harm to self or others. You should be aware that Buffalo State has a Students of Concern Care Team to assist and support students in time of difficulty. The team encourages students to inform their professors about the reasons for their concern or to submit an online report explaining those concerns at the Students of Concern online reporting form.

The team encourages professors to report any student of concern so that guidance and support can be provided. Reporting can be done in a confidential manner and will be viewed as supporting our shared goal of ensuring a safe environment for all. Questions about responding to students of concern should be addressed with your professor or in the Dean of Students Office, Campbell Student Union 311, 878-4618.

ATTENDANCE, LATENESS AND CLASS PARTICIPATION:

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. 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.

You will be marked as absent for the entire class if you do not attend the entire class without discussing mitigating circumstances with your professor PRIOR to class. You cannot make up class participation/attendance points by doing extra credit. Each Instructor will provide instructions regarding consequences for missing class. Please refer to your course syllabi for this information.

If you are not able to attend class, you need to communicate this by email the night before class. Writing an email DOES NOT necessarily constitute an excused absence. There must be a compelling reason with documentation for an absence to be considered excused. You will need to provide documentation for the absence to the Social Work office, time stamped, to justify your absence within 24-hours. Your professor will discuss with you what is considered an excused absence.

Students are expected to arrive on time to class or logged on and be visually present for online synchronous classes. Occasionally, there are events outside of the student's control which necessitates coming to class late. Students who have received PRIOR authorization by the professor for late arrival may be allowed to attend class. Students who arrive late to class, resulting in not attending class, will have this class counted as an unexcused absence.

Students are expected to participate in class discussions. As a social work student, participation in in-class activities and critically thought out questions that initiate constructive class discussion are imperative. Students who repeatedly interrupt class with assignment questions that have previously been discussed will be asked to meet directly with the professor outside of class time. You are expected to have read all required material and prepare questions or topics of discussion related to course content and reading material PRIOR to the start of class.

CLASS PREPARATION AND ASSIGNMENT EXPECTATIONS:

Students are not only in school, but are also learning how to be responsible, respectable, and dependable. Therefore, students are expected to hand in every assignment on the date it is due. Students are also expected to use proper grammar, write professionally (in the third person unless otherwise directed), come to class fully prepared, complete all reading PRIOR to class, and put 100% effort into each assignment.

COURSE ASSIGNMENTS:

All assignments are to be submitted by the stated deadline. Late projects are not accepted. Exceptions to project due dates are ONLY permitted when a student makes PRIOR arrangements with the professor for exigent (beyond your control) circumstances AND provides documented proof of such circumstances. It is up to the professor's discretion to approve the request.

COMPUTER FAILURES AND LATE WORK:

A properly working computer and printer and access to internet have become essential tools for success in all university courses and, largely, for success in any professional field. Consequently, computer failure (e.g., hard drive crashes, printer jammed, printer ran out of ink, data file was somehow lost) and/or loss of internet is not an acceptable reason for assignments being turned in late. In addition to the student's own computer, the University maintains computer labs and access to highspeed internet; thus, with proper planning and use of backup data files, students should always be able to access a properly functioning computer and internet and should not need any special arrangements in order to complete the assignments on time.

SUBMITTING ASSIGNMENTS:

The professor will identify how projects are submitted. This can include Blackboard Digital Dropbox, TurnItIn, Taskstream, hard copy, etc., and/or a combination of these. Professors are NOT permitted by FERPA policies to receive or return projects through personal email accounts. If projects are assigned for multiple submission sites (ex: TurnItIn AND Taskstream) and the project has NOT been submitted to BOTH locations by the due date, the project will receive a zero.

DO NOT WAIT UNTIL THE LAST MINUTE TO UPLOAD YOUR ASSIGNMENT TO BLACKBOARD OR TASKSTREAM. Plan to upload your assignment to Blackboard at least 15 minutes before the assignment is due. NO LATE ASSIGNMENTS will be accepted.

TASKSTREAM:

Students may be required to submit assignments to Blackboard and Taskstream. If students are required to use Taskstream, all students must be enrolled in their program on Taskstream within 30 days of beginning the course. Instructions on how to enroll will be distributed in class. If you have already enrolled in Taskstream for another social work course, you do not need to re-enroll. Consult your instructor if your course will be using Taskstream.

ACADEMIC HONESTY

SUNY Buffalo State Statement of TurnItIn

Faculty may require students to use textual similarity detection software (e.g. Turnitin.com) in courses at Buffalo State. Textual similarity detection 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. When similarities between student text and an existing document are found, the software identifies those similarities for instructor and/or student review. (Similarity alone is not evidence of academic misconduct; as such material may be correctly cited.) This software may be used as an educational tool to assist students in learning how to properly cite resources, to decrease instances of academic misconduct, and/or to assist in the identification of acts of academic misconduct. <https://rite.buffalostate.edu/turnitin.html>

SUNY Buffalo State Statement of Academic Honesty

The [college] has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and

representation of their work for the appropriate citation of sources, and for respect for others' academic endeavors. By placing their name on academic work, students certify the originality of all work not otherwise identified by appropriate acknowledgements.

<http://academicstandards.buffalostate.edu/misconduct>

Violations of academic integrity (cheating) may result in a failing grade for the course. At a minimum, it will be reported to the Department Chair, brought to the Professional Standards Committee, and result in a failing grade for the assignment.

Academic misconduct refers to any form of plagiarism or cheating on examinations or assignments and is inconsistent with the aims and goals of the State University College at Buffalo. Instances of academic misconduct include, but are not limited to:

- Prior acquisition or possession of an examination and submission of false data.
- Submission of work the student has submitted previously for a course (self-plagiarism)
- Submission of the work of another individual without proper acknowledgement.
- Performance of work in a course for another individual while registered in the same course.
- Failing to demonstrate academic integrity by not upholding the individual's share of responsibility for collaborative course work and /or assignments.
- Submission of a paper with section that have cut and pasted another's work without paraphrasing the concepts (even if cited).

WRITING EXPECTATIONS:

All students are expected to write in APA 7 format unless otherwise indicated by assignment directions. Some courses include Pass/Fail assignments aimed at guiding you in APA 7 formatting skills. These assignments typically occur at the beginning of the course. While APA 7 formatting assignments are different in each designated course, you are expected to utilize the skills of these assignments in all courses, even if the course does not offer APA 7 formatting assignments. Further, you are expected to understand and utilize all APA 7 standards, even those which you have not received an APA assignment. Writing in APA 7 style is a requirement for the social work curriculum and profession. Therefore, you will receive lower grades when and where APA style is not used in your assignments. The grade reduction in your assignment due to APA 7 errors is up to the discretion of the professor.

The faculty advise writing outlines for each assignment prior to writing your assignment. This strategy will assist you in organizing your material and in writing a comprehensive, focused document.

If a student is referred to the Writing Support Center in Butler Library, the student must receive help, and OBTAIN VERIFICATION (ex: email from the tutor) of participation. Written projects will receive a grade of zero if a student does not follow through with a

Writing Center referral. Buffalo State offers a wide array of free tutoring services. Check out the Academic Commons website for details. [Writing Center | Academic Success | SUNY Buffalo State College](#).

The Purdue On-Line Writing Lab (OWL) is a great resources for assistance with APA 7 formatting.

[General Format // Purdue Writing Lab](#)

Some faculty allow written project revisions. This is at the discretion of the professor. When submitting a rewritten project, the project MUST also be in the correct format identified in the assignment directions, instructed by the professor, and in APA 7 writing style, or the project will not be accepted. Unaccepted projects automatically receive a zero. Courses that allow assignment revisions will be graded by averaging scores from the first draft and revision. This means the first draft should not be done poorly.

ACCADEMIC ASSISTANCE

SUNY Buffalo State offers a wide array of free tutoring services. Check out the Academic Success 149 Butler. See website for details

[Academic Success | SUNY Buffalo State College](#)

Mathematics Tutoring Center: 149 Butler

Science Tutoring Center: SAMC265

Writing Center: Butler 149

Modern & Classical Languages: Buckham B-234

STAR-NY: Online tutoring: [Sharing Technology and Academic Resources – New York \(STAR-NY\) \(starny.org\)](#)

ACCOMMODATIONS:

Any student who requires accommodations to complete the requirements and expectations of this course because of a disability is invited to make his or her needs known to the instructor and to the Director of the Student Accessibility Services, E. H. Butler Library Room 160, (716) 878-4500. Accommodations are supported from the date approved by Student Accessibility Services and not applied retroactively. Students are strongly advised to make their needs known to the professor and Student Accessibility Services and encouraged to seek out Student Accessibility Services as soon as possible to ensure services are in place in a timely manner.

[Student Accessibility Services | SUNY Buffalo State College](#)

SUNY Buffalo State offers a wide array of free tutoring services. Check out the Academic Commons website for details 149 Butler

<http://academiccommons.buffalostate.edu.edu/tutoring>

Mathematics Tutoring Center: 149 Butler

Science Tutoring Center: SAMC265

Writing Center: Butler 149

Modern & Classical Languages: Buckham B-234

STAR-NY: Online tutoring [Sharing Technology and Academic Resources – New York \(STAR-NY\) \(starny.org\)](#)

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 you or someone you know needs support, services are available. For a list of support services and information, please visit <http://deanofstudents.buffalostate.edu/>, 716-878-4618 or stop by 311 Campbell Student Union during business hours

Student Resources Page: <http://deanofstudents.buffalostate.edu/resources-students>

The Counseling Center: Phone: (716) 878-4436

Mulligan's Food Pantry: [Milligan's Food Pantry | Dean of Students Office | SUNY Buffalo State College](#)

Weigel Health Center: Phone: (716) 878 – 6711

[Care Team | Dean of Students Office | SUNY Buffalo State College](#)

Sexual Violence Prevention information and resources:

<https://deanofstudents.buffalostate.edu/sexual-violence-prevention>

Emergency Relief Program: [Emergency Relief Program | Dean of Students Office | SUNY Buffalo State College](#)

COVID-19 POLICIES AND PROCEDURES (WATCH FOR CHANGES)

Students in the Social Work Program are expected to abide by the policies and protocols established by Buffalo State College related to COVID-19. Review Buffalo State College's policy and procedures prior to coming to campus.

For updates, please check for updates on policies and procedures related to COVID-19.

[Updates | Coronavirus Information | SUNY Buffalo State College](#)

PROCEDURES ON RETENTION AND TERMINATION OF STUDENTS

Students can be informally accepted into the Social Work Program as Pre-Social Work Majors. Generally Pre-Social Work majors are freshmen and sophomores. Social Work is an upper division major that builds on a liberal arts base.

Once students are accepted to the Social Work Program faculty begin to assess students' "fit" with professional expectations and standards. Generally, students apply to the Social Work major prior to the Fall Semester of their Junior Year. This admission is considered by the faculty as signifying that the student is in good standing in the Social Work Program and is in compliance with its Professional Behaviors and Academic Performance Standards.

STUDENT PERFORMANCE REVIEW

Students are expected to maintain the standards set forth in the SUNY Buffalo State Student Code of Conduct, the Social Work Program Student Handbook, the Social Work Department Field Practicum Manual the National Association of Social Workers Code of Ethics, and course syllabi. If a student fails to meet required professional program standards, he/she may be subject to a performance review.

A performance review is intended to provide students and faculty the opportunity to openly identify and discuss performance problems and develop a plan to support the student and address performance issues.

Students are expected to maintain the standards set forth in the SUNY Buffalo State Student Code of Conduct, the Social Work Program Student Handbook, and The Social Work Department Field Practicum Manual, the National Association of Social Workers *Code of Ethics*, and course syllabi. If a student fails to meet required professional program and/or performance expectations and standards, they may be subject to a performance review. Depending upon the issue or problem displayed by the student, performance review does not need to be progressive. A referral can be made directly to the social work department's Professional Behavior and Academic Performance Standards (PAPS) Committee.

The first level of review for a student can occur between the student and their academic advisor and/or instructors for courses, if appropriate. For example, if a student is struggling with attendance, or adequate performance in a course the student most likely will be asked to talk or meet with the instructor of the course in which they are having difficulty. If the student continues to have difficulty in a course a meeting with the instructor and the student's advisor may be required. An improvement plan will be developed in collaboration with the student.

If a student is not able to meet the expectations and requirements of the program (i.e., fails a course, cumulative (Pre-majors) or major GPA drop below 2.5 or does not adhere to the above reference standards) an alternative plan will be developed between the student, social work advisor and any other advisor as appropriate, who is assigned to the student. Alternative plans can include a referral to the Dean of Students, support in taking a leave of absence, exploration of an alternative major to social work, or creation of some other type of alternative plan. Factors that will be taken into consideration are the student's situation, student's concern, any issues regarding compliance with financial aid (if relevant), and student's goals regarding their timeframe to complete and graduate from Buffalo State College.

If a student is having trouble and has not responded to attempts by instructors or advisors to assist, has not been able to follow through with a developed performance improvement plan or has acted in a way that violates the code of ethics or standards of behavior then the next level of performance review could be a referral of the student, by

any Social Work faculty or staff member, to the Professional Behavior and Academic Performance Standards (PAPS) Committee. A member of the PAPS Committee may also submit a referral but will not be able to participate in the deliberations of the committee. In this case, an alternate person will be used.

PROFESSIONAL BEHAVIOR AND ACADEMIC PERFORMANCE STANDARDS (PAPS)

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).

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 [Code of Ethics: English \(socialworkers.org\)](https://www.socialworkers.org/About/Ethics/CodeofEthics.aspx)
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. [Code of Rights, Freedoms, and Responsibilities for Students \(buffalostate.edu\)](https://www.buffalostate.edu/students/codeofconduct/)

The following list, following the NASW Code of Ethics and the SUNY Buffalo State Codes of Conduct fully delineate expected student behavior and academic performance in the Social Work Program. Any concerns with student behavior and academic performance are addressed through meeting with faculty members of the Professional Behavior and Academic Performance Standards (PAPS) committee.

Professional Behavior and Academic Performance Standards

1. Grade Point Average (GPA)

- Earn a 2.5 GPA overall and in social work classes in order to apply for the social work curriculum
- Maintain a 2.5 GPA overall and within the social work major to move forward in program and/or the Field Process
- Meet and maintain academic standards of SUNY Buffalo State and the Social Work Department

Indicators of Concern

- Fails to maintain a 2.5 GPA overall and within the social work major to move forward in the program and/or Field Process
- Fails to successfully complete any social work course or Field Practicum
- Has more than one class with a grade of incomplete

- Fails to comply with incomplete grade contracts in a timely manner (We recognize unforeseeable circumstances and/or accidents.)

2. Professional Behavior

- Attend class, arrive on time, and return from break in a timely manner
- Abide by class attendance policy as designated in the syllabus of each course
- Participate in group activities and assignments at equal levels
- Complete work in a timely fashion and according to directions provided
- Come to class prepared, with reading and other assignments completed
- Plan and organize work effectively
- Develop and follow a plan of study with the proper sequencing of courses
- Meet deadlines for advisement, registration, admission applications etc.
- Take responsibility for the quality of completed tests and assignments
- Demonstrate the ability to follow school and agency protocols, policies and professional standards
- Make arrangements for special needs in a timely manner

Indicators of Concern

- Multiple absences from class or field practicum
- Multiple late arrivals for class or field practicum
- Poor organizational skills
- Does not come to class prepared to participate in group activities or discussion
- Repeated requests for extensions with the exception of prior approved accommodations.
- Late or incomplete assignments
- Failure to keep or cancel appointments
- Failure to adhere to practicum agency policies and professional standards
- Lying, cheating, or plagiarizing

3. Respect/Conduct

- Treat all peers, instructors, and college personnel with dignity and respect at all times
- Be attentive while others are speaking
- Shows respect for other's opinions
- Give feedback to peers and faculty in a constructive manner
- Approach conflict with peers or instructors in a cooperative manner
- Remain open to positive or negative feedback from peers and faculty
- Use positive and nonjudgmental language
- Demonstrates a willingness to understand diversity in people regarding age, class, color,
- culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
- Conduct yourself according to the NASW Code of Ethics
- Conduct yourself according to established laws, professional agency policies
- Support the concept of client self-determination

Indicators of Concern

- Creates conflict in class
- Uncooperative or unwilling to participate in class activities
- Consistently late for class or field practicum or leaves class or field practicum early
- Sleeps during class
- Disrupts class process by talking to others
- Frequently interrupts when others are speaking
- Uses cell phone inappropriately during class
- Uses derogatory language or demeaning remarks
- Appears unwilling or unable to accept feedback from faculty, staff and/ or peers
- Monopolizes class discussion
- Unwilling or unable to develop an understanding of people different from oneself
- Discriminatory behavior or harassment towards others on the basis of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
- Academic misconduct

4. Confidentiality

- Treat any personal information that you hear about a peer or an instructor as strictly confidential
- Maintain confidentiality of any information shared in class, dyads, or smaller groups within that unit
- Use judgment in self-disclosing information in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they can utilize campus resources such as the Counseling Center, Disabilities Office, Weigel Health Center, etc.)
- Never use names of clients or disclose other identifying information

Indicators of Concern

- Shares or discusses information about faculty or peers inappropriately
- Shares information disclosed in class discussions with individuals external to the learning environment
- Demonstrates poor judgment in self-disclosure
- Discloses names or other identifying information about clients in the classroom or other settings

5. Verbal and non-verbal communication skills

- Practices positive, constructive, respectful, and professional communications skills with peers and instructor: (body language, empathy, listening)
- Demonstrates use of critical thinking skills in communication
- Clearly articulates ideas, thoughts, and concepts verbally, in writing and other means of nonverbal communication.
- Communicates clearly with clients, supervisors, peers, and faculty

- Strives to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records
- Accepts and benefit from constructive feedback
- Demonstrates ability to follow the conventions of writing in academic papers, exams, discussion boards, agency notes and/or other written documents
- Demonstrates good organization of writing that follows a logical sequence
- Formal papers are typed, double-spaced, and conform to the Publication Manual of the American Psychological Association (latest edition) standards of writing unless instructed to do otherwise by the faculty/staff person.

Indicators of Concern

- Unable to express information clearly and concisely either verbally or in writing
- Unable to master the conventions of writing in academic papers, exams, discussion boards, agency notes and/or other written documents
- Posting inappropriate or negative remarks/references on social work media about the profession
- Unable to communicate clearly with clients, supervisors, peers, faculty and/or staff
- Relates interpersonally in a manner that is disrespectful, manipulative, discriminatory, disruptive and/or immature
- Fails to follow appropriate procedures and channels for conflict resolution
- Interviewing skills not at the appropriate level for class standing, junior, senior etc.

6. Ethical Behavior and Integrity

- Perform professional activity in conformity with the values and ethics of the profession
- Demonstrate judgment that models the values and ethics of the profession as presented in the NASW Code of Ethics
- Practice honesty with self, peers, faculty and staff
- Learn and apply the rules of citing other's work properly
- Does own work and takes credit only for one's own work
- Do not submit in whole or in part the same work for credit in more than one class, except with prior approval of the instructor
- Avoid conflicts of interest that would interfere with the exercise of professional discretion and impartial judgment, which includes setting clear, appropriate, and culturally sensitive boundaries.

Indicators of Concern

- Violates any section of the NASW Code of Ethics
- Violates any standard of the SUNY Buffalo State Student Code of Conduct
- Violates policies or procedures set forth in the BSW Student Handbook or Field Practicum Manual
- Lying, cheating, or plagiarizing
- Submits the same work product for more than one course

- Current involvement in illegal activities (e.g. conviction of a felony, breaking the law, specific criminal behavior, such as possession of a firearm or other weapon, trafficking in and/or possession of drugs).
- Tests positive for drug screens requested by an agency while participating in Field Practicum
- Inability to pass criminal background checks and child abuse clearances
- Engages in activities that have conflict(s) of interest with the educational setting or the Field Practicum Setting

7. Self-Awareness and Self-regulation

- Uses self-disclosure appropriately in the classroom, field placement, or the profession
- Maintains appropriate boundaries in all relevant relationships and settings
- Demonstrates the ability to examine personal values and their fit with professional expectations.
- Able to develop and grow in reconciling differences
- Able to engage in discussion and processing of uncomfortable topics
- Deals appropriately with issues which arouse emotions
- Demonstrates an awareness of one's personal limits
- Understands the effects of one's behavior on others
- Able to form positive working relationships with peers, faculty, supervisors and clients
- Able to work toward resolving one's personal issues that may impair performance
- Demonstrates the ability to manage stressors through the use of appropriate methods of coping
- Seeks out appropriate support when having difficulties to ensure success in completing course requirements
- Strives to work toward greater awareness of personal issues that may impede effectiveness with clients

Indicators of Concern

- Unable or unwilling to work through unresolved personal issues
- Unable or unwilling to control emotional reactions
- Demonstrates behavior consistent with impairment as a result of using alcohol or drugs
- Demonstrates behaviors that interfere with his or her ability to work effectively with peers, faculty, staff, clients and field instructors.
- Makes verbal or physical threats to peers, faculty, staff, clients and field instructors
- Demonstrates impaired judgment, decision-making, or problem-solving skills
- Fails to seek appropriate interventions to address substantial personal limitations that may interfere with professional functioning
- Demonstrates a negative attitude/lack of enthusiasm toward the social work program, the social work profession, and/or the field placement, to such a degree that it impairs the student's ability to actively participate in the learning experience.

- Unable to form effective relationships with clients, faculty, supervisors, or peers

8. Professional Competence

- Demonstrate the ability to utilize information to make informed and relevant decisions
- Demonstrates the ability to identify and critically analyze bio-psycho-social components and factors that affect individual, family groups and communities
- Demonstrates the ability to use critical thinking skills
- Able to meet the requirements for attaining the competencies found in the CSWE Educational Policy Statement

Indicators of Concern

- Failure to actively participate in the attainment of expected social work practice competencies.
- Unable to meet requirements of class or field requirements due to failure to balance personal and school responsibilities such as employment vs. school
- Inability to work within the framework of supervision – may include classroom instructor, field agency faculty or supervisor
- Impairment as described in Section 4.05 of the NASW Code of Ethics, which may include impairment due to psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with or impair professional judgment and or jeopardize the best interests of people for whom they have a professional responsibility

9. Diversity and Difference

- Remain open to people, ideas, and creeds with which they are not familiar
- Demonstrate the capacity and willingness to work with diverse client populations
- Maintain speech free of racism, sexism, ageism, heterosexism, stereotyping, ethnocentrism
- Demonstrate an understanding of how values and culture interact
- Participate in educational activities that promote sensitivity to, knowledge about, and appreciation of cultural diversity
- Demonstrate your commitment to social justice for all populations
- Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals, groups and communities
- Learn about methods of empowering populations and enhancing social justice

Indicators of Concern

- Is not willing to work with or gain a greater understanding of diverse populations
- Demonstrates the use of stereotypes, judgmental attitudes, or prejudice
- Fails to accept and work to understand values and practices in different cultures
- Does not understand the impact of oppression on individuals, groups or communities during any semester of enrollment in the BSW Program, including the last semester of enrollment.

Professional Academic Performance Standards (PAPS) Committee Retention and Termination of Students

In general, students who meet academic standards should have no difficulty meeting professional standards. However, on occasion a student may possess all the requisite academic skills and yet may not be ready to meet the emotional challenges of undergraduate studies. This lack of readiness would be evidenced by behaviors that emerge in the classroom, in relations with professors or other students, or in fieldwork. Since it is possible for a student to have difficulty relating with one particular professor or field instructor, the decision to terminate or take other disciplinary action against an undergraduate student (i.e., place on probation, suspension) will not be made by only one person but will be the decision of the PAPS Committee.

Procedures for Professional Termination or Other Disciplinary Action (i.e., Probation, Suspension) and Due Process Guarantees

- No student will be considered for professional termination on the basis of age, class, color, culture, disability, and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation and tribal sovereign status. (CSWE, 2015)
- All decisions to terminate or take other disciplinary action against an undergraduate social work student (i.e., place on probation, suspension) for professional performance will be made by the PAPS Committee. The Committee only makes decisions relevant to the Social Work Department. Student would be advised to pursue another major when necessary.

PAPS Student Performance Review

Students are expected to maintain the standards set forth in the SUNY Buffalo State Student Code of Conduct, the Social Work Program Student Handbook, and The Social Work Department Field Practicum Manual, the National Association of Social Workers *Code of Ethics*, and course syllabi. If a student fails to meet required professional program standards, he/she may be subject to a PAPS performance review.

The PAPS performance review is intended to provide students and faculty the opportunity to openly identify and discuss performance problems. Any Social Work faculty or staff member can submit a referral to the PAPS Committee. A member of the PAPS Committee may also submit a referral but will not be able to participate in the deliberations of the committee. In this case, an alternate person will be used.

Composition and Operation

Each academic year at the first faculty meeting, the full program will select a PAPS Committee for a term of one year. The Committee itself will select the Committee Chair. The Department Chairperson may not be a member or chair of the Committee. The Committee shall be composed of three faculty members.

No regular Committee member may consider a case in which he/she is considered to have a conflict of interest, as determined by the Department Chairperson. The Chair will designate an alternate member(s) to consider a case in place of a regular Committee member deemed to have a conflict of interest or to fill the absence of a regular Committee member. If additional alternates are necessary, the Committee Chair shall advise the Department Chairperson who shall bring the issue to the full Department.

PAPS Committee is a Program-level system for early detection of concerns with academic or professional performance. PAPS Committee will: 1) review criteria for performance review, 2) make recommendations to the Program for updates or changes to the review process, 3) receive requests for review of student performance, 4) review requests for review of student performance, and 5) make decisions on all reviewed requests.

PAPS Committee may decide that there is no basis for further action or that a specific student contract must be established for a probationary period before determining the need for further action. The contract will include problems to be solved, actions to be taken to solve the problems, a time period to carry out identified actions and re-evaluation of student performance, and consequences for noncompliance. The Committee will work with the student, his/her professor, and other relevant persons. In addition, the Committee reserves the power to terminate the student from the program under any of the following circumstances: if the student refuses to develop a contract, fails to fulfill the contract, or if during the process of completing the contract some serious negative behavior or failing academic performance occurs. Termination can occur any semester, including the last semester of enrollment in the Program.

Possible Outcomes from PAPS Committee Review

(The committee can only make decisions as they relate to the Social Work Department)

No further action: The student will continue in the department.

Probation: The student is placed on probation and is allowed to continue in the department for a time-limited period to allow for completion of a written corrective action plan that will include action items, with dates for completion and consequences for not abiding by the plan will be developed with the PAPS Committee.

Suspension: The student is temporarily removed from the department and required to complete a written corrective action plan developed with the PAPS Committee.

Termination: The student is dismissed from the department and therefore advised to pursue another major with the support of PAPS Committee members. In the case of a recommendation for termination of a student from the department two-thirds of the committee members must concur.

Failure to participate in the Performance Review and/or abide by the decision issued by the PAPS Committee will serve as grounds for termination from the program with no possibility for readmission. While every attempt will be made to include the student in the PAPS process, refusal to cooperate and/or participate in said process will be

grounds for termination from the program. In such instances in which a student refuses to meet with the PAPS committee, the committee will convene and issue a decision with the student in absentia.

Procedure for Requesting and Conducting Professional Performance Review

1. Before filing a request with the Committee, ***the potential faculty/staff person must make all reasonable efforts to resolve the matter with the student(s), including, but not limited to meeting with the student, reviewing the issue(s) with the Program Director, and, if recommended by the Department Chairperson, other campus resources. All such efforts to resolve must be documented in writing by the potential faculty/staff person, regardless of whether a request is dealt with by the Committee.***
2. If an eligible person completes a PAPS Referral Form with the Committee, it must be filed with the Committee Chair in writing, dated, and signed by the faculty/staff person and must include written documentation of: (1) the specifics of each actual performance incident on which the request is based, including student name(s), date, location, approximate time, and names of persons present; (2) all efforts to resolve prior to filing with the Committee, as required by point 1 above, with written documentation of same.
3. Barring extenuating circumstances, the Committee shall notify the faculty/staff member in writing within one week of its decision on whether their request meets Committee requirements for review. A Committee decision requires a majority vote.
4. If a review is granted, the Committee will send written and e-mail notification to the student(s) and faculty/staff member of the decision, including a copy of the request; notice to the student that they must submit a written reply to the faculty/staff member's filing to the Committee and the faculty/staff member within two weeks of receipt of the notice; and a statement that a Committee representative will contact both parties within two weeks to schedule a review. Barring extenuating circumstances, the Committee shall make a reasonable effort to schedule a review within two weeks of mailing the notice.
5. Students responding to a Requester filing may have a representative assist them with the process, including being on-site at the Committee meeting. However, in all cases, the students must speak for themselves and the representative shall have no right to speak to the Committee, other than introducing themselves to the Committee. For purposes of this section a representative may include only one person who may only be a person from the SUNY Buffalo State community (student, faculty, or staff). 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 the attorney will be referred to the SUNY Office of General Counsel. A student who fails to appear relinquishes the right to be heard.

6. Committee reviews are opportunities for both the faculty/staff member(s) and student(s) to submit their positions orally and in writing for Committee review. The faculty/staff member(s) and student(s) each will have a maximum of 15 minutes for their oral presentation. The Committee review does not include cross-examination between the parties; only questions by the Committee members. A faculty/staff member(s) or student(s) may ask the Committee chair to consider asking a question to the student(s) or faculty/staff member(s), respectively. The Committee chair has full discretion in deciding whether or not to honor the request.

7. All evidence presented by the faculty/staff member(s) and student(s) must be presented in writing to the Committee Chair within 7 days prior to the review.

8. Barring extenuating circumstances, the Committee shall issue a written decision to the faculty/staff(s) and student(s) within one week of the review meeting. A committee decision requires a majority vote. The decision must be sent by certified mail, return receipt requested, e-mail and include: the decision (i.e., probation subject to contract development and compliance, suspension, or termination), its effective date; and the appeal rights, as stated in this policy and procedure. Effective dates shall be established, subject to appeal rights. All committee decisions shall be considered final and consented to by the student unless the student exercises his/her appeals rights.

Procedure for Appeal of PAPS Decision

The student may appeal the decision of the PAPS Committee to the Department Chair. The student must submit a substantive written statement for requesting an appeal by Department Chair. The written request must be submitted within two weeks of the receipt date of the Committee's review decision notice. If this deadline is not met, the student is ineligible to appeal.

Upon receipt of the appeal notice from the student, the Department Chair will appoint an appeal committee from all eligible faculty members and a chair, but in no case may the review panel be less than two members. Eligible persons are full-time faculty and field liaisons. The following persons are ineligible: PAPS Committee members, and any other program members the Department Chair deems to have a conflict of interest. Department chair would be ineligible to serve on the committee.

Appeal Process

The Chair of the Appeal committee will determine if a second hearing is necessary. If so, the chair shall set a date for the hearing within two weeks. After a hearing date has been set, the Committee Chair shall give at least one week notice to Committee members, the faculty/staff member(s), student(s), and preceptor about date, time, and place for the hearing as well as the issues which will be considered by the Committee. The hearing notification will be sent via certified mail and e-mail. All Committee members, the student(s), and faculty/staff member(s) must be present at this appeal hearing. The student may be accompanied by a person from the SUNY Buffalo State community (student, faculty, or staff). 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 the attorney will be referred to the SUNY lawyer.

The Appeal Committee review is an opportunity for both the faculty/staff member(s) and student(s) to submit their positions orally and in writing for Committee review. Its purpose is to review whether the PAPS procedure followed the requirements of the policy and procedure and to review the substantive decision. The faculty/staff member(s) and student(s) each will have a maximum of 5 minutes for their oral presentation. The faculty/staff member(s) and student(s) written presentations from the Committee review will be the basis of their written presentation to the Appeal Committee. Requester(s) and student(s) may submit any new written documentation to the appeal committee within 3 days of the appeal committee meeting. The Appeal Committee review does not include cross-examination between the parties; only questions by the Committee members. A faculty/staff member(s) or student(s) may ask the Appeal Committee chair to consider asking a question to the student(s) or faculty/staff member(s), respectively. The Committee Chair has full discretion in deciding whether or not to honor the request. The student must leave the room at the time of deliberations.

Deliberations

Only the Committee members and the student's preceptor (if in attendance) will be present in the room for the vote. The preceptor will not vote. The Appeals Committee recommendation to the Program Director will be by majority vote. The Committee's responsibilities are to:

1. Consider all factors in the present and past performance of the student
2. Decide to support the decision of the PAPS Committee
3. Decide to overturn the decision of the PAPS Committee with an alternative plan to resolve the performance problems.

The Appeals Committee shall prepare a written recommendation to submit to the Program Coordinator, which will describe the nature of the performance problem, a summary of the facts as presented to the Appeals Committee, Committee's actions and reasons for the actions.

Notification

Barring extenuating circumstances, the Appeals Committee shall issue a written decision to the faculty/staff member(s), student(s), PAPS Committee chair, and Department Chairperson within one week of the review meeting. The decision must be sent by certified mail, return receipt requested, e-mail and include: the decision; its effective date; and the appeal rights, as stated in this policy and procedure. Effective dates shall be established subject to appeal rights.

Confidentiality

All procedures must be confidential to protect student's rights to privacy. All parties involved are expected to comply with this requirement.

Procedures for Readmission to the Social Work Program

Students who have to be terminated for reasons of academic and/or professional performance from the Social Work Program may, at a later date, seek to be readmitted. A terminated student who displays renewed determination to complete the program satisfactorily may reapply for acceptance after student has addressed the concerns that lead to the PAPS referral. The procedure for reacceptance is to write to the Social Work Department Chair to request a personal appearance before the Social Work Program. At this time, the student should give clear evidence of academic and/or professional growth during the period that he or she was out of the Program.

Resources for Consultation and Referral for Students of Concern These students may not be referred to PAPS based on the level of concern.

As per SUNY Buffalo State Emergency Procedures, students that demonstrate the following concerns will be referred to the appropriate resources.

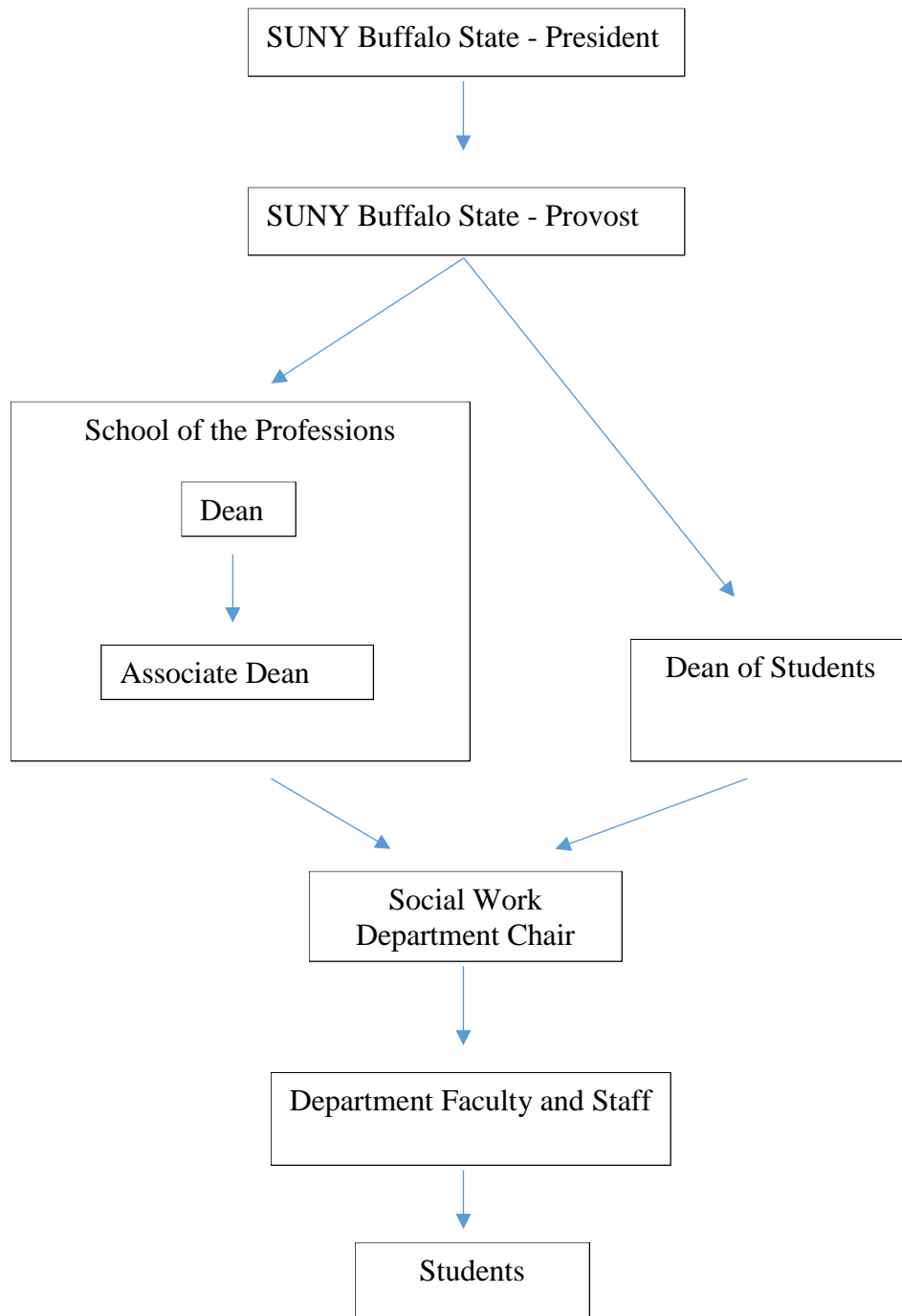
1. Emergency Response is when a student is a victim of attack or appears to pose imminent danger to the safety of him/herself or others. University Police will be contacted at 716-878-6333.

2. Mental Health Consultation is when a student exhibits severe anxiety, depression, suicidal thoughts, or intense emotional disturbances. If immediate threat exists University Police will be contacted at 716-878-6333. If no immediate harm seems likely College Counseling Center will be contacted during business hours at 716-878-4436. After hours Crisis Services will be contacted at 716-834-3131.

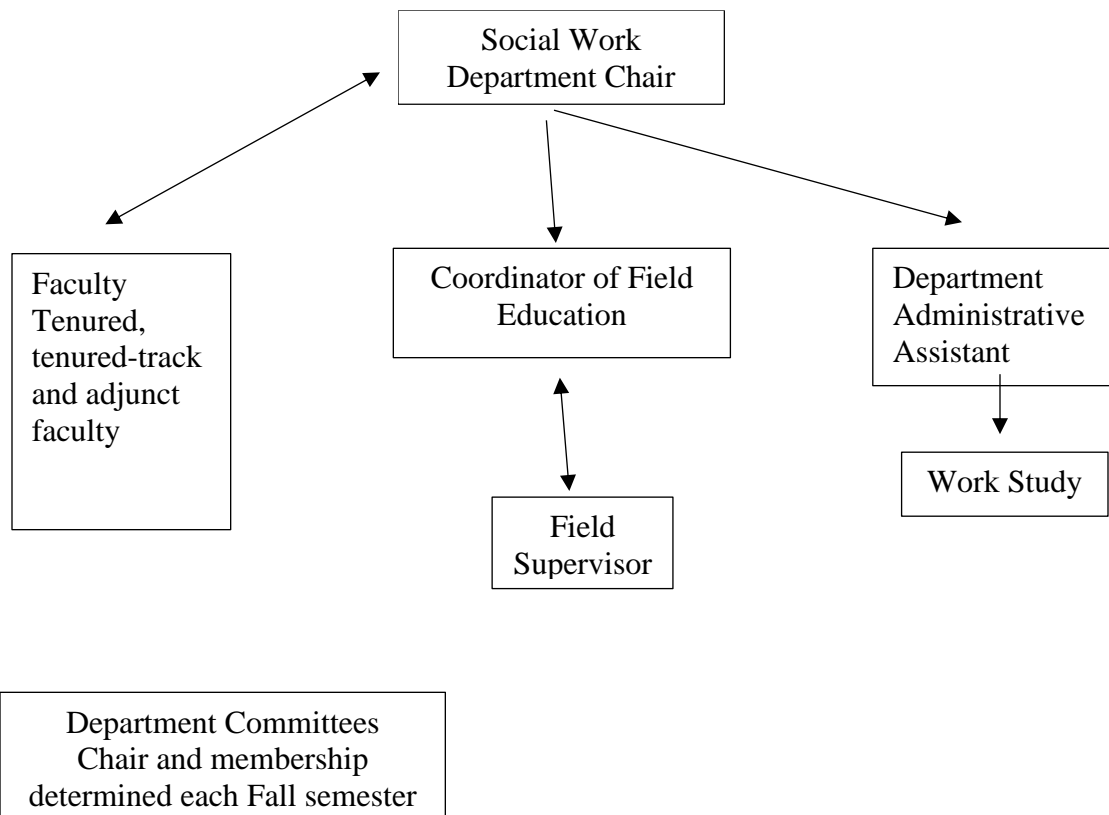
3. Conduct/Disruptive Behavior is when a student's behavior is inappropriate or disruptive to a class, a residence hall, or other campus location. If immediate threat exists University Police will be contacted at 716-878-6333. For non-emergency concerns the Dean of Students will be contacted at 716-878-4618.

ORGANIZATIONAL CHARTS AND LINES OF COMMUNICATION

SUNY BUFFALO STATE AND SOCIAL WORK DEPARTMENT ADMINISTRATIVE STRUCTURE



SOCIAL WORK DEPARTMENT ORGANIZATIONAL CHART



LINE OF COMMUNICATION IN THE SOCIAL WORK DEPARTMENT

GENERAL DEPARTMENT QUESTIONS

All general department relate questions, including prerequisites for declaring the Social Work Major, course scheduling, and other general questions, can be answered by the Department Administrative Assistant. Please allow one to two business days for the Department Administrative Assistant to respond to all general questions.

COURSE ISSUES

1. During the course of the semester, the Social Work Department Faculty and Staff understand unforeseen issue may occur. If you are experiencing issues external to school that are interfering with your ability in your course(s), please speak to your professor and schedule an appointment to discuss your situation. You may do this through Bengal Success Portal, campus email, or calling your professor directly. To schedule an appointment with the Coordinator of Field Education contact her directly via phone or email. For the Department Chair, do so through the Department Administrative Assistant.

During your meeting with your professor, they will work with you on developing a success strategy. This might include, but is not limited to, seeking out writing assistance, academic tutoring, academic coaching, counseling, coordinating assignment due dates, and withdrawing for the semester. For issues that are unusual and more long term in nature, your professor will document your success plan, request you sign the document, and expect follow through on the contract.

2. If issues remain unresolved, you may make an appointment with your faculty advisor. If your faculty advisor is also your instructor, you may schedule an appointment with the Department Chair by contacting the Department Administrative Assistant at (716) 878-5705. You are expected to bring all supporting documentation for your situation, as well as the success strategy contract and evidence of follow through on the contract.

During your meeting with your professor and advisor, they will work with you on developing a success strategy. This might include, but is not limited to, documentation discussing the plan you and your professor created, seeking out writing assistance, academic tutoring, academic coaching, counseling, coordinating assignment due dates, and withdrawing for the semester. For issues that are unusual and more long term in nature, your professor will document your success plan, request you sign the document, and expect follow through on the contract.

3. In some instances, your professor will contact you directly through email and/or in-person, regarding academic or behavior concerns. Students are expected to

follow-up with their professor by scheduling and keeping the appointment to discuss concerns. Your professor may create a success plan with you at this appointment. You and your professor will sign the success plan indicating you understand the expectations, strategies for success, and that you agree to utilize the plan.

4. If academic or behavioral concerns persist, or if you are not following the success plan created with your professor, your faculty advisor will contact you through email and/or in-person, regarding academic or behavioral concerns. Students are expected to follow-up with their faculty advisor by scheduling and keeping the appointment to discuss concerns. Your academic advisor may create a new success plan with you at this appointment. You and your faculty advisor will sign the success plan indicating you understand the expectations, strategies for success, and that you agree to utilize the plan.
5. If academic or behavior concerns persist, or if you are not following the success plan created with your faculty advisor and/or your instructor, you may be referred to the Professional Academic Performance Standards Committee (PAPS). If that happens, you will be contacted by the Chair of the Professional Academic Performance Standards Committee (PAPS). At this point, the Chair of the PAPS committee will coordinate a meeting date with you and the committee to discuss academic or behavioral concerns, and/or barriers you may be experiencing related to following the success plan created by your professor and/or academic advisor. Following the committee meeting, an action plan for your academic success will be created. The Chair of the PAPS Committee will review the success plan with you and answer any questions or concerns you may have. You and the PAPS Committee Chair will sign the success plan indicating you understand the expectations, strategies for success, and that you agree to utilize the plan.
6. If you would like to petition academic plans created by your professor, your faculty advisor, and/or the PAPS committee, please schedule an appointment with the Department Chair through the Department Secretary at 878-5705.
7. If you have met with your professor, met with your faculty advisor, met with the PAPS Committee, and met with the Department Chair, and are unsatisfied with the outcome, you may schedule an appointment with the Dean of Students, Campbell Student Union 311, by calling (716) 878-4618. You may also file a grievance. Instructions on filing a grievance can be found at <http://catalog.buffalostate.edu/undergraduate/student-complaints-grievances-and-appeals.htm>.

FIELD PRACTICUM ISSUES

1. If you are experiencing concerns related to your field placement (Junior Year), please schedule an appointment to discuss your concerns with the Coordinator of Field Education. You may schedule an appointment by contacting the Department Secretary at (716) 878-5705. The Coordinator of Field Education may contract with you related to your concerns and strategies toward addressing your concerns. In some instances, you may be requested to sign the contract indicating that you understand the expectations, strategies, and that you agree to the plan.
2. If you are experiencing concerns related to your Field Practicum (Senior Year) – your course or your field placement, please schedule an appointment with your Field Seminar Instructor. Your professor will work with you to create success strategies for addressing your concerns. In some instances, your professor will involve and/or consult with your Field Educator or with the Coordinator of Field Education while creating success strategies. You may be requested to sign the contract indicating that you understand the expectations, strategies, and that you agree to the plan.
3. After working with your Field Seminar instructor, if you continue to experience concerns related to your course or your field placement, you may schedule an appointment to speak directly with the Coordinator of Field Education. If your Field Seminar instructor is the Coordinator of Field Education, you may schedule a joint appointment with the Coordinator of Field Education and the Department Chair. To schedule an appointment with the Coordinator of Field Education and/or the Department Chair, please contact the Department Administrative Assistant at (716) 878-5705.
4. If you have met with the Coordinator of Field Education and continue to have concerns, you may schedule an appointment with the Coordinator of Field Education and the Department Chair by contacting the Department Administrative Assistant at (716) 878-5705.
5. If you still have concerns after meeting with the Coordinator of Field Education and the Department Chair, you may schedule an appointment with the Dean of Students, Campbell Student Union 311, by calling (716) 878-4618. You may also file a grievance. Instructions on filing a grievance can be found at <http://catalog.buffalostate.edu/undergraduate/student-complaints-grievances-and-appeals.htm>.

ADDITIONAL INFORMATION

SUNY BUFFALO STATE COLLEGE POLICIES

The Handbook of Student Policies may be found on the Dean of Students Office website at <http://deanofstudents.buffalostate.edu/handbook-student-policies>.

NON-DISCRIMINATION POLICY

The general policy against discrimination and harassment may be found on the SUNY Buffalo State website at <http://adminpolicylibrary.buffalostate.edu/sites/adminpolicylibrary.buffalostate.edu/files/uploads/Documents/General%20Policy%20Against%20Discrimination%20Harassment%20C%20final.pdf>

Discrimination grievance procedures may be found on the Office of Equity and Diversity website at <http://equity.buffalostate.edu/grievance-procedures>

SEXUAL HARRASSMENT POLICY

The policy on sexual harassment, sexual assault and other forms of sexual misconduct may be found on the SUNY Buffalo State website at <http://adminpolicylibrary.buffalostate.edu/sites/adminpolicylibrary.buffalostate.edu/files/uploads/Documents/Sexual%20Harassment%20Policy%20final.pdf>

The sexual violence response policy may be found on the SUNY Buffalo State website at <http://adminpolicylibrary.buffalostate.edu/sites/adminpolicylibrary.buffalostate.edu/files/uploads/Documents/Sexual%20Violence%20Response%20Policy%20final.pdf>

STUDENT COMPLAINTS, GRIEVANCES AND APPEALS

Information about the process to file a complaint, grievance or appeal may be found on the SUNY Buffalo State website at <http://catalog.buffalostate.edu/undergraduate/student-complaints-grievances-and-appeals.htm>

OTHER SUNY BUFFALO STATE POLICIES

A full list of all SUNY Buffalo State policies may be found on the Administrative Policy Library on the SUNY Buffalo State website at <http://adminpolicylibrary.buffalostate.edu/search-alphabet#n>

QUICK GUIDES

ADVISEMENT GUIDE

Purpose	When	Hierarchy of Communication
<p><u>Academic and Course Advisement</u></p> <ul style="list-style-type: none"> ❖ <u>All</u> students <u>must</u> receive advisement each semester to receive a pin number to register for courses. ❖ Topics discussed during advisement include, but are not limited to: course schedules, areas of interest, minors, electives connected to areas of interest, preparing for graduate school, areas of concern. 	<p><u>Advisement for J-Term and Spring Semesters</u>: October – November</p> <p><u>Advisement for Summer and Fall Semesters</u>: March – April</p>	<ol style="list-style-type: none"> 1. Check Degree Works to find your assigned faculty adviser or check the list on bulletin board outside the department, Students are assigned faculty advisers by the first letter of their last name. ALL FRESHMAN Pre-Social Work majors are advised by professional advisors. After you have earned 24 credits you will be advised by your Social Work Department Advisor. 2. The Academic Advising Center is located in 149 Butler Library 3. Academic Advising Academic Success SUNY Buffalo State College 4. Schedule an appointment to meet with your faculty adviser by: emailing, calling, signing your name on the posted scheduled on your adviser's door, or use the Bengal Success Portal to schedule an appointment. 5. If your faculty adviser is the department chair, call 878-5705 to schedule an appointment. 6. If you have questions unanswered by your faculty adviser, (Twin Rise South Wing 100) or the Academic Advisement Center: <ol style="list-style-type: none"> a. Collect documentation that you attempted to meet with assigned faculty adviser, and the Academic Advisement Center located in Butler library https://academicsupport.buffalostate.edu/academic-advisement-center 7. If you have followed these directions AND have documentation as evidence, you may speak with the department secretary to schedule an appointment to speak with the department chair.
<p><u>Department or Personal Advisement</u></p> <p>Students experiencing academic concerns</p>	<p>As requested by the student</p>	<ul style="list-style-type: none"> • Email or call your assigned faculty adviser when: • Unexpectedly experiencing a personal concern which is impacting academic performance • Unsure who to contact on campus for academic issues • Unsure who to contact in the community for personal concerns • Questions about the social work profession, preparing for future professional plans

	As requested by the department	Adviser will contact you to discuss academic and/or behavioral performance in the department and strategize ways to succeed and/or overcome concerns
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DECLARING PRE-MAJOR, MAJOR OR MINOR GUIDE

Purpose	When	Directions and Hierarchy of Communication
Declaration of Pre-Major	Prior to obtaining 45 credit hours	<ul style="list-style-type: none"> Admitted to the college as social work pre-major and assigned a faculty adviser Call 878-5705 to schedule an appointment with the department chair Fill out paperwork to declare social work pre-major with department chair Follow the schedule created with you and the department chair
Declaration of Major	<ul style="list-style-type: none"> ❖ Completed and met all admission requirements for the social work major ❖ Minimum of 45 credit hours ❖ Minimum overall GPA of 2.5 ❖ CWP102 with a C or above ❖ BIO101 ❖ Any psychology course ❖ Any sociology course 	<ul style="list-style-type: none"> Admitted to the college as a social work major Viewed social work department online orientation http://www.youtube.com/watch?v=Of2HW7lpl08&t=10s Review your Degree Works – check that you have met all the admissions requirements for declaring the social work major When admission requirements are met, call 878-5705 to schedule an appointment with the department chair BEFORE appointment with the department chair, view social work department online orientation http://www.youtube.com/watch?v=Of2HW7lpl08&t=10s. NOTE – FAILING TO VIEW THE ENTIRE SOCIAL WORK DEPARTMENT ONLINE ORIENTATION WILL RESULT IN RESCHEDULING APPOINTMENT WITH THE DEPARTMENT CHAIR – DELAYING DECLARATION OF THE MAJOR Fill out paperwork to declare social work major with department chair Create a schedule with the department chair Receive faculty adviser information
Declaration of Minor	<ul style="list-style-type: none"> ❖ Completed and have: ❖ Minimum overall GPA of 2.5 ❖ CWP102 (at least a C) 	<ul style="list-style-type: none"> Call 878-5705 to schedule an appointment with the department chair Fill out paperwork to declare social welfare minor with department chair Create a schedule with the department chair NOTE – Cannot major in social work AND minor in social welfare

TUTORING, WRITING AND GENERAL SUPPORT GUIDE

Purpose	When	Directions and Hierarchy of Communication
Tutoring	Questions about: <ul style="list-style-type: none"> ❖ Social work, assignments ❖ Understanding social work subject matter ❖ Writing social work assignments ❖ English as a Second Language 	<ul style="list-style-type: none"> • Tutoring Academic Success SUNY Buffalo State College • Academic Success – Academic Commons 149 Butler Library • Other Tutoring Academic Success SUNY Buffalo State College • STAR-NY online tutoring: Sunday through Thursday, 7pm-Midnight, http://www.cortland.edu/asap/online/Star-NY_signin.asp • If you have questions unanswered by your Academic Success AND STAR - NY, you are encouraged to schedule an appointment with your professor and prepare for this meeting by bringing all work done with TLC and STAR-NY, including specific questions left unanswered
Writing Assistance	<ul style="list-style-type: none"> ❖ Instructor recommends ❖ Consistently receiving lower grades due to grammar, language, critical thinking, conceptualizing, organization, and/or spelling issues 	<ul style="list-style-type: none"> • Writing Center: 143 Butler Library in the Academic Commons • Writing Center Academic Success SUNY Buffalo State College • STAR-NY online tutoring: Sunday through Thursday, 7pm-Midnight, • Sharing Technology and Academic Resources – New York (STAR-NY) (starny.org) <p>If you have questions unanswered by your TLC AND STAR-NY, you are encouraged to schedule an appointment with your professor and prepare for this meeting by bringing all work done with TLC and STAR-NY, including specific questions left unanswered</p>
Academic Advisement or	<ul style="list-style-type: none"> ❖ Recommended by faculty or chair ❖ Organizing and managing work and/or school obligations 	<ul style="list-style-type: none"> • Academic Success: Academic Advising Academic Success SUNY Buffalo State College 149 Butler Library
Counseling Center (Free)	Stress, personal concerns, support	<ul style="list-style-type: none"> • Counseling Center, Weigel Health Center – 2nd Floor, schedule appointment The Counseling Center SUNY Buffalo State College

Student Accessibility Services		<ul style="list-style-type: none"> • Support, accommodations, technology assistance. • Student Accessibility Services SUNY Buffalo State College • 160 Butler Library
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REFERENCES

References for the Procedures for Professional Behavior and Academic Performance Standards and the Professional Academic Performance Standards Committee for the Retention and Termination of Students was developed with the use of information in SUNY Buffalo State Social Work Department Student Handbooks and materials found from the following references:

- Ball State University, Social Work Department. (2013). Field Practicum Handbook for the Bachelor of Social Work Program <http://cms.bsu.edu/Academics/CollegesandDepartments/SocialWork/FieldEdu/FieldPracticum/FPPractiumManual.aspx>
- East Tennessee State University, Department of Social Work. (2010). Social Work Student Handbook: Professional Development. <http://www.etsu.edu/cas/socialwork/>
- Indiana State University, Social Work Department. (2011). Student Dismissal and Continuation Policies: [http://socialwork.iu.edu/files/documents/bsw_student_handbook/BSW%20Handbook %202012-2014%20Final.pdf](http://socialwork.iu.edu/files/documents/bsw_student_handbook/BSW%20Handbook%202012-2014%20Final.pdf)
- Indiana University East, School of Social Work, Policy on Student Continuation, Review & Dismissal: <http://www.iue.edu/socialwork/bsw/>
- IUPUI School of Social Work. (2011). BSW Student Handbook: Student Development. http://iupui.socialwork.iu.edu/academic_programs/bsw_program_indianapolis/bsw_program_indianapolis_student_handbook.html
- Lock Haven University, Social Work Department (2010). Student Termination Policy: http://www.lhup.edu/colleges/Business_Information/social_work/index.html
- Northern Arizona University, Social Work Program (2010). Academic Performance Standards for Admission, Retention, and Graduation: http://home.nau.edu/images/userimages/jmk283/9726/ps-social_work.pdf
- Radford University (2010). Social Work Candidate Evaluation: Professional Characteristics and Dispositions: <https://php.radford.edu/~sowk-web/>
- Saginaw Valley State University, Social Work Department. (2010). Gate Keeping Issues: http://www.svsu.edu/fileadmin/websites/socialwork/PDFs/2011_Social_Work_Student_Handbook_2011.pdf
- University of Southern Indiana, Social Work Department. (2015) BSW Performance Standards for Student: Retention, Review and Termination: <https://www.usi.edu/media/4708107/20152Student-Performance-Standards>.
- Council on Social Work Education. (2015) Educational policy and accreditation standards. Alexandria, VA: Author
- National Association of Social Workers (NASW). (2008) Code of ethics. Council on Social Work Education. Available at <https://www.socialworkers.org/pubs/code/code.asp>
- Raymie, H. W. (2004). Legal guidelines for dismissing students because of poor performance in Field Special section: Field Education in Social Work. Journal of Social Work Education, 40 (3), 403-414. The Problem Solving Process.

SUNY BUFFALO STATE SOCIAL WORK DEPARTMENT

2021 – 2022 STUDENT HANDBOOK ACKNOWLEDGEMENT FORM

I acknowledge I received and read the entire
Social Work Department Student Handbook

Initial here

I understand I am responsible for **all** policies
and procedures stipulated in the handbook.

Initial here

I had all questions about the Handbook answered
by the Department Chair or my Faculty Advisor
and I understand my responsibilities in the
Department.

Initial here

Student Name (Print): _____

Student Signature: _____

Date: _____

Faculty Advisor or Department Chair Signature

Date