



School of Social Work

University at Buffalo *The State University of New York*

2007-2008 STUDENT HANDBOOK

MASTERS OF SOCIAL WORK STUDENTS

Revised 11/20/07

Welcome to the School of Social Work

This manual was prepared as a guide to the policies and procedures at the School of Social Work. The general policies and procedures of the Graduate School are found in the Graduate School Policies and Procedures Manual, which is available in 408 Capen Hall, North Campus. Or view online at <http://www.grad.buffalo.edu/policies/index.php>

This handbook, together with the SSW Web site and the SSW Information Site on UBLearns, is intended to provide you with a comprehensive guide to not only surviving but also thriving during your graduate studies.

It is important for MSW students to be aware of and understand the policies and procedures at the School of Social Work and the University. Students are encouraged to contact their assigned faculty advisor should they have any questions.

We wish you the very best and hope your stay with us is engaging, challenging and successful.

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UNIVERSITY CALENDAR

MSW students receive a copy of the Field Manual, which includes a fieldwork calendar. Remember to check the start/end dates for field placements, which often differ from those of academic classes.

2007 Summer Sessions

Date	Event
Monday, May 21 - Friday, June 29* (6 weeks)	Summer Session I (J)
Monday, June 25 - Friday, August 3** (6 weeks)	Summer Session II (K)
Monday, July 2 - Friday, August 10** (6 weeks)	Summer Session III (M)
Monday, May 21 - Friday, July 20* ** (9 weeks)	9 Week Sessions (L)
Monday, May 21 - Friday, July 27* ** (10 weeks)	10 Week Sessions (A)
Monday, May 21 - Friday, August 10* ** (12 weeks)	12 Week Sessions (I)
Dates Vary	Session X (Non-Standard)
Monday, May 21 - Friday, June 29* (6 weeks)	Summer Session I (J)
Monday, June 25 - Friday, August 3** (6 weeks)	Summer Session II (K)
* May 28th - Memorial Day holiday observed ** July 4th - Independence Day holiday observed	

Fall Semester 2007

Date	Event
Monday, August 27	Classes begin
Monday, September 3	Labor Day Observed
Wednesday, September 12 Thursday, September 13	Rosh Hashanah (Classes cancelled after 6:00 PM) Classes Resume at 6:00 PM
Friday, September 21 Saturday, September 22	Yom Kippur (Classes cancelled after 6:00 PM) Classes Resume at 6:00 PM
Wednesday, November 21 - Saturday, November 24 Monday, November 26	Fall Recess Classes Resume
Friday, December 7	Last Day of Classes
Saturday, December 8 - Sunday, December 9	Reading Days
Monday, December 10 - Monday, December 17	Semester Final Examinations
Tuesday, December 18	Winter Recess Begins

Spring Semester 2008

Date	Event
Monday, January 14 Monday, January 21	Classes begin Martin Luther King Day Observed
Monday, March 10 - Saturday, March 15	Spring Recess
Monday, March 17	Classes Resume
Monday, April 28	Last Day of Classes
Tuesday, April 29 - Wednesday, April 30	Reading Days
Thursday, May 1 - Thursday, May 8	Semester Final Examinations



School of Social Work

University at Buffalo *The State University of New York*

The *Vision* of the University at Buffalo School of Social Work:

The diverse community of UB's School of Social Work is unified by our *vision* of a better society achieved through generation and transmission of knowledge, promotion of social justice, and service to humanity.

The *Mission* of the University at Buffalo School of Social Work:

In our teaching, research, and service we strive to:

- educate future generations of social workers who will be the leaders of the profession locally, regionally, nationally, and internationally;
- facilitate critical inquiry into and analysis of the causes and consequences of social problems and injustice;
- produce innovative, theoretically-based and empirically-sound means of alleviating and rectifying such problems and injustices through policy and practice;
- provide professional leadership in resolving critical social, economic, and political challenges;
- be responsive and responsible members of our university, regional, national, and global communities; and
- honor the inherent dignity, rights, and strengths of all individuals, families, and communities.

POLICIES AND PROCEDURES FOR STUDENTS

ADVISEMENT

As part of the registration procedures, each student selects a program of courses to fulfill the degree requirements. Students are responsible for ensuring that courses selected will meet the requirements for graduation. Each student must then officially register for the appropriate courses every semester according to the deadline dates established by the School of Social Work and the UB Student Response Center (SRC). Students who withdraw must inform both the School of Social Work and the SRC.

Faculty Advisors

Each student is assigned a faculty advisor at orientation who is a resource for academic and career planning. This full-time faculty member can help resolve problems regarding coursework and/or field placements.

When a problem is brought to an advisor's attention, he or she will consider it in the context of the student's other endeavors as well as the student's classroom and field environments.

Students are encouraged to establish ongoing relationships with their advisors and to seek them out not only when difficulties arise but when questions surface about matters such as study skills, course selection, licensing exams, and job opportunities.

Students work with their advisors for the duration of the program. However, students may change advisors by filing the *Request for Change in Academic Advisor* form included in the Appendix of this Student Handbook. They will need to get approval from their new advisor. The completed form needs to be given to the Student Services Coordinator.

BIOLOGY REQUIREMENT

The School of Social Work requires that all students complete an undergraduate HUMAN biology course by June 1st, prior to entering their Concentration year. This Human biology course is an admissions requirement of the School. Before entering the Concentration curriculum, you must have taken a class or combination of classes with significant content in human anatomy, reproduction, and development. ***Students will NOT be allowed to take Concentration courses, including advanced interventions courses unless this requirement is met.*** Introductory biology classes (e.g., General Biology, Principles of Biology) that focus on life sciences at the cellular and molecular levels will NOT fulfill this human biology requirement. If you are unsure whether courses you have taken satisfy the

human biology requirement, submit descriptions of the courses (syllabi, course catalog descriptions) to the Admissions Office for review. Classes that meet this requirement include “Human Anatomy and Physiology” and “Human Biology: The Human Body.”

Only traditional program students may take the School’s human biology refresher course in the summer before entering the program. Part-time traditional students may also take it the summer before their second year. Students in the PT Advanced Standing or FT Advanced Standing Programs are NOT eligible for this course as they are entering our school in their advanced year.

CLASS ATTENDANCE

The School of Social Work adheres to the university’s policy on class absences detailed below:

University at Buffalo Class Absence Policy Adopted 11 December 2001

This "Class Absence Policy" was adopted by the Faculty Senate of the University at Buffalo at its meeting 11 December 2001:

“The University at Buffalo recognizes that attendance at all class sessions and associated activities is highly valuable for all students. The University acknowledges, however, that occasional absences will occur and that some of these will be unpredictable. Fairness requires that students know the absence policies for their classes, and that to the maximum extent reasonably feasible there be alternatives permitting students to make up required course activities from which they are justifiably absent. The responsibilities of faculty and students are: Every class instructor shall provide to students a course syllabus during the first week of class that specifies attendance policies and dates and times for classes, exams and all other required activities. Instructors shall provide reasonable alternatives to students for required course activities from which they are justifiably absent. Instructors shall observe University policy when scheduling class activities: ‘Classes are to meet at the time and on the campus listed... [on the Class Schedule section of the Student Response Center website (accessible through MyUB)], unless changed with the consent of the entire class.’ [The Faculty Handbook, III.E., Faculty Teaching Responsibilities]

Students may be justifiably absent from classes due to religious observances, illness documented by a physician or other appropriate health care professional, conflicts with University sanctioned activities, public emergencies, and documented personal or family emergencies. The student is responsible for notifying the instructor in writing with as much advance notice as possible of required absences in a timely manner, preferably at the beginning of the course. It is recognized that such absences, especially

for illness, emergencies, or University sanctioned activities, may not be known at the beginning of a semester. Absences for University sanctioned activities shall be certified in writing by an appropriate senior University administrator, e.g., the vice president for student affairs, the dean for student affairs, the director of athletics, or the vice provost for academic affairs. Students are responsible for the prompt completion of any alternative assignments.

In the event a student absence situation cannot be resolved between the student and the class instructor, or either party is aggrieved by the process, appeal shall proceed sequentially to the department chair, unit dean, and finally the vice provost for academic affairs.

In applying the provisions of this policy, faculty and administrative officers are responsible for exercising the fullest measure of good faith.”

Individual faculty members may determine specific policies about attendance.

RELIGIOUS HOLIDAYS

The following is policy throughout the State University system: "On those religious holidays when members of a faith typically observe the expectation of church or synagogue that they be absent from school or work, campuses will avoid the scheduling of such events as registration, the first day of classes, or student convocations, and individual students will be excused from class without penalty if expressly requested." (From SUNY Policy Manual, 1975, Section No. 091.3)

At this University center, if such a requested absence results in a student's inability to fulfill the academic requirements of a course scheduled on that particular day, the instructor should provide an opportunity for the student to make up the requirement without penalty.

HIPAA COMPLIANCE

As noted in class syllabi, students are expected to adhere to HIPAA's privacy requirements when they are in the classroom. Once students begin their field placements, they should consult the School of Social Work Field Education Manual for further HIPAA adherence policy beyond that required in the classroom.

GRADES

Students must complete all foundation courses with a “B”- or better before they enroll in any Concentration course. Advanced-standing students need to pass both 540 and 541 with a “B-“ or better before they enroll in any Concentration course. Receiving a grade below a “B-“ in a required course or receiving a U in Field may require a student to take a leave of absence and/or drop below full-time, and will extend the length of his/her program.

A minimum grade of B- is required in all non-elective and Concentration coursework. Students may repeat courses for which they receive a grade lower than a B- only once; they must achieve a B- or better on the second attempt. If a student receives less than a B- in the second attempt, he/she will be dismissed from the program.

The following grading system is designed to provide the greatest possible flexibility in planning academic programs. The instructor will announce the grading procedures for the course at the first meeting of the semester. Students who wish to be graded on a procedure different from the one the instructor announces must submit a written request to the instructor by the fourth week of class. The instructor's decision will be final and will be transmitted to the student in writing.

Letter Grades

The letter grades "A", "A-", "B+", "B", "B-", "C+", "C", "D", and "F" carry quality points of 4.0, 3.67, 3.33, 3.0, 2.67, 2.33, 2.0, 1.0, and 0.0, respectively. Field (550, 551, 552, 553) are the only courses in the school that can be graded Satisfactory/Unsatisfactory.

Grading and Requirements for Field I & II

All field placements are a year in length. The Registrar registers each student for every semester of the foundation and Concentration placements based on the student's faculty liaison. Field education courses are the ONLY courses graded Satisfactory/Unsatisfactory, with "S" indicating credit and "U" indicating no credit. The "S" grade in field will be awarded only in those instances where a student's letter grade would have been equivalent to "B-" or better. With the exception of the field practicum "S" grade, "S" grades will not carry academic credit. Students who have passed their first semester of their placement are given an "L" grade to indicate successful continuation of their full year placement. After completion of the full year placement, this "L" grade will be changed to either an "S" or a "U" depending upon the evaluation given by the student's field educator.

The field educator, using the School's *Field Performance Evaluation Form* with the student's learning contract as a guide, evaluates Field performance. Grades are assigned by the faculty liaison based on evaluative information from the field educator.

The *Field Performance Evaluation Form* provides a rating scale ranging from "unacceptable" to "outstanding". The actual grade options for field education courses are pass/fail: "S" (Satisfactory) or "U" (Unsatisfactory). The "S" grade in Field is awarded when a student's letter grade would have been equivalent to a "B-" or better. Students must complete the entire year of Field placement to receive a grade. Please see your field handbook for further details.

Grading/Requirements for Interventions I (SW 520) and Theories of Human Behavior and Development (SW 505) as they relate to Field Placement

Students must pass SW520 (Interventions I) and SW505 (Theories of Human Behavior and Development) with a "B-" or better in order to continue on in SW 551 (Field II) even if they have performed satisfactorily in SW 550 (Field I). In cases where a student does not successfully pass either 520 or 505 the student must wait until the following academic year to repeat both SW 550 (Field I) and the course or courses in which they received a grade below a "B-". This may require taking a leave of absence from the program.

- A student with an approved leave of absence who returns to the MSW program must repeat SW 550 in the same semester of the following academic year but may do so without re-registering (re-paying) for this course. If he or she successfully completes SW 550 and SW 551, the "L" will convert to an "S" grade. If the student does not return to complete SW 550 and SW 551, the "L" will convert to a "U".

Please be aware that an "IU" grade in SW 520 or SW 505 will result in the removal of a student from SW 551 (Field II) until the "IU" is resolved.

RELATED POLICIES ON GRADING

"I", "U", "L", and "J" Grades

- a. A grade of "Incomplete" (I) may be given only in those instances in which the student has not been able to complete all the assigned projects and/or examinations in a course due to illness or other unforeseeable and compelling circumstances. "Incompletes" are not available to students who have not satisfactorily completed the academic requirements of the course. "Incompletes" should not be used for independent study or projects in which continuing registration is required by the University.
- b. UB requires that faculty and students wishing to obtain an "I" grade complete a Departmental Request for Grade of Incomplete. This form must be submitted to the Associate Dean for Academic Affairs and can be found at <http://scr.buffalo.edu/pdf/RequestforIncompleteGrade.pdf>
- c. If an "I" is given, a letter grade must be assigned after no more than two additional semesters plus the intervening summer as established by the academic calendar. If the course requirements are not completed by that date, the "Incomplete" will automatically be changed to an "Unsatisfactory" (U) grade.
- d. Individual instructors may set their own conditions for removing an "Incomplete" as long as the time limit is not longer than the time limit specified in section "b" above.
- e. If there is a valid reason for waiving the deadline for removing an "Incomplete" grade, the

student may submit a petition for extension of removal of an Incomplete to the instructor, which, if subsequently approved, must be endorsed by the associate dean for academic affairs and the dean of the graduate school prior to the deadline for removal of the “Incomplete” (see b. above). See the SW Academic Affairs Office for this petition form.

- f. Once an "Incomplete" is changed to a "U" grade, the course, if offered again, may be repeated for credit as long as the student's cumulative grade point average is at or above 3.0.
- g. No student may register for courses in the Concentration Curriculum who has an “Incomplete” in a required foundation level course or SW 540 or 541.
- h. In cases where an instructor cannot determine a grade because of administrative or other difficulties, a “J” grade may be temporarily assigned until the problem is resolved. A “J” grade reverts to an “F” after one semester. Students receiving a “J” grade should speak with the instructor to ascertain the nature of the problem as soon as possible after grades are received.
- i. In cases where one grade is assigned for two semesters' work, an “L” grade is temporarily assigned for the first of the two semesters. The grade will change to a “U” or “S” upon completion of the two-semester sequence.

Grading and Retention

All students are required to maintain a cumulative "B" (3.0) grade point average and have a 3.0 GPA or better upon graduation from the School. Students who drop below a cumulative 3.0 GPA will be on academic warning during the following semester. If the student does not raise his or her cumulative GPA to 3.0 after 11 graded credits of subsequent social work courses, he or she will be dismissed from the School. “S” and “U” grades do not affect GPA.

Students must complete all foundation year required courses or SW 540 and SW 541 with a “B-“ or better before being allowed to enter Concentration year courses. Students may apply for a one semester extension of academic warning if there have been serious extenuating circumstances that have affected their academic progress. This application should be made, in writing, to the associate dean for academic affairs prior to notification of termination from the program. Extensions will be granted only if the student can demonstrate the following: 1) the existence of serious extenuating circumstances; 2) a clear, realistic plan for how academic progress will be improved in one semester; 3) proof that the student has/will utilize appropriate student support services. Once students have been terminated from the MSW program they are no longer eligible for an extension of academic warning.

Change of Grade

Changes from one letter grade to another must be initiated by the instructor on a *Change of Grade Form* to be signed by the instructor, the associate dean for academic affairs and the dean. A reason for the requested change must be provided, and the changes must be approved by the UB Office of the Graduate School.

REGISTRATION

The School of Social Work registers students as either matriculated or non-matriculated. Matriculated students have been admitted to the School as degree-seeking students. For matriculated students, the minimum semester course load is six credits for part-time students and twelve credits for full-time students. Full-time students with an assistantship are considered full-time if they register for nine credits.

Non-matriculated students may enroll for elective courses only, as available, at a maximum of two courses in Social Work per semester. If a non-matriculating student is officially admitted to the MSW degree program, a maximum of nine credits earned as a non-matriculated student may be applied towards the degree. These courses may count as elective credits only, and they must have been earned within six years preceding the first semester of matriculation.

Matriculated students at the Buffalo campus may register for courses at an off-site campus if space permits. Matriculating and non-matriculating students attending courses off-site are assessed additional site-specific fees based on the number of seated course credits they register for.

The School has three interdisciplinary programs: BA/MSW, JD/MSW and MBA/MSW. The University prohibits students in interdisciplinary degree program from registering themselves. These students must be force registered by the SSW Registrar. Students in these programs must complete an SSW Interdisciplinary Program Registration Form prior to the start of the registration period in order to be force registered by the SSW Registrar. Identified students will receive this form in their registration materials each semester.

Students who register for a course and decide not to take it must officially drop it by the semester's drop/add date or resign it by the appropriate deadline to avoid submission of a failing grade. In such cases, tuition will be charged. Students must consult with the Student Response Center for the deadlines, which differ each semester.

Advanced Standing Students

Students with advanced standing have graduated with a BSW from an accredited undergraduate program and are exempted from the School's foundation-year courses. Advanced students **MUST** complete a human biology course prior to entering their Concentration year. For more details please see the Biology Requirement content of this handbook. Full-time advanced standing students enter the program the summer before the Concentration year and are required to complete SW540 Advanced Standing Foundation (3 credits) and SW541 Advanced Standing Research (3 credits) with a "B-" or better prior to beginning Concentration-year courses. Full-time advanced standing students must complete 29 credit hours in the Concentration year of the program in addition to the summer courses. Students must complete the requirements for at least one Concentration and complete at least nine

credits of electives.

Traditional and Advanced Standing Part-Time Students

Part-time students register for Fall, Spring, and Summer semesters in accordance with the schedule described in this manual. Depending on the semester, part-time students must register for 6-8 credits, for a total of sixty credits including nine credits of electives. The part-time program is a three-year (including summers), nine-semester program.

In the part-time advanced-standing program, students take SW 540 and SW 541 in the Spring following admission to the program. They then join the rest of the part-time students for semesters six through nine. Part-time advanced standing students begin field in their 4th semester.

INTERDISCIPLINARY PROGRAM REGISTRATION

JD/MSW Program

Students in the JD/MSW program register for the Fall and Spring semesters in accordance with the schedule described in the program's brochure. They may choose to begin the four-year degree-program either in the Law School or the School of Social Work. Students in this program may use nine credits of pre-approved electives from the Law School towards those required for the MSW degree. Specific questions concerning this program should be directed to the School of Social Work's associate dean for academic affairs.

Advanced Standing JD/MSW Program

Students with BSWs who are admitted to the Advanced-Standing JD/MSW program can complete both degrees in three years including one summer. JD/MSW students must take SW 540 and SW 541 in the Summer preceding entry into the MSW Concentration curriculum. For more details please see the Advanced Standing content above.

MBA/MSW Program

Students in the MBA/MSW program register for the Fall and Spring semesters in accordance with the schedule described in the program's brochure. Students begin the three-year degree in the School of Management. Students in the program use 12 credits of pre-approved courses from the School of Management towards those required for the MSW degree. Specific questions concerning this program should be directed to the School of Social Work's associate dean for academic affairs.

Off-site Program Students

Students attending classes at the off-site programs register for classes like other matriculating students. Students attending classes at the off-site programs must pay additional fees directly to the site where classes are delivered. These fees are based on the number of seated credits the student is registered for.

MINIMUM CREDIT HOURS FOR FINANCIAL AID

All full-time graduate students must be registered for twelve credit hours (nine hours with a graduate-, teaching, or research-assistantship) to be considered full-time by loan agencies, by the U.S. Immigration Service, or for tuition scholarship purposes. Part-time students must enroll in six credit hours to qualify for financial aid.

MAXIMUM CREDITS PER SEMESTER

Social Work students may register for no more than nineteen credit hours per semester without an academic override. Requests to override maximum credit hours must be justified to and approved by the associate dean for academic affairs of the School of Social Work.

INDEPENDENT STUDY

A student desiring an independent study should complete the *Independent Study Contract* form prior to the registration period for the “target” semester. The contract details the content, products and timeline for completion. This form must be signed by both student and instructor. The student obtains the registration number from the Student Response Center website and registers through BIRD or online registration. The student gives the form to the registrar. This Independent Study contract is signed by the associate dean for academic affairs and kept in the student’s file for graduation.

An independent study course must not duplicate an existing course. The Independent Study should contain some graded product. Generally, a one-credit Independent Study course represents a time commitment of four hours per week. Three credit independent studies are rare; most faculty members expect a publishable product for this amount of credit.

DEGREE TIME LIMITS

A student must complete all degree requirements within four years of initial matriculation. A student who graduates after his or her entering class will have to satisfy the graduation requirements of the currently graduating class. Courses taken more than six years before matriculation cannot be applied towards the degree.

The School expects that all students and field educators will abide by the NASW Code of Ethics. Students and field educators receive a copy of the Code at orientation. A copy can also be obtained through the National Association of Social Workers (Telephone: 800-638-8799 or Website: www.socialworkers.org).

RE-ENTRY TO MSW PROGRAM

Students who have left the University after completing some graduate work and who are not on a leave

of absence must re-apply to the School of Social Work in order to re-enter. Please be advised that the faculty routinely change admission requirements. Applications for readmission will be governed by the current admission criteria. In addition, consideration will be given to the length of absence and changes in the requirements for the degree. Decisions whether to readmit the student and which courses may count toward the degree requirements will be made by the associate dean for academic affairs.

TRANSFER CREDIT/OUTSIDE ELECTIVE CREDIT

A maximum of six credits of elective course work (three credits for advanced-standing) from an accredited graduate program in another field of study will be allowed from outside the School of Social Work as transfer credit to the MSW program. Transfer credit must be requested within six years of course completion. It must also be related to social work and approved by the associate dean for academic affairs. Such course work must be taken for letter grade(s) and the student must receive a “B” or better.

Advanced Standing students must take a minimum of nine credits of electives. A minimum of six elective credits must be taken within the School of Social Work. This minimum of six required elective credits in the School excludes Independent Study credits.

The above applies only to courses taken in non-social work graduate programs or social work programs that are not accredited by the Council on Social Work Education. Transfer of credits from schools of social work accredited by the Council of Social Work Education may not exceed 30 semester credit hours. Transfer of these credits must be approval by the coordinator of student services and the associate dean for academic affairs. The student will be notified by the student services coordinator regarding the decision to accept transfer credits towards the degree. Students requesting acceptance of transfer credits must complete a *Transfer-Credit Form* (see Miscellaneous Forms) and submit it to the Student Services Coordinator with a copy of the appropriate syllabus.

Students who transfer into the Concentration Curriculum from an accredited MSW program must demonstrate that the program from which they transferred links the equivalent of Interventions I (SW520) with a field placement and has the equivalent of SW 514- Evaluation in Social Work in the foundation curriculum. If they have not had a research application course in their foundation curriculum, they will be required to take SW 514 and earn a “B-“ or better before entering the Concentration curriculum.

Graduate credits earned through any school of social work Continuing Education Program will not be accepted as degree credits.

Partial-year field credits cannot be transferred. Students who completed a full year of foundation field but accrued fewer hours than our foundation field can transfer in those credits. However, the student must earn the equivalent total hours of field required in our program in order to graduate. The student will take the additional hours in Concentration field placement.

Note: Matriculating students may not take courses outside the department unless they are currently in

good academic standing and have no incompletes at the time that they register for the course.

COURSE AVAILABILITY

The faculty and administration of the School of Social Work pride themselves on the richness and flexibility of the School's curriculum and course offerings. In order to offer a quality education at an affordable price, enrollment levels may occasionally affect the variety of elective courses available to students or reduce the range of days and times that sections of the same class can be offered.

Generally, the School reserves the right to cancel a class if the enrollment drops below a reasonable number (usually seven). In the case of required courses, the School guarantees that the course will be available to students who need to take it to graduate, but may decide to consolidate sections of the same course if enrollment is low. In such cases, courses may be offered in the evening only.

Advanced-interventions courses (i.e., courses numbered between 522 and 531) and elective courses with low enrollment may be cancelled altogether if a suitable elective or advanced interventions course is available in the same semester. Students wishing to take a particular elective or advanced interventions course are urged to take it as soon as possible in their education as long as all prerequisites have been met. Occasionally, students are polled about their elective preferences. Please participate in these polls as they help the School plan which electives and advanced interventions courses will be offered.

STUDENT SERVICES

The UB School of Social Work is most anxious to ensure that students who are in need of services receive them, including but not limited to those that need reasonable accommodations. It is important that anyone who requests such accommodation contact the Office of Disabilities Services (645-3116) or visit their office at 25 Capen, North Campus. The school recommends that students in need of reasonable accommodations contact the office at the beginning of each semester in order to contract with them concerning needed accommodations for the courses being taken.

The school recommends that students provide their instructors with a copy of the accommodation letter from the Office of Disabilities that details accommodations they may need at the beginning of each semester. Faculty are encouraged to identify methods of course content delivery that are accessible to all students.

FLEXIBILITY OF THE CURRICULUM AND STUDENTS IN SPECIAL CIRCUMSTANCES

The School is committed to accommodating the individual interests and needs of its students while ensuring that it prepares students for taking licensure exams and meeting all CSWE standards for accredited MSW programs.

The following features of the curriculum help students tailor their education to their needs and interests:

- Four Concentrations;
- A menu of advanced interventions courses not tied to particular Concentrations; and
- A range of acceptable electives that includes courses in other Concentrations, additional advanced interventions courses, approved independent studies, and approved courses in other departments.

Also, students in good standing are free to take up to 19 credits a semester and/or enroll in summer courses.

Personal circumstances may require a student to change their status, e.g. from full-time to part-time. Given the limitations of course sequencing and field practicum this is only possible at two points in the curriculum. The first is prior to the start up of the foundation curriculum; the second is prior to registration for the advanced year. Students must work with their advisors in planning this status change as it can have important consequences for receipt of financial assistance and ultimately for graduation.

Students with disabilities, students returning from leave of absence, and students on academic warning may need to diverge slightly from the curriculum options listed in this handbook. Students in one of these situations must develop an alternative curriculum with the coordinator of student services in consultation with the student's advisor and the Office of Field Education. Once approved by the associate dean for academic affairs, this alternative curriculum must be followed. In every instance, the plan must be approved, at the latest, one week prior to the end of the registration period for the semester in question.

This option remains open only to students in the special circumstances listed above. Other students must follow the curriculum outlined in this handbook. Students who are out of academic sequence can be delayed as much as a year by the unavailability of necessary pre- and/or co-requisites for required courses.

PROBLEMS THAT INTERFERE WITH A STUDENT'S ABILITY TO PERFORM ADEQUATELY

Students whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their ability to perform in the classroom or in the field should seek consultation with their academic advisor or field liaison, and the Student Services Coordinator. Students should take appropriate action by seeking professional help, taking a voluntary leave of absence from the School, making voluntary adjustments in workload, or taking any other steps necessary to protect clients. Students who do not take remediative action or whose remediative action

does not result in improvement may be referred to the Committee on Students for disposition.

LEAVES OF ABSENCE (See Miscellaneous Forms)

Requests for leaves of absence must be negotiated with the Students Services Coordinator. At this meeting a plan of study outlining a course plan when he/she reenters will be developed. Upon approval by the Associate Dean the form will be forwarded to the Graduate School on a *Graduate Student Petition Form* prior to the start of the semester in which the leave is to begin. Normally, leaves are granted for one semester with a maximum of one year. It may be possible to extend the leave if circumstances warrant. Each department may establish its own policies within the purview of these guidelines. All requests must be supported by adequate documentation. "Personal reasons" is not a sufficient explanation for requesting a leave.

International students are advised to consult with the Office for International Education, 210 Talbert Hall, North Campus, (716) 645-2258, prior to applying for a leave of absence.

Students who do not follow the above guideline will be fully responsible for tuition and fees.

Resignations

All course resignations processed during the official dates (as published in the "Registration Procedures Booklet" available through the UB Student Response Center at 232 Capen or Hayes B) will be indicated as officially resigned courses by the notation "R" on all grade reports, transcripts, and other official University documents. Resignation from all courses should be done by filing a "Notice of Resignation from the University" in the Student Response Center, 232 Capen Hall, Phone: (716) 645-2450 Toll Free: 1-866-838-7257 Fax: (716) 645-6566 E-mail: srcenter@buffalo.edu There are no quality points attached to an "R" designation.

Please be aware that students are financially liable for all tuition and fees associated with a resigned course.

Deleting Courses from Record

Students who have a documented illness, employment change, or military induction in the first half of the semester may request deletion of course work from their record. They make this request to the UB Student Response Center through the coordinator of student services.

GRADUATION/CONFERRAL

Changing Grades After Degree Conferral

Changes in grades after degree conferral are permitted only to correct the transcript. An instructor's

error in assigning a grade or an untimely initiation of a change-of-grade process which had been warranted before degree conferral are acceptable reasons to effect a change. No additional work by the student after degree conferral is permitted to "correct" a transcript. Of course a "system" error, such as improper transfer of grades from an instructor to the computer database, may always be corrected. There is no time limit for correcting grading errors in the transcript.

Transcripts

Official transcripts of records can be requested by through the Student Response Center. A fee may be required for multiple copies of an official transcript. Please contact the Student Response Center,

Phone: (716) 645-2450, Toll Free: 1-866-838-7257

Fax: (716) 645-6566, E-mail: srcenter@buffalo.edu.

Official transcripts cannot be given to the student; however, students may download an unofficial copy from MyUB. Official transcripts will be sent directly to a college, institution or company upon student request; however, these official copies cannot be sent for any student whose financial obligations to the University have not been met.

Diplomas

Diplomas will be mailed directly from the UB Student Response Center to the graduate's permanent mailing address on file in that office. Your diploma should arrive six to eight weeks after your date of graduation.

GENERAL INFORMATION

School Closing due to Inclement Weather . . .

DO NOT CALL THE SCHOOL OF SOCIAL WORK!

- 1. Listen to the radio - an announcement will be made over most major radio stations (including WBFO, FM 88.7) and will be repeated frequently. The initial announcement will be made by 6 a.m.**
- 2. Call the CAMPUS ROAD CONDITIONS REPORT LINE at (716) 645-2345.**
- 3. Extension students should contact their host school.**

Student Mail Folders

Each student will be assigned a mail folder in the student lounge. Make it a practice to look at your folder at least once a week. It is your responsibility to pick up your mail.

ELECTRONIC COMMUNICATION

SW Web site

The School's website has a section for students that includes helpful resources and links. Also check out the news and events to be found there.

SSW Information Site on UBLearn

The School's information site is a critical source of announcements, forms, schedules, and handbooks. Semester schedules and descriptions of electives are updated throughout the year. Students should consult it regularly.

Email

The ability to use and properly manage an email account is becoming as important to the professional as using a phone. During your course of study the School will use email to communicate important information to you and you will use it to communicate with others. Also, each MSW student is automatically subscribed to the MSW-student listserv. This is a mailing list that is used to send important email information to all students. This listserv uses the UB Central Email Account as your email address.

As a student of UB you are given a UB Central Email Account (UBIT@buffalo.edu). It is essential for you to enable your account, learn to use it, and maintain its functionality at all times. During orientation, the School provides training in how to enable access to and maintain your account. Information about central email and maintenance can be found at <http://www.cit.buffalo.edu/mail/> . If

you need further assistance with email problems or questions contact the CIT helpdesk at <http://wings.buffalo.edu/computing/help-desk/> or by phone at 645-3542.

All MSW students are expected to check their UB Central Email account for messages from the School of Social Work at least once a week. You have the option of setting up your account to forward email to a third-party vendor such as Hotmail. If you choose to forward your UB email please be advised that your third-party provider may filter out your UB email. Consequently you will miss important notices that can affect your success.. Each third-party email provider is different so it is the responsibility of the student to learn and maintain that account independently.

Official School Bulletin Boards

Bulletin boards are located on the walls in the School. They display important announcements and memoranda. Please make it a practice to check the information placed there regularly.

Graduate Student Association

The Graduate Student Association (GSA) is the representative body for graduate students at the State University of New York at Buffalo. Its two key purposes can be divided into representation and services.

The GSA also represents graduate students beyond the University. The National Association of Graduate-Professional Students, of which GSA is a member, is an organization which exists across the country to represent the needs of graduate and professional students.

The GSA can be reached at 310 Student Union, University of Buffalo, Buffalo, NY 14260-2100, (716) 645-2960 or at <http://wings.buffalo.edu/gsa/>.

School of Social Work Alumni Association

This organization plays an important part in the work and effort of the School and is vitally interested in the student body and its concerns. Students are encouraged to take advantage of the many volunteer and networking opportunities the SSW-Alumni Association offers. For further information please contact Rita Andolina, President of the Board of the SSW-Alumni Association at GovGirl55@aol.com.

The Buckley Rule

Federal regulations forbid returning any graded or marked paper, examination, manuscript, etc. to a third party who subsequently will deliver it to its owner; or leaving it unsecured in an accessible place.

Therefore, faculty are obligated to give papers, etc. directly to the author or return them via the U.S. mail with a SASE provided by the owner.

CSWE Curriculum Policy Statement

The Curriculum Policy Statement for Masters Degree Programs in Social Work provided by the Council on Social Work Education (CSWE) can be found at www.cswe.org. The CSWE accredits UB's School of Social Work.

The School of Social Work Offices

The use of office machines, i.e. copiers, typewriters, telephones, etc., is restricted to use by faculty and staff of the School. Two computers and a printer are available in the Student Lounge for student use..

Parking

All persons utilizing parking facilities on the campus must display a valid permit. The permit may be obtained through MyUB or by mail or in person at Spaulding Hall in the Ellicott Complex or Diefendorf Annex on the Main Street Campus. A valid student I.D. and vehicle registration are required. The permit is valid for one year. Students must park in student lots only.

Parking for Physically Handicapped Persons

Temporarily handicapped persons may apply for a temporary handicap permit at the Office of Services for the Handicapped at (716)636-2608 with a statement from their personal physician. Physically handicapped persons who possess a valid New York State handicapped license plate or a valid permit issued by a municipality in accordance with the New York State Department of Motor Vehicles Guidelines for the Physically Handicapped may park in spaces designated "Handicapped Parking Only."

University Policy on Alcohol and Drug Possession

As social workers we are well aware of the tragic consequences resulting from the indiscriminate use of recreational drugs, tobacco products and alcohol. University policy is quite clear regarding drugs and narcotics on campus, namely:

“Possession without prescription of any narcotic, barbiturate, dangerous drug, or of most so-called “pep pills” and “tranquilizers” is contrary to federal and/or state law. Any student found to be in illegal possession of drugs must be reported to the appropriate civil

authorities and may also be subject to disciplinary action by the University.

Smoking is prohibited in all University facilities except as posted. No smoking areas include, but are not limited to all classrooms, lecture halls, laboratories, hallways, the Katherine Cornell Theater and all University Libraries.”

Closer to home, smoking is not allowed in lavatories, the 6th floor patio, building entrances and vestibules and, most importantly, the School of Social Work Student Lounge.

The administration of the School of Social Work is committed to enforcing and upholding University policy. For more details, see the website: <http://www.student-affairs.buffalo.edu/judicial/art4.shtml>

Sexual Harassment Policy and Procedures

The policy of the State University of New York at Buffalo (UB) on sexual harassment reflects the determination to deal firmly and fairly with all occurrences through the framework of local reporting procedures and the application of existing policies. For the most recent university policies, visit the website of the Office of Equity, Diversity, and Affirmative Action Administration at <http://affirmativeaction.buffalo.edu>.

Research Involving Human Subjects

The State University of New York at Buffalo has established an Assurance of Compliance with the Department of Health and Human Services (HHS) regulations governing research involving human subjects. Since research comprises a vital part of graduate education, and research may involve human subjects, social work students must be aware of their responsibilities.

It is the policy of the University that all research involving human subjects must be reviewed and approved by a University Human Subjects Review Board (HSRB) prior to initiation of the research. A student's dean or director of graduate studies can direct him or her to the appropriate board.

It should also be noted that the scope of the human subject's regulations extends into the classroom, so that graduate students with teaching assignments as well as those engaged in research should carefully observe these constraints and protections. Copies of the Assurance of Compliance and HHS regulations (45 CFR 46) may be obtained from any HSRB Chairperson.

Student Grievance against a Faculty/Staff Member or a Field Educator¹

A grievance can be brought to The Committee on Students (COS) when a student feels that he/she has not received fair treatment because of unfair, inequitable, or discriminatory treatment by a school of social work faculty/staff member or field educator. Reviews are to be conducted in

¹ Field Liaisons are members of either full-time or adjunct faculty.

confidence and without publicity, and all members of the School will be expected to cooperate with the Committee on Students as it seeks information. The committee will have the prerogative to determine if it chooses to refer such claims or grievances to other bodies within the University for review. All persons involved in the process will be expected to adhere to strict rules of confidentiality.

The chair and members of COS are designated by the by-laws of the School. If student members are present they can participate in the committee's discussion and can vote on the final decision. In cases where a committee member (faculty, staff or another student) is directly involved in the grievance, and is determined to have conflicting interests, he/she will be excused from serving. The student or faculty member may be replaced at the discretion of the chair or the Dean.

The Committee on Students is empowered to assess a grievance and make decisions in cases where students believe one or more of the following:

- (a) They have been subject to a violation, misinterpretation, or inequitable application of any of the regulations of the University, the Graduate School, the School of Social Work, or the NASW;
- (b) They have been unfairly or inequitably treated by reason of any act or condition contrary to established policy or practice governing or affecting graduate students;
- (c) They have been discriminated against on the basis of race, gender, ethnicity, religion, age, disability, or sexual orientation by a school faculty/staff member or field educator.

In cases where the committee finds proof of unfair, inequitable, or discriminatory treatment, it will make recommendations to the dean for appropriate action.

Grievance Procedures

In cases where a student believes that she or he has received unfair, inequitable, or discriminatory treatment as described above, the student may initiate a grievance process by expressing her or his intent to open the process.² The request must be made in writing to the COS chair within one year of the alleged occurrence. This time limit may be extended by the Dean of the School of Social Work upon good cause. The student is required to send a copy of the letter of such intent to the school faculty/staff member or field educator who is the subject of the potential grievance. In this case, the following procedure is to be followed:

- (1) Upon receiving the student's written request for opening a grievance process, the chair or a member of the committee will inform the student in writing that she or he needs to discuss the matter with the school faculty/staff member or field educator for the purpose of finding means to resolve the problem at hand. The chair or a member of the committee will also inform the school faculty/staff member or field educator in writing of the need to meet with the student. **Regardless of both party's previous attempts to resolve the problem, they are required to meet and discuss possible**

² This grievance option is open to the student who fails in field work, is therefore unable to repeat field, and is unable to obtain an exemption from this rule from the Field Work Department or the Associate Dean for Academics. The normal criteria and procedures for grievances will apply.

solutions. Both the student and the school faculty/staff or field educator are expected to make a good faith effort to such ends and to report to the committee chair the outcome of their meeting. In cases where it may not be appropriate for the student to have a meeting with the school faculty/staff or field educator alone (e.g., charges of sexual harassment), the chair of the committee will proceed to step “3”.

(2) If the student and the school faculty/staff or field educator fail to reach an agreement, the chair or a member of the committee, the student, and the school faculty/staff or field educator will meet to discuss alternative means of resolving the problem. The meeting date will be provided in writing to both parties at least a week in advance. In this meeting, the chair or the member of the committee will function as a mediator.

(3) If the outcome of step “2” is not satisfactory to the student, and she or he wants to proceed to a full committee review of the matter, she or he must request so in writing to the chair. The student must also present to the chair a written report documenting the date of interaction, nature of the problem/grievance, and behavioral evidence of unfair, inequitable, or discriminatory treatment. The lack of complete documentation will result in the dismissal of the case.³ The student must send the school faculty/staff or field educator a copy of the written request and the report.

(4) Upon receiving the written request and the report, the chair sets the meeting time and date and notifies all parties in writing at least a week in advance. At the time of the full committee review, the student and the school faculty/staff or field educator may provide additional information. Both the student and the faculty or staff member may bring one person of their choosing from among the University community to assist, advocate for, and support them. **Students may not bring an attorney to represent them, and if they do so, the grievance meeting will be cancelled and the student and attorney will be referred to the SUNY lawyer.** The chair will appoint a minute taker for the meeting.

(5) After hearing the concerns regarding the person brought before the committee, the supporting evidence, and the response to these concerns, the committee will excuse the person who is the focus of the concerns, the student, witnesses and his/her advocate. The committee will then meet in a closed session to determine if the evidence presented substantiates the concerns. If the concerns are found by the committee to be substantiated, the committee may make recommendations to the dean regarding actions to be taken in response to the substantiated concerns.

(6) The chair of the committee will send a letter stating the findings and, if any, the recommendations of the committee to the dean and the person brought before the committee within 45 days of receiving the request for the review. If there is to be a delay in the release of the letter, a memo will be sent by the chair of the committee to the dean and the person before the committee stipulating the reason(s) for the delay.

(7) Findings and recommendations of the committee may be appealed to the dean. The appeal must be made in writing to the dean no later than two weeks following the release of the letter of

³ If a case is dismissed because of incomplete documentation the student will have two weeks in which to resubmit.

findings and recommendations from the committee chair. There are only two grounds for appeal:

- 1) Violation of the procedures outlined above;
- 2) The existence of new information relating to the concerns brought to the committee.

The dean will decide if a re-opening of the process is warranted.

Student Violation of Ethical Standards of Behavior

The Committee on Students will determine the status of all students suspected of violating the NASW Code of Ethics or University standards of behavior. The committee will address breaches in standards including violations of academic or professional behavior and norms. These standards include, but are not limited to, instances of plagiarizing, cheating, failing to report abuse, engaging in criminal action, dishonesty, or posing serious danger to the welfare of clients. In cases where the committee determines violation(s) has (have) occurred, it will make recommendations to the dean for appropriate action.

Procedure

In cases where a student is suspected of violating the NASW Code of Ethics or University standards of behavior, has committed a criminal act, or appears to be harmful to clients, the advisor must make a written request for a review to the COS chair. In cases where a student is considered to have breached academic standards and norms (e.g., plagiarizing and cheating), the advisor must make a written request for a status review to the Associate Dean for Academic Affairs. In cases brought before the COS, the following procedure is to be followed:

(1) The chair sets the meeting time and date, notifies all parties in writing, and advises students of their rights at least a week in advance of the full committee meeting.

(2) The advisor prepares a report for the review, collecting information from appropriate people. The report will be available to the student and COS members at least a week in advance of the full committee review meeting.

(3) The student and/or the advisor can provide additional information at the meeting. The student may bring one person of his/her choosing from among the University community to assist, advocate for, and support her/him. **Students may not bring an attorney to represent them, and if they do so, the meeting will be cancelled and the student and attorney will be referred to the SUNY lawyer.** The chair of the committee will appoint a minute taker for the meeting. If a student refuses to meet with the COS, or unreasonably rejects alternative COS meeting dates, or fails to attend a scheduled meeting, the COS will meet without the student present.⁴

(4) After hearing the concerns regarding the student brought before the committee, reviewing the supporting evidence, and the student's response to these concerns, the committee will excuse the student, any witnesses and (if applicable) the student's advocate.⁵ The committee, including student members, then meets in a closed session to determine if the evidence presented substantiates the concerns.

⁴ The Chair of COS will determine if the student is unreasonably rejecting meeting dates or has failed to attend a schedule meeting without cause.

⁵ If a member of the Committee is bringing the charge or is serving as a witness that member will also be excused and will be replaced by the Dean for the specific hearing.

(5) If the concerns are found by the committee to be substantiated, the committee may decide what recommendations should be made to the dean regarding actions to be taken in response to the substantiated concerns.

(6) The chair of the committee will then send a letter stating the findings and, if any, the recommendations of the committee to the dean within 45 days of receiving the request for the review.⁶ The student and the student's advisor also receive a copy of the letter. If there is to be a delay in the release of the letter, a memo will be sent by the chair of the committee to the dean and the person before the committee stipulating the reason(s) for the delay. The student's advisor also receives a copy of the memo. A copy of the letter of findings and recommendations is placed in the student's file.

Findings and recommendations of the committee may be appealed to the dean. The appeal must be made in writing to the dean no later than two weeks following the release of the letter of findings and recommendations from the committee chair. There are only two grounds for appeal:

- (1) Violation of the procedures as outlined above.
- (2) The existence of new information relating to the concerns brought to the committee.

The dean will decide if a re-opening of the process is warranted. If the dean decides that the student brought before the committee must meet prescribed conditions in order to remain in good standing in the school, it is the responsibility of the Associate Dean for Academic Affairs to judge if the conditions required by the dean have been met, and if the identified concerns have been satisfactorily resolved.

University Grievance Process

After attempting to resolve a problem through COS, a student may file a grievance through the Graduate School. For procedures, see the Graduate School Policies and Procedures manual, which is available in 408 Capen Hall.

⁶ If the 45 day deadline is not possible due to delays caused by the student, this deadline may be extended at the discretion of the Chair.

School of Social Work Graduate Student Impairment Policy

Definition of Impairment: The University at Buffalo School of Social Work adheres to the following definitions of impairment:

“Impaired graduate students show an inability to insightfully understand and resolve their own issues so that these issues do not interfere with the therapeutic process” (Bemak, Epp, & Keys, 1999, p. 21). This can be reflected in one or more of the following ways: “ (a) an inability and/or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior, (b) an inability to acquire professional skills in order to reach an acceptable level of competency, and (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning” (Lamb, Presser, Pfof, Baum, Jackson, & Jarvis, 1987, p.598).

This definition of impairment is in sync with the NASW Code of Ethics, Section 4.05:

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

Identification of Student Impairment

The identification of impairment is a necessary entity in order to maintain the integrity of the school’s social work program. This identification can happen in one of three ways:

- 1) A **student** can self identify for issues regarding impairment.
- 2) A **student** may observe impairment in a fellow student. (see below).
- 3) A **faculty member** may observe impairment in a student. (see below).
- 4) A **field educator** may observe impairment in a student. (see below).
- 5) A **staff person** may observe impairment in a student. (see below).

Procedures

Step 1: If a faculty member or field educator has cause for concern for issues of student impairment, the faculty member/field educator is to meet with the student privately to discuss the matter. If a student self-identifies issues of impairment, or if a student or staff member observes impairment in a student, the student or staff member is to take the issue to the Student Services Coordinator, who will then be in consultation with the Associate Dean for Academic Affairs and the appropriate Academic Program Director.

Step 2: If the meeting between student and faculty member/field educator has not resolved the issue, then

either/both parties are free to bring the issue to the Student Services Coordinator. At this point, the faculty member/field educator, Student Services Coordinator, the student's advisor, and one other faculty member from the School of Social Work (as appointed by the Dean of the School of Social Work) will form an Ad Hoc Committee for Student Impairment. The Associate Dean for Academic Affairs will be contacted in an ex-officio capacity, as well as the appropriate Academic Program Director.

- Ideally, within two weeks (but up to thirty days) of notification to the Student Services Coordinator: The Ad Hoc Committee will have a formal meeting with the student. Documentation, from written notice of the meeting to written notice of the allegations will be made available to all parties.
- All parties present will discuss the student's problematic behavior, and all parties present will agree on time-based/outcome-focused goals. Possible methods that could be recommended by the Ad Hoc Committee for the attainment of these goals could include, but are not limited to: personal counseling, group growth work experiences, self-structured behavioral change, additional course work, field experiences, etc.
- The methods and goals discussed at the meeting will be written on the *Plan of Action Form*, and all pertinent parties will sign the document. This document will be presented to the Associate Dean for Academic Affairs as a suggested course of action, and will be implemented upon approval of same. If the Associate Dean for Academic Affairs is not in approval of the suggested course of action, the Associate Dean for Academic Affairs will meet with the Ad Hoc Committee and the student to resolve concerns with the plan. In the event that the parties still cannot agree the Associate Dean for Academic Affairs will be the final decision maker.
- The Student Services Coordinator will monitor the plan of action and consult as needed with the Associate Dean for Academic Affairs for two weeks following meeting.

Step 3: If sufficient student progress is not made in the time that was set forth in the Plan of Action, the Ad Hoc Committee and the student will meet again to institute a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences for not rectifying the inadequacies. The student may bring witnesses in his/her own defense to that meeting. Students may not bring an attorney to represent them, and if they do so, the meeting will be cancelled and the student and attorney will be referred to the SUNY counsel. The possibility of termination or extended probation for the student will be discussed at this time. The student is free to voluntarily resign from the program at any time. All parties present will agree on time-based/outcome-focused goals. These goals will be written on the *Plan of Action Form* and all pertinent parties will sign the document. This document will be presented to the Associate Dean for Academic Affairs as a recommended course of action for approval. If the Associate Dean for Academic Affairs is not in approval of the recommended course of action, the Associate Dean for Academic Affairs will meet with the Ad Hoc Committee and the student to resolve concerns with the plan. In the event that the parties still cannot agree the Associate Dean for Academic Affairs will be the final decision maker. The revised remediation plan will be instituted including a time frame for expected remediation and consequences for not rectifying the inadequacies

Step 4: If sufficient student progress is not made in the time that was set forth in the remediation plan at the meeting, the Ad Hoc Committee and the student will meet again. Academic decisions or decisions of clinical

insufficiency will be made in good faith by the members of the Ad Hoc Committee. The decision at this time may include recommendation for dismissal from the program. All decisions/proceedings will be documented, and all documentation will be signed by the student and the Student Services Coordinator. This documentation will be presented as a suggested course of action to the Associate Dean for Academic Affairs. Upon receipt of the written recommendations from the Ad Hoc Committee, the Associate Dean for Academic Affairs will consult with the Dean of the School of Social Work. The decision including recommendations will be determined by the Associate Dean for Academic Affairs. A letter detailing the decision made by the Associate Dean will be sent to the student, ideally within two weeks but up to thirty days of the Associate Dean's receipt of the Committee's recommendations.

Step 5: The student will be given 14 days from the date of receipt of the letter of written notification from the Associate Dean to appeal the decision of the Associate Dean for Academic Affairs in writing.

Step 6: A meeting will be set for the student with the Associate Dean for Academic Affairs and the Ad Hoc Committee to present his/her case. The student may bring their advisor with him/her. Students may not bring an attorney to represent them, and if they do so, the meeting will be cancelled and the student and attorney will be referred to the SUNY counsel. The Ad Hoc Committee will make a final decision as to whether the dismissal recommendation will be upheld. All decisions will be documented, and will be signed by the student and the Student Services Coordinator. This documentation will be presented to the Dean of the School of Social Work as a suggested course of action. The final decision and suggestion will be determined by the Dean. A letter detailing the final decision made by the Dean will be sent to the student, ideally within two weeks but up to thirty days of the Dean's receipt of the Committee's recommendations.

Step 7: If the student is not satisfied with the decision made by the Dean of the School of Social Work, then the appeals procedures of the Graduate School of the University at Buffalo are available to the student.

All meetings/decisions should contain humanist values, with the understanding that the University is to balance the well-being of the student as well as future clients.

All impairment actions will fully comply with state and federal anti-discrimination laws and regulations.

Ad Hoc Committee on Student Impairment: Plan of Action Form

Meeting Date: _____

Ad Hoc Committee: Attendance Roster (Please include Name and Title):

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Student in Attendance:

Reason(s) for meeting:

Plan

Student will:

Faculty Member/Field Educator will:

Ad Hoc Committee will:

Special Notes:

Next Review Date: _____
(ideally within two weeks but up to thirty days from today)

Student Name _____ Date _____

Faculty Advisor/Field Educator _____ Date _____

Student Services Coordinator _____ Date _____

**This document must be presented to the Associate Dean for Academic Affairs and the appropriate Academic Program Director for final approval before implementation.

Associate Dean for Academic Affairs _____ Date _____

Academic Program Director _____ Date _____

CURRICULUM OVERVIEW

The framework and sequencing of the MSW curriculum is guided by the Council on Social Work Education. See www.cswe.org for further information.

The School of Social Work faculty and staff work hard to ensure that students receive high quality instruction in all their classes. For this reason, courses are evaluated with mid-semester course evaluations together with end-of-semester teaching- and self-evaluations. However, despite our best efforts at quality control, problems may arise during a course. In this case, students are encouraged to speak directly to the instructor about their concerns; often, this is all that is necessary to resolve a problem. Students may consult informally with the associate dean for academic affairs regarding any concerns they may have; in addition, the associate dean is available to assist in informal mediation of any problems involving instruction.

SEQUENCES AND CONCENTRATIONS

The foundation curriculum at the school is categorized into five sequences: Policy and Diversity (SW500, SW503); Human Behavior in the Social Environment (SW505, SW506); Research (SW510, SW514), Interventions (SW520, SW521) and the Foundation Seminar (SW999). The advanced curriculum is composed of Concentration specific required courses and advanced interventions.

Courses listed in the Curriculum Overview are in sequence and should be taken in the order listed to ensure graduation is not delayed.

The dean designates sequence and Concentration chairs. They report to the associate dean for academic affairs. The purpose of these roles is to ensure quality and consistency within the MSW curriculum. Their responsibilities include consulting with full and part-time faculty, and doctoral teaching assistants, on their teaching within a sequence or Concentration; and facilitating coordination and development of course content across the multiple sections of the same course and multiple courses in a sequence. They address student concerns regarding sequence or Concentration courses by meeting with students, facilitating communication with instructor in question, and mediating between students and faculty when appropriate (and in consultation with the associate dean for academic affairs).

CONCENTRATION CHAIRS (2007-2008)

Alcohol and Other Drugs	Charles Syms
Children and Youth	Susan Green
Community	Kathleen Kost
Health/Mental Health & Disability	Deborah Waldrop

SEQUENCE CHAIRS (2007-2008)

Research	Tom Nochajski
Interventions (Foundation)	Denise Krause
Interventions (Advanced)	Rob Keefe
HBSE	Peter Sobota
Diversity and Policy	Hilary Weaver
Foundation Seminar	Diane Elze

FOUNDATION CURRICULUM

The foundation year is based on an advanced generalist model of social work. Students are taught how social workers intervene at all levels of practice, from the individual to the community. The foundation courses provide (1) an introduction to social welfare policies and programs and how they developed, (2) an overview of the scientific methods used in social work, (3) an introduction to the theoretical base for practice at various levels, (4) skill development in applying a problem-solving approach to practice, (5) an introduction to human development, (6) the tools needed to systematically evaluate the outcomes of social work services, and (7) an integration and application of the above to professional identity. Students will also complete a generalist field practicum in the foundation year, which gives them the opportunity to apply classroom learning in a field setting under the supervision of an experienced social worker. All foundation courses and the biology requirement must be completed before entering the Concentration required courses.

DECLARATION OF INTENTION TO BEGIN FIELD EDUCATION

All students will receive applications for field placements before they enroll in Field I.

FOUNDATION COURSE DESCRIPTIONS

SW 500 Social Welfare History and Policy (3 crs.)

This course provides students with a comprehensive view of the American welfare state with special emphasis on policies and programs directly affecting vulnerable populations. Students will be introduced to the historical and philosophical bases of American social welfare programs and the profession of social work. Specifically, the course will help students (1) understand the precedents of the contemporary welfare state in terms of their underlying motivations -- political, ideological, economic, religious, and social, and the extent of their impact on the subsequent social welfare institutions and social work; (2) become familiar with many of the basic social welfare programs; and (3) develop policy and program analysis skills to measure the effectiveness of these programs in alleviating poverty and achieving other specified social goals. Students will be introduced to content on the impact of globalization on the American social welfare system and how the U.S. social welfare system compares with the systems in other countries. The contribution of this course to the overall core foundation/Concentration curricula will be addressed.

SW 503 Diversity and Oppression (3 crs.)

This is a core course in the foundation curriculum. The purpose of this course is to provide students with an opportunity to examine issues of diversity in social work practice with individuals, families, groups, and social systems. The effects of race, class, gender, gender expression, ethnicity, age, sexual orientation, religion, physical or mental disability and national origin are examined as they relate to interpersonal, intergroup, and intersystem power struggles and differences. Central to this course will be an examination of the beliefs and values that individuals bring to expectations of self and others as they interact within the context of race, class, gender, gender expression, ethnicity, age, sexual orientation, religion, physical or mental disability, and national origin. This course will provide students with an opportunity to engage in self examination of those expectations that they and others bring to all levels and settings of practice. The concerns that emerge in multicultural environments are explored to encourage students to understand the historical, political, and sociological realities of perceived and genuine differences. Exposure to the impact of ethnocentrism, bias, prejudice, and discrimination will be a central aspect of student learning. In particular the course will provide students with an understanding of how these complex dynamics can influence access to and utilization of social systems and agency services. The contribution of this course to the overall core foundation/Concentration curricula will be addressed.

SW 505 Theories of Human Behavior and Development (3 crs.)

This course provides an introduction to various theories of individual development and change. This includes a review of the biological, psychological, and social-cultural factors that have an impact on individual development. *(Receiving a grade lower than a B- in this course will prevent students from continuing in their Foundation field placement. See the description of SW 550-551 for details.)*

SW 506 Theories of Organizational Behavior and Development (3 crs.)

This course focuses on the theories pertaining to human behavior in organizations, communities, and society. Theories from social psychology, sociology, political science, and economics that are relevant to social work will be covered.

SW 510 Scientific Methods in Social Work (3 crs.)

This course has three objectives: (1) to provide an overview of commonly used research methods in social work; (2) to introduce fundamental statistical concepts that students need to understand and critique research literature; and (3) to teach students the logic of scientific reasoning and critical thinking.

SW 514 Evaluation in Social Work (3 crs.)

Professional social workers continually evaluate their own practices as well as the programs in which they work. Students will learn how to evaluate their practice while being sensitive to the issues presented by culturally diverse populations, those at risk and the oppressed. Students will be able to broaden the empirical knowledge base of the profession and target programs for efficiency, effectiveness and humane and ethical standards. In acquiring the tools to evaluate programs and practice, students will have opportunities to learn how to: (1) apply research methods to conceptualize and measure problems, targets and goals; (2) apply research design and apply the methods of evaluation; and (3) conduct and analyze the results. Prerequisites: Grade of “B-” or higher in SW510.

SW 520 Interventions I (3 crs.)

Students will learn beginning interpersonal skills that are necessary for competent practice with diverse populations. The course focuses on (1) engaging a client system, (2) assessing the problem situation, (3) setting goals and objectives, (4) selecting effective interventions, (5) evaluating the results of the interventions, and (6) terminating the client-worker relationship. Co-requisite: SW 550. *(Receiving a grade lower than a “B-“ in this course will prevent students from continuing in their Foundation field placement. See the description of SW 550-551 for details.)*

SW 521 Interventions II (3 crs.)

This course is a continuation of Interventions I and teaches students to apply a problem-solving approach to a broad range of target systems (i.e., individuals, families, groups, communities, organizations, and society). Prerequisites: Grade of “B-” or higher in Interventions I and “C” or better in all foundation courses. Co-requisite: SW 551.

SW 999 Foundation Seminar (1 crt.)

The required seminar intends to socialize students to the social work profession and promote the development of professional values, ethics, behaviors, and competence. This seminar in the foundation year will anchor students in the vision and mission of the UBSSW and the social work profession by integrating foundation curriculum content and providing students with opportunities to demonstrate competencies in connecting theory, research, practice, policy, ethics and values, the professional use of self, and issues of diversity and oppression at micro-, mezzo, and macro-levels of social work practice.

SW 540 Advanced Standing Foundation (3 crs.)

This course is designed to provide a common foundation for Advanced Standing Students entering the School of Social Work by reviewing and refreshing their knowledge in helping skills and practice evaluation. The Advanced Standing Seminar will cover basic interviewing skills, problem-solving skills at multiple levels, and service evaluation.

SW 541 Advanced Standing Research (3 crs.)

This course is designed to provide a common foundation in Scientific Methods for Advanced Standing students entering the School of Social Work by reviewing and refreshing their knowledge in social work research, program evaluation, and practice evaluation. The Advanced Standing Research course will cover research methods and evaluation skills at the micro, mezzo, and macro levels. This is a very intensive review of two courses generally taken in the foundation year. Upon completion, students will be able to broaden the empirical knowledge base of the profession and evaluate practice for efficiency, effectiveness and humane and ethical standards. In acquiring the tools to evaluate programs and practice, students will have opportunities to learn how to: (1) apply research methods to conceptualize and measure problems, targets and goals; (2) apply research design and apply the methods of evaluation; and (3) conduct and analyze the results.

SW 550 First Year Practicum I (3 crs.) and SW 551 First Year Practicum II (4 crs.)

These are required field placements totaling a minimum of 420 hours. All students enroll in 520 concurrently with 550 and in 521 concurrently with 551. At the beginning of 550, students will take a 20-hour “field lab” to prepare them for the first-year field experience. Ongoing field placements

resume before classes begin in the spring. See the Field Manual for dates.

NOTE: Students who receive a grade below “B-” in SW 520 or 505 cannot continue into 551 and will need to repeat 520 or 505 (or both) together with 550 the following Fall. If the student has performed adequately in 550, he or she will not have to re-register in 550 the following Fall but will have to complete a full foundation placement of 420 hours.

For the consequences of receiving a “U” in a Field course, please see the section on grading.

ADVANCED YEAR CURRICULUM

The University at Buffalo School of Social Work prepares students for advanced practice in one of four possible Concentrations. These Concentrations are designed to prepare masters level graduates for advanced practice careers in a focus area. Students are provided with focused, advanced coursework and field-experiences in order to integrate the most current theories and research into practice competency. The Concentration content builds upon and incorporates content from the foundation year. Each Concentration curriculum is sequenced to provide students with the opportunity to individualize their advanced knowledge and skills in policy and practice. In addition, students are expected to take electives to further enhance their knowledge and skills in their Concentration. In this way, students are able to individualize their areas of study, within limited parameters, so that their advanced knowledge reflects their intended areas of practice.

Concentrations in (1) Alcohol and Other Drug Problems; (2) Health, Disability, and Mental Health; (3) Children and Youth; and (4) Community are available. Extension programs usually offer only one Concentration; however, extension students are welcome to attend the Buffalo campus to enroll in other Concentrations.

The Concentrations reflect the School's commitment (1) to community-based practice in agency settings with diverse populations, (2) to strengthening the social functioning of people, and (3) to creating just and effective policies and programs. Students develop knowledge and skills related to their Concentration through classes and field placements that build on the general knowledge and skills acquired in the Foundation year. The required Concentration courses culminate in an integrative seminar that synthesizes the Concentration courses and the field practicum into a dynamic practice whole.

A unique aspect of the University at Buffalo's advanced year curriculum is that intervention/practice courses are not entirely Concentration specific. No interventions course is tied solely to one specific Concentration. This results in an opportunity for students to select from a menu of interventions courses, which, in conjunction with numerous other elective course options, allows students to "customize" their education to reflect their practice area interests.

In all Concentrations, students take required, specific courses that define the conceptual theory base of the advanced curriculum. They are also required to take electives, including suggested practice electives that are consistent with social work's strong commitment to value-based practice. The concept behind this way of approaching the Concentration curriculum is that it encourages students to select practice electives that will inform effective advanced intervention within an area of interest. For example, a student having elected the Children and Youth Concentration might take practice courses addressing dual diagnosis (alcohol and other drug problems and mental illness) because he or she anticipates working with adolescents suffering from mental illness and drug problems.

Generalized Objectives of the Concentrations are:

1. Students will be able to conduct professional practice within a variety of communities, small groups, and human service organizations, consistent with the selected area of Concentration; and
2. Students will be able to demonstrate, in field practicum settings consistent with their selected Concentration, an advanced level of knowledge and skills in assessing problems and crises generally faced by the target populations of the Concentration; and
3. Students will develop and implement intervention strategies consistent with theory-based practice in order to enhance the social functioning of this population; and
4. Students will be able to demonstrate an ability to identify and integrate, in agency basic practice, knowledge of the particular risk factors and needs of women, members of minority groups, and other special populations; and
5. Students will be able to develop strategies in a practice sensitive to and effective in counteracting and mitigating the impact of racism, sexism, and structural oppression.

THE CONCENTRATIONS

Alcohol and Other Drug Problems

General Description

The Alcohol and Other Drug Problems Concentration is designed to prepare students for careers in social work with agencies working to prevent and treat problems of chemical abuse and dependence. Students who complete the Concentration will be prepared to either provide clinical services to clients or to administer programs that service alcohol and drug abuse clients and their families. In addition, students who plan to work in other fields of social work practice will find that skills and knowledge in chemical abuse and dependence are invaluable in a wide range of settings, such as outpatient clinics, inpatient treatment programs, residential or halfway house programs, crisis centers, related health care agencies, planning or regulatory agencies with the state or county, correctional facilities, family services agencies, employee assistance programs, child welfare programs, and school programs. Students who are interested in working towards the alcohol and drug counselor credential (CASAC) will be able to use some of their course work and field work toward completing those requirements.

Rationale

In 1991, the State of New York had over 900 licensed treatment facilities for alcohol and substance abusers. In addition, many patients who are admitted to hospitals or who are receiving services for medical, social, economic, or emotional problems are chemically abusing or addicted. Within the field of chemical dependency, clinicians must have advanced skills in many areas, including family systems and psychopathology, and a repertoire of therapeutic interventions. Managers and policy makers must have a wide range of skills to allow them to plan beyond the narrow scope of programming that has existed until recently. Masters level social workers are presently playing key roles in all these areas. The University at Buffalo Social Work program has designed this Concentration so that students will be well-equipped to assume positions in which they can make a positive impact on the problems of chemical abuse and addiction in our communities.

Course Sequencing

This Concentration requires that students take SW 560 (The Nature and Treatment of Alcohol and Other Drug Problems) and SW 561 (Dual Disorders: Assessment & Interventions with Clients with Chemical Dependency and Mental Disorders) in the Fall as a prerequisite for the Integrative Seminar

(SW 562). This Concentration does not offer a separate policy course. This decision was based on the belief that both policy and practice are integral to interventions with chemical abuse and that the courses must clearly delineate the policy influences and the policy decisions inherent in the identification, assessment, and treatment of chemical abuse and addiction in our communities.

SW 560 (The Nature and Treatment of Alcohol and Other Drug Problems offered in the fall) is a required course that orients students to the theories and research related to alcohol and other drug problems. It provides students with advanced knowledge about theories of etiology, basic pharmacology, and chemical abuse in special populations, such as the economically disadvantaged, diverse ethnic groups, gays/lesbians, HIV+ individuals, and different age-groups such as adolescents and the elderly. It provides advanced knowledge about the recovery process, relapse, and the impact of abuse and recovery on small group systems (family, friends, co-workers). This course also provides students with an overview of the policies and service systems as they affect the treatment process.

SW 561 (Dual Disorders: Assessment & Interventions with Clients with Chemical Dependency and Mental Disorders, offered in the Fall) is a required course that covers interviewing, assessment, and interventions with people who have coexisting psychiatric and substance abuse disorders, with a special emphasis on practice with addicted survivors of trauma. This course is included because of the high rates of mental disorders among people with alcohol or drug problems.

SW 562 (Integrative Seminar in Alcohol and Other Drug Programs, offered in the Spring) is a required course covering (1) research and evaluation issues in policy and practice, (2) matching treatment with research, (3) alcohol and substance abuse policy, (4) key issues and controversies, and (5) the role of social work in the field of alcohol and other drug problems (including ethics and value issues).

Prerequisites: SW 560 and 561 (passed with a “B-“ or better).

Interventions required in this Concentration reflect the philosophy of the University at Buffalo's School of Social Work that the interventions courses should reflect the areas of specific student interest. A minimum of one advanced interventions course is required. Students are strongly encouraged to take Interventions with Groups and/or Interventions with Families, preferably in the Fall semester.

The Health, Mental Health and Disability Concentration

General Description

The Health, Disability, and Mental Health Concentration prepares students to work in a variety of settings that address health, mental health, and disability needs. Students who enroll in this Concentration will learn to provide direct practice and administrative services to clients of all ages who suffer from acute or chronic health or mental health problems. Students are prepared to influence the policies by which health, mental health, and disability services are organized. The Concentration is based on a multi disciplinary approach to defining and solving these problems. Courses provide students with advanced knowledge and skills to analyze health, mental health, and disability problems; provide sound interventions; and evaluate policies, services, and outcomes.

Rationale

Social workers provide many mental health and health services. They are strongly represented in services for people with disabilities, and they are an integral component of many health services. There is considerable overlap in issues, social problems, populations, and service settings across the three components of this sequence: health, mental health, and disability. Social workers must be knowledgeable concerning the continua of health/illness, ability/disability, and mental health/mental illness, as well as skilled in effective ways to promote social justice and provide empowering services in these areas. Social work practitioners, administrators, and policy makers must be capable of sophisticated analysis of system needs, community needs, and family/individual needs in health, disability, and mental health; and be up-to-date on the rapidly changing climate of service provision. This Concentration is designed to prepare students to assume leadership roles in health, disability, and mental health and to provide excellent services soundly based in theory, research, and social justice values.

Course Sequencing

Mental health and health care settings expect social workers to be competent practitioners with a wide variety of clients who exhibit both acute and chronic health and mental health conditions. Agency based settings now require social workers to be able to conduct rapid assessments, as well as develop and implement effective intervention strategies within the policy structures of managed care. SW 570 and SW 572 prepare students for current practice realities by integrating practice strategies across the life span with policy and organizational realities. These courses introduce students to local, state, and

federal policies that govern health and mental health practice. Course content introduces students to empirically based intervention models shown to be effective with those who have either acute or chronic conditions. These courses also prepare students to conceptualize interventions across micro, mezzo, and macro systems on behalf of oppressed, underserved, and diverse populations. These courses are offered in the fall. SW 574 – Integrative Seminar, is offered in the spring.

SW 570 (Health and Disability Social Work offered in the fall). This course is required for students in the Health, Disability and Mental Health Concentration. It examines policy, theory, research and practice issues related in health and disabilities across the life span. It focuses on problem definition and service provision in healthcare settings within the context of social policies and practices, including the multiple roles social workers take across settings when working with people suffering from acute and chronic health problems. Central to this course will be an understanding of historical policy formations at national, regional and local levels, particularly as they influence current practice realities. Students will examine multiple levels (individual, family, social support system, organizations, community etc.) of response to deterioration in health and adaptive abilities. Students gain knowledge and skills associated with direct practice as well as critical advocacy roles to ensure access to services, reasonable accommodations, and legal remedies related to discrimination and oppression for those with health problems and disabilities. Human diversity, in terms of demographic characteristics (race, ethnicity, age, religion, gender, sexual orientation, socioeconomic status, etc. and situations e.g. homelessness, interpersonal violence, institutionalization, immigration, etc.) will be examined. It is an advanced course, which will provide students with the knowledge and skills to be effective as practitioners in a variety of micro, mezzo or macro health practice settings.

SW 572 (Mental Health and Disability Social Work, offered in the fall). This course is required for students in the Health, Disability and Mental Health Concentration. It examines policy, theory, research and practice issues related in mental health and disabilities across the life span. It focuses on problem definition and service provision in mental health settings within the context of social policies and practices, including the multiple roles social workers take across settings when working with those with acute and chronic mental health problems. Central to this course will be an understanding of historical policy formations at national, regional and local levels, particularly as they influence current practice realities. Students will examine multiple levels (individual, family, social support system, organizations, community etc.) of response to deterioration in mental health, and adaptive abilities. Students will be provided knowledge and skills associated with direct practice as well as critical advocacy roles to ensure access to services, reasonable accommodations, and legal remedies related to discrimination and oppression for those with mental health disabilities. Human diversity, in terms of demographic characteristics (race, ethnicity, age, religion, gender, sexual orientation, socioeconomic

status, etc and situation - e.g. homelessness, interpersonal violence, institutionalization, immigration, etc.) will be examined. It is an advanced course which will provide students with the knowledge and skills to be effective as practitioners in a variety of micro, mezzo, or macro mental health practice settings.

SW 574 (Integrative Seminar in Health, Disability, and Mental Health, offered in the spring). This required seminar for students in the Health, Disability, and Mental Health Concentration integrates knowledge and skills acquired throughout the Concentration year. Students will integrate and apply their knowledge of policy, theory, research, and practice with and on behalf of people with disabilities, health problems, and/or mental illness, and on behalf of their families. Integration and enhancement of advanced social work practice in diverse settings and at multiple levels will occur through the use of practice analysis; agency analysis; review of students' field work experiences; analysis of agency, local, state, and federal policy; and analysis of relevant social movements (e.g., women's health movement, disability rights movement, anti-psychiatry movement, Alliance for the Mentally Ill). **Prerequisites: SW 570 and 572 (passed with a B- or better).**

Electives in this sequence are tailored to the individual student's area of interest. In the first semester of the Concentration curriculum, regular full-time (i.e., not advanced standing) students are required to take a minimum of five credits of electives, which includes an advanced interventions course. Strongly recommended courses include: Interventions with Couples (SW 525), Interventions with Adults (SW 528), Interventions with Groups (SW 527), Intervention Methods with Families (SW 526), Interventions with Children and Adolescents (SW 524), Nature and Treatment of Alcohol and Other Drug Problems (SW 560), Dual Disorders (SW 561), and Psychopathology (SW 580), among a wide variety of options.

Children and Youth

Description

The “Concentration on Children and Youth” prepares students to work in a variety of service settings, including county departments of social services, child and family service agencies, residential treatment facilities for children, public schools, family courts, juvenile justice facilities, and child health and mental health agencies. The complexity and the sheer number of problems facing children and families today calls for trained, skilled professional workers who are able to provide a variety of interventions at the micro, mezzo and macro practice levels.

Upon successful completion of the Concentration the student will:

- describe the historical trends in the United States for protecting vulnerable children;
- describe the relevant policies and the laws which impact the delivery of child welfare services to children and families;
- critically analyze some of the current issues, trends, and dilemmas which exist in the delivery of child welfare services to children and their families;
- describe the major elements which make up the continuum of child welfare services, including child protection, the roles played by each element, and the major tasks related to each element;
- define and delineate the major theories to explain the family patterns which contribute to child abuse and neglect;
- demonstrate advanced knowledge of normative development processes for children, including children from diverse populations, and their parents across the lifespan;
- differentially apply appropriate techniques and methods for the treating children and their families, and demonstrate the ability to evaluate the outcomes of those efforts;
- differentially apply advanced social work interventive methods, including advocacy efforts, at multiple on behalf of and with children and families;
- apply social work methods that address environmental challenges facing children and their families such as alcohol and drug abuse, AIDS, and poverty;
- identify the impact of racism, sexism, and oppression as it relates to the delivery of child welfare services to children and families from diverse, at risk, and oppressed populations;
- demonstrate the social work skills needed in attempts to ameliorate the impact of racism, sexism, and oppression on children and families from diverse, at risk, and oppressed populations;
- integrate the relevant research into their practice with children and their families;
- demonstrate, through a field practicum in children and youth settings, an ability to apply the knowledge and skills learned in the classroom; and
- demonstrate in interactions with clients and colleagues a professional stance that reflects the values and ethics of the profession.

Rationale

The challenges facing our most vulnerable population, children, and their families are enormous. Increasing numbers of children are vulnerable to living in poverty, becoming homeless, growing up as teenage parents and / or in single parent households, abusing substances, struggling with mental illness, having limited or restricted educational access and employment opportunities, exposed to AIDS / HIV and other health challenges, living in dysfunctional families, and/or becoming victims of child maltreatment. The need for well-equipped professionals who understand the complexities of these problems and have the requisite skills and competencies to make a difference at the direct practice, organizational, and / or policy levels is critical. The “Concentration on Children and Youth” is designed to equip students to work in this challenging and exciting field of practice.

Required Courses

SW 566 (Services to Children, Youth, & Families, offered in the fall) This course examines the history, theory, values, goals, and policies impacting services delivered to children and adolescents. Social work programs relative to intervention with families referred for child welfare services are examined, including traditional approaches such as child protection, foster care, institutional care, adoptions, and permanence planning, as well as newer approaches to prevent out-of-home placement (community and family-centered practice, family preservation, and preventive services). Finally, as families of color and families living in poverty are typically overrepresented in the child welfare system, individual, professional, and societal values and attitudes that allow that to occur are also examined.

SW 576 (Assessment and Treatment of Child Abuse and Neglect, offered in the fall) This course offers students the opportunity to learn the skills necessary to assess and intervene in situations of child abuse and neglect. The role of social work in assessing and intervening in situations involving child maltreatment will be examined from a broad perspective, including the role of child protection, differing etiologies of abuse and neglect in families, practice implications in defining and intervening when child maltreatment is suspected or documented, the role of multi disciplinary casework and the social, political, and legal contexts of practice.

SW 568 (Children and Youth Concentration Seminar, offered in the spring) This seminar provides participants with an opportunity to integrate the knowledge and skills they obtained from their course work with their field experiences as they explore some of the current challenges inherent in the delivery of child welfare services to children, youth, and families. Specifically, opportunities are provided for students to apply their knowledge of child welfare policy, research, and interventions to the problems and challenges of diverse populations, vulnerable groups, and at-risk families. The course is intended to serve as a forum for the exchange of ideas with a focus on a range of critical issues in the field of child welfare. Prerequisite: SW 566.

Other Courses Relevant to the Concentration

Recommended are: SW 524 Interventions with Children and Adolescents, SW 526 Interventions with Families, and SW 527 Interventions with Groups.

Community

General Description

The community Concentration is designed to prepare students to work with persons in both rural and urban settings to resolve problems across multiple systems using a multi-theoretical approach.

Rationale

This Concentration recognizes that many social problems can be more effectively and efficiently addressed at the meso-and macro-levels, rather than at the individual-or family/small group-level. The sequence of courses provides students with advanced knowledge of the policy and research issues related to the problems of disadvantaged and disenfranchised persons in rural and urban communities. It utilizes a concept of the intersection of decisions at the organizational, neighborhood, and community levels with problems in family and individual behavior. Students in this Concentration are expected to be competent in understanding and intervening in urban and rural social problems and adept at organizational and policy development and analysis at both the agency and community levels.

Course Sequencing

SW 569 (Community Social Work, offered in the fall) This course, which builds on SW 500 Social Welfare History and Policy as well as SW 506 Theories of Organizational Behavior and Development and SW 512 Program Evaluation, examines the theories, research and interventions that social workers utilize in community practice. Community practitioners define the scope of their practice in the context of social justice within organizations, neighborhoods and communities applying social values and the concepts of welfare economics. They seek to improve the lives of people through purposeful change in their communities. The context of their practice includes but is not limited to housing, safety, environment (e.g., water, sewage, air), education and employment. As agents of change it is crucial that social workers are able to enter a community or organization and identify how individual actors both influence and are influenced by the environment in which they operate for in the end community practice is all about sustaining a desired change. To that end, this course is designed to build on the student's knowledge of policy, its implementation through public programs and its implications for social work practice. Neighborhood models, the assessment of these and their influence on selection of appropriate interventions are discussed.

SW 564 (Administration and Management, offered in the fall) The content of this required course builds on SW 505 Theories of Human Behavior and Development and SW 506 Theories of Organizational Behavior and Development by introducing students to the theory and practice of administration and management from a social-work perspective. An overview of budgetary and supervision problems, policies, and procedures is provided.

SW 565 (Community Integrative Seminar, offered in the spring) This required course provides students with an understanding of the research and practice issues concerning the identification and resolution of problems facing neighborhoods and/or communities. Key issues and controversies (particularly ethics and values) and the role of social workers are emphasized. **Prerequisites: SW 569 and 564 (passed with a B- or better).**

Other Courses Relevant to the Concentration

Recommended are: SW 523 Social Action for Community Change, SW 527 Interventions with Groups and SW531 Crisis Interventions.

CONCENTRATION FIELD PLACEMENTS

SW 552 Field III (4 crs.) and SW 553 Field IV (4 crs.)

These are required field placements together totaling 480 hours. Ongoing field placements resume before classes begin in the following semester. See the Field Manual for dates.

Students must complete the entire year of Field to receive a grade. After successfully completing 552, students will receive an "L" grade (meaning work continuing). This "L" grade will only be converted to an "S" grade upon successful completion of 553.

Students who do not receive a successful evaluation at the completion of 552 will receive a "U" grade at that time and will not be permitted to continue in 553. Students should consult the Grading section in this handbook to learn the consequences of receiving a "U" in Field.

ADVANCED INTERVENTIONS COURSES

Note: Summer-session and extension-program offerings of advanced-interventions classes will be determined by polling the students planning to take the courses.

Interventions I and II or SW 540 are prerequisites for all advanced interventions courses. One course from this list is required in all Concentrations. *Additional interventions courses may be taken for elective credit.*

SW 522 Interventions: Case Management

This course is designed to familiarize students with case management-- both as a concept and as a practice process in the scheme of service delivery. Students will be guided in examining: (1) case management from perspectives of history, theoretical underpinnings, and inherent skills aggregation; (2) professional practice experiences in community-based settings; and (3) contemporary issues and possible implications for new kinds of social action.

SW 523 Interventions: Social Action for Community Change

An interventions course that examines practice elements necessary for creating social action and change. The course covers the role of power, politics, fund-raising, minority group status, conflict, and forms of influence as vehicles for creating effective change.

SW 524 Interventions with Children and Adolescents

This course offers students opportunities to learn the skills necessary to provide social work services to children and adolescents. The course will focus on initiating interviews, making systematic observations, assessing needs, initiating social work services, and evaluating outcomes of services to children and adolescents.

SW 525 Interventions with Couples

The competent social work practitioner is able to apply the necessary interpersonal skills to effect change in a variety of settings. The goals of this course are to expose the professional social work practitioner to the broad range of clinical interventions that are available for working with couples. The field of couple's therapy is best conceived as a variant or sub-type of family therapy. This course has the aim of bringing together detailed specifications of the major models of couples therapy, as well as the strategies and techniques that have grown from these models and can clinically assist the distressed couple.

SW 526 Interventions with Families

In this course, which will be taught from a systemic perspective, the student will be exposed to a variety of family therapy practice modalities. There will be an emphasis on familiarity with the research and literature on family approaches to various problem areas. The student will be exposed to

the major established models as well as to the more innovative approaches on the cutting edge of the field's recent developments. This course will focus on the integration of the differential assessment and treatment within each model and aid in the selection of target system and choice of intervention. A further level of integration will involve the development of students' self-awareness to enhance professional competence and sensitivity to gender, ethnicity, race, and other forms of diversity that can place populations at risk.

SW 527 Interventions with Groups

This class provides students with the knowledge and skills for an understanding of group process and of practice with groups in diverse settings. Students will become acquainted with both treatment and task groups, a variety of group work models, and the application of group work models with diverse populations.

SW 528 Interventions with Adults

This course provides students with assessment and intervention skills, utilizing the counseling role, for work with individual adults who are experiencing a wide range of problems. Students will learn an integrative framework for making decisions about choosing practice models and theories to fit clients and their problems. Although students will be exposed to several theoretical models and perspectives, the course will concentrate on providing more depth in two perspectives, cognitive-behavior therapy and psychodynamic therapy.

SW 530 Interventions: Organizational Change and Development

The purpose of this course is to enhance the student's effectiveness as a participant, change agent, or consultant to organizations. To accomplish this purpose, students will be provided with opportunities to increase their knowledge of organization growth, dynamics, and development. In addition, students will learn about their behavior and the behavior of others in organizational settings, including how these behaviors may be influenced by the culture, ethnicity, race, age, or gender of participants. Finally, students will have an opportunity to develop skills as an organization change agent or consultant.

SW 531 Crisis Interventions

This course is designed to introduce students to the characteristics of crisis, the characteristics of the person or persons in crisis, and their reciprocal interactions. This provides a basis for an exploration of different methods of intervention. An eclectic framework that considers the psychological, physiological, and social aspects of the crisis event and the unique responses of participants provides a multidimensional approach to crisis intervention.

ELECTIVES

Advanced Standing Students and Electives

Advanced Standing students must take a minimum of nine credits of electives. A minimum of six elective credits must be taken within the School of Social Work. This minimum of six required elective credits in the School excludes Independent Study or transfer credits.

Students may take courses in other Concentrations as electives as long as they have met the course prerequisites. Students may also substitute the following for elective credits: additional interventions courses, up to six credits (three for advanced standing students) of course work from outside the School of Social Work, and approved Independent Study courses. See the sections on transfer credit and independent study for details.

SW555, Women & Justice

This course will take an holistic approach to analyzing and deconstructing theories of justice and the application of justice in women's lives. Feminist theory will be compared to more traditional theories of justice. These will be used to analyze current systems, and explore how to recreate justice in women's daily lives, work and communities. A particular focus of the course will be the relationship between justice, morality and the law and the impact various definitions of justice have on women's lives. Students will examine their concepts of justice and how it effects race, class, gender, work, the environment, the legal system, health care, war and more in light of such questions as "Why water carried through pipes has a value, but water carried daily and a long distance by women does not?"⁷.

SW556, Forensic Social Work

Forensic social work is defined as social work practice in various criminal justice arenas, at the macro, mezzo, and micro levels, with a particular emphasis on working with forms of serious violence. This elective course will introduce concepts, principles, and skills of forensic social work practice with individuals, families, and groups affected by criminal justice involvement. Criminal justice system components such as police, parole, probation, courts, and jails/prisons will be identified and discussed in terms of function, funding, and public support. This course offers students an opportunity to define forms of violence, to understand differing etiologies of violence, and to develop skills in planning interventions at the micro, mezzo, and macro levels. The social work role in assessing and intervening in jails, clinics, hospitals, and communities will be highlighted. Major psychopathological pathways to

⁷ Waring, p.xi.

violence will be identified and discussed in the context and role of risk management and safety planning.

SW 578 Gender Issues

This course aims to introduce the student to the theory and knowledge essential to an understanding of gender issues in social work practice. The course will cover: current theories of normal bio-psycho-social development, bio-psycho-social factors that affect the mental health of men and women, theories of the etiology of mental disorders prevalent among women as compared to men, and the effects of race, ethnicity, and diversity on gender development.

SW 580 Psychopathology

Clinical Psychopathology aims to introduce MSW candidates to the field of abnormal psychology and clinical psychiatry. Specifically, the course intends to acquaint the students with the epidemiology, classification, etiology, and treatment of the major forms of mental illness. It will be the primary aim of this course to develop the student's diagnostic skills in the field of psychopathology and to apply that competence, so acquired, in casework settings. To that end, didactic emphasis will be placed not only upon the study of psychopathological symptoms and behavior per se, but also upon their manifestations in everyday life settings.

SW 582 Multicultural Issues in Social Work

This course will explore the cultures and value systems of some of the major ethnic groups found within the United States. The impact of culture on help seeking behavior and on assessment, intervention, and the termination process will be discussed. Students will learn the importance of recognizing and working with informal support networks and indigenous helpers as part of the social work process.

SW 583 Motivational Interviewing and Assessment

This course provides a forum for students who are working with clients with alcohol and other drug problems in their field settings to discuss cases and issues related to their field placements. While the course is open to all students working with this population, it is designed to meet the needs of those students in addiction sensitive placements, i.e., non-addiction specific settings. This latter group is targeted since specialized supervision related to alcohol and other drugs is often not readily available to these students. The course is organized primarily as a seminar for case presentation and discussion with an emphasis on discussing cases from students field placements.

SW 584 Personality Disorders

This course focuses on people who have been characterized as having a “personality disorder.” The course is designed to provide students with an overview of historical and current perspectives and controversies in this area, including controversies surrounding interventions with this population.

SW 587 Addiction and the Family

This course will provide a dual focus on alcohol and other drug problems and the family, examining: (1) the impact of alcohol and other drug problems on families, and (2) assessment and intervention strategies appropriate for these family systems and their individual family members (i.e., children and adults).

SW 588 Lesbian and Gay Issues

This course will explore a variety of issues of concern to gay and lesbian communities and provide a foundation for social workers interested in working with lesbian, gay, and bisexual people and with same-sex couples.

SW 589 Adult Survivors of Sexual Abuse

This course will provide participants with a traumagenic conceptual framework for working with survivors of sexual abuse. Assessment techniques and treatment strategies for individuals, couples, and families will be presented, as well as self-care strategies for therapists when working with this population.

SW 590 AIDS and other Communicable Diseases

This course examines issues involved in working with individuals and families affected by HIV and other communicable diseases. It describes the problems and provides a framework for discussing services. Various approaches that have been shown effective are explored.

SW 591 Spirituality

Currently, there is a strong trend in the mental health professions to look at the whole picture when dealing with clients. Spirituality is a part of this picture. This course will present a therapeutic rationale for spirituality in a clinical setting.

SW 592 Childhood Stress/Risk/Resilience

The course focuses on prevention of childhood mental disorders and social problems through a risk reduction model. Preventative interventions are examined as well as developmental issues, theoretical issues, and resilience-based practice.

SW 593 EMDR

This course focuses on the origin, theory, components, research and application of Eye Movement Desensitization and Reprocessing, a treatment method originally developed for treating trauma and now being applied to a range of client problems. Students will acquire the knowledge and skills necessary to utilize this method appropriately and effectively with diverse client populations and problems. Such use is based on an understanding of the theoretical bases of EMDR, client safety issues, integration with a comprehensive treatment plan, and supervised practice with the components of EMDR as well as its various applications. Prerequisite: Participants should be either students who have completed at least the first year of a graduate level professional human-services degree program (e.g. MSW foundation year), or licensed/ certified mental health professionals.

SW 595 Agency Grant Writing

This seminar covers the following aspects of proposal preparation: informational exchange, preparing the proposal, basic and advanced rules of writing proposals, the grant-management system, budgets, specific aims, background and significance, preliminary studies, conceptual framework to guide the research, measurement to operationalize constructs, sampling plans, procedures for data collection, statistical analysis, and critical components of writing proposals. All students will submit a final proposal.

SW 596 Community Development and Change

This course will examine some of the current deliberations and actions that shape community development practice. Emphasis will be placed on Government policies and grassroots initiatives directed toward neighborhood planning, business creation, and workforce development. Students will survey current community development tools employed by governmental and not-for-profit sectors to affect social change, and apply these basic skills to a local community and economic development problem.

SW 597 Play Therapy

This course is a practice oriented elective. The purpose of this course is to provide students with exposure to and an opportunity to develop knowledge and skills in using play therapy with individuals, families and groups in diverse settings. Students will become familiar with various theoretical practice models and learn to apply those models with children experiencing a variety of problems across diverse populations. This course will expose the student to basic knowledge about play therapy as a component of services to children, including in mental health, child welfare, health and community based settings.

SW 598 Behavior Disorders of Childhood Online Course

This course provides a general introduction to behavior problems of childhood. A particular emphasis will be placed on differentiating among the many associated labels (i.e. behavioral disturbances, behavior problems, mental illness, developmental disorder, maladaptive behavior, and dysfunctional behavior) with this category of disorders. The course will review classification and etiology of major mental health disorders within the context of normal and abnormal mental and emotional development of children. Children's behavior disorders will be examined in the contexts of family, peer group, school, and community. The ethical considerations associated with this topic as well as the impact of culture on children and their families will be highlighted. Strategies employed to treat children and their families will also be addressed.

SW 599 Public School Social Work

This course is designed to provide the student with an overview of Social Work Practice in the Public Schools. Students will examine the history of school social work, state and federal education laws, educational issues and policies, conceptual frameworks (such as the ecological approach) and service delivery models. Evidence based programs, interventions and practices will be highlighted; in particular, those that optimize the student's potential for growth and learning. The course is intended to develop the student's awareness and understanding of the unique role that the school social worker has and how it impacts the lives of children, families, school staff, and communities.

SW 630 Nonviolent Conflict Resolution

This course will introduce conflict-resolution concepts, attitudes, and skills for use in professional practice settings. This is an experiential course in nonviolent conflict resolution. Specifically, students will study the processes by which conflict can escalate to violence, and they will focus on the changes in behavior and the skills that can diminish conflict. The theoretical underpinnings of "active nonviolence" will be examined as an alternative response to social conflict.

SW 706 The Aging Population and their Families

This course covers theory and principles for direct social work practice with the aging population, emphasizing differences from practice with physically and/or mentally impaired children and adults, as well as what it takes to function as part of an interdisciplinary team and to deal with the burden that the condition imposes on families. The course also provides a survey of major psychoactive drugs used in the treatment of members of this population and the possible side-effects that should be monitored by social workers.

SW 899-998 Special Topic Electives

These courses will only be offered if enrollment and school resources are sufficient-- additional topics to be offered each semester.

SW 995 Special Topics: Trauma Theory and Treatment

This course will provide an introduction of theoretical frameworks of trauma throughout the life span. An overview of types of trauma and the impacts of trauma on the individual, family, and community will be examined. Information on treatment methods, clinical applications and evidence-based practices used to address and treat trauma will be provided.

This course is recommended for students interested in taking SW593 EMDR in the spring.

SW 998 Special Topics: Financial Management

A core factor that differentiates a successful nonprofit organization from one that struggles to survive is sound financial management. Given their mission of service and likelihood of receiving government monies to fund programming, managing the finances of a non-profit organization differs sharply from that of a for-profit entity. This course offers students a detailed overview of the financial management processes, tools and skills needed to effectively manage today's non-profit programs or entire organizations providing health and human social services. This course builds on the student's knowledge of policy, research and agency administration in their application to financial management for agencies.

FACULTY

Full-Time Faculty

Laina Y. Bay-Cheng, Assistant Professor. B.A., Wellesley College; M.S.W., M.A., and Ph.D., University of Michigan. Women's Studies and Youth Sexuality

Filomena M. Critelli, Assistant Professor. B.A., M.S.W., State University of New York at Buffalo and Ph.D., State University of New York at Albany. Child Welfare and Not-for-Profit organizations.

Howard J. Doueck, Professor and Associate Dean for Faculty and Special Projects. B.A., M.A., Brooklyn College of the City University of New York; M.S.W., Ph.D., University of Washington. Child Abuse and Neglect, Organizational Change and Group Dynamics, Interventions, Child Welfare.

Catherine N. Dulmus, Associate Professor, Associate Dean for Research and Director, Center of Social Research. B.S.W., Buffalo State College, Buffalo, NY, M.S.W. and Ph.D., State University of New York at Buffalo. Child Mental Health, Violence Prevention, and Social Work Education.

Diane E. Elze, Associate Professor. B.S., University of Maine (Orono), M.A., M.S.W., Mandel School of Applied Social Sciences, Case Western Reserve University, Cleveland, OH, and Ph.D., George Warren Brown School of Social Work, Washington University in St. Louis, St. Louis, MO.

Susan Green, Clinical Assistant Professor. B.S., State University of New York College at Geneseo; M.S.W., University at Buffalo, The State University of New York. Children and Family.

Mansoor A.F. Kazi, Research Associate Professor. B.S., London School of Economics, M.A., University of Hull, and Ph.D., University of Huddersfield (England). Evaluation of Practice.

Robert H. Keefe, Associate Professor. B.A., Ithaca College, Ithaca, New York, M.S.S.A., Mandel School of Applied Social Sciences, Case Western Reserve University, Cleveland, Ohio, and Ph.D., University of Albany, State University of New York. HIV and HIV Prevention, Racial and Ethnic Disparities in Health Care Policies.

Wooksoo Kim, Assistant Professor, B.A., Seoul National University, Master of Liberal Arts, Eastern Michigan University, M.S.W., Ohio State University, Ph.D., University of Washington. Minority Mental Health, Asian American Immigrants, Violence against Women, Empowerment Theory and Practice, Youth Suicide Prevention, Substance Abuse, Quantitative Research Methods.

Kathleen A. Kost, Associate Professor, Associate Dean for Academic Affairs and Director of the MSW Program; B.A., M.A., M.S.S.W., Ph.D., University of Wisconsin at Madison. Poverty, Employment and Organizations.

Denise Krause, Clinical Associate Professor. B.A., State University of New York at Binghamton; M.S.S.W., Columbia University. Aging and Interventions.

Thomas H. Nochajski, Research Associate Professor. B.A. State University at New York, Ph.D. State University at New York. Screening, assessment and treatment of criminal justice groups. Prevention for alcohol and other drug problems with children and families.

David A. Patterson—Silver Wolf (Adelv Unegv Waya), Assistant Professor. B.S.W. Spalding University; M.S.S.W, Ph.D., Raymond A. Kent School of Social Work. Effectiveness of treatment for clients with substance abuse problems

Adjoa Robinson Assistant Professor. BS, University of Maryland; MSW, Howard University; PhD, Washington University in St. Louis. Family involvement in children's mental health services, Health Disparities, Minority Mental Health Cultural Competence

Barbara Rittner, Associate Professor. Associate Dean for External Affairs and, Ph.D. Program Director. B.A., University of Connecticut; M.S.W., Ph.D., Barry University. Child Welfare, Interventions and Group Work.

Patrick Shannon, Assistant Professor. B.A., SUNY Buffalo, M.S.W., SUNY Buffalo, Ph.D., Virginia Commonwealth University.

Nancy J. Smyth, Professor. Dean. B.A., M.S.W., Ph.D., State University of New York at Albany, CASAC. Interventions, Addictions, Dual Disorders, Group Work, Psychological Trauma.

Peter Sobota, Clinical Associate Professor. B.A., M.S.W., University at Buffalo, The State University of New York. Social Work Applications in Non-Traditional Settings.

Charles Syms, Clinical Assistant Professor. B.A., State University College at Buffalo; M.S.W., California State University - Sacramento. Addictions, Interventions, Child Welfare.

Deborah P. Waldrop, Associate Professor. B.A., Pennsylvania State University; M.S.W., Syracuse University; Ph.D., Oklahoma State University. Gerontology, Human Development.

Hilary Weaver, Associate Professor. B.A., Antioch College; M.S., D.S.W., Columbia University. Multicultural Social Work, Occupational Social Work, Social Welfare Policy.

Administration

Michele Mayer, Coordinator, Corning Extension Program

Catherine Dulmus, Associate Professor, Associate Dean for Research and Director, Center of Social Research

Lesa Fichte, Director of Continuing Education

Richard Amantia, Interim Director of Technology Services

Susan Green, Chair, Children and Youth Concentration

Elaine Hammond, Coordinator, Jamestown Extension Program

Jonathan Havey, Director of Communications and School Analysis

Sharon Herlehy, Assistant Director of Field Education

Mansoor Kazi, Research Associate Professor, Director, Center for Evaluation

Robert Keefe, Chair, Advanced Interventions Sequence

Kathryn Kendall, Director of Recruitment and Alumni Relations

Kathleen Kost, Associate Dean for Academic Affairs and Director of MSW Program; Director, UB Institute for Nonprofit Agencies; Chair, Community Concentration

Denise Krause, Chair, Interventions Sequence

Eugene Maguin, Director of Data Analysis

Irene F. Mucci, Associate Dean for Resource Management

Thomas Nochajski, Research Sequence Chair

Laura Lewis, Director of Field Education and Student Services

Shirley Reiser, Coordinator, Rochester Extension Program

Barbara Rittner, Associate Dean for External Affairs; Director, Ph.D. Program

Nancy Smyth, Dean; Principal Investigator OMH –Social Work Dean's Consortium

Peter Sobota, Chair, Human Behavior in the Social Environment Sequence

Charles Syms, Chair, Alcohol and Other Drugs Concentration

Alisha Taggart-Powell, Student Services Coordinator

Deborah Waldrop, Chair, Health, Mental Health, and Disability Concentration

Hilary Weaver, Chair, Diversity and Policy Sequence, Director, Diversity Center

Brenda Wright, OMH Project Coordinator

Mantha Wyse, Director of Development

Staff

Richard Amantia, Network Administrator

Erin Bailey, Assistant to the Dean for Grants Management

Anna Cerrato, Assistant to the Dean

Mary Civileto, Project Staff Associate

Kathleen Dmochowski, Registrar, Ph.D. Program Secretary

Denise Finnan, Staff Assistant

Judah R. Gibson, Assistant to Associate Dean for Academic Affairs

Phyllis Harris, CDHS Liaison

Debbie Hill, Client Support Specialist

Zoe Koston, Field Education Coordinator

Trisha Mahar, Project Staff Assistant

Cheryl Ogilvie, Project Staff Assistant

Lynn Pascucci, Staff Assistant

Nancy Macdonald, Staff Assistant

Maria Soos, Admissions Processor

Tamara Rabe, Writing Tutor

Steve Sturman, Instructional Design Specialist

TELEPHONE NUMBERS YOU MAY NEED

Student Response Center , 232 Capen Hall The Student Response Center is the single point of contact for anyone requiring services in the areas of student records, registration, student accounts, financial aid, and academic advising.	645-2450 Toll Free: 1-866-838-7257
Campus Safety/University Police , Bissell Hall Emergencies & Service	645-2227 645-2222
Dentistry Clinics , Squire Hall, Main Street Campus Patient Information Screening Appointments	829-2821 829-2821
Graduate Student Association , 310 Student Union,	645-2960 Fax: 645-7333
University Health Services , Michael Hall	829-3316
University Counseling Services , 120 Richmond Quad	645-2720
ResidenceHalls/Housing , Spaulding Quad Rm.106	645-2171 Toll free: (866) 285-8806
University Libraries Health Science Library Lockwood Library	829-3900 645-2814
Career Services , 259 Capen Hall	645-2231
Office of Disability Services , 25 Capen Hall	645-2608 TTY:645-2616

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Change of Address Form

Previous Information:			
Name:			
Address:			
Telephone:			
Social Security Number:			
Current Information:			
Name:			
Address:			
Telephone:			
Signature:		Date:	

For office use only:

Admissions Office
 Field Education Office

**AFTER COMPLETING THIS FORM, PLEASE RETURN TO
 MARIA SOOS, ADMISSIONS PROCESSOR, ROOM 685 BALDY HALL
 YOU MUST ALSO CHANGE YOUR ADDRESS WITH THE UNIVERSITY**

State University of New York at Buffalo

School of Social Work

Full-time Advanced-Standing Student Degree Work Sheet

Date: _____

Advisor: _____

Name: _____
Last First Middle

SS#: _____ Student #: _____

Date of Birth: _____

Current Address: _____

_____ City State Zip

Phone: _____

Forwarding Address: _____

_____ City State Zip

Phone: _____

Concentration: _____

Dates of official leaves of absence: from _____ to _____

Month/Year of first registration in the School of Social Work: _____

Please completely fill out the worksheet on the back

Courses below are in sequence and should be taken in the order listed to assure graduation is not delayed.

<u>Term</u>	<u>Course Number</u>	<u>Term/Year Enrolled</u>	<u>Term/Year Completed</u>	<u>Final Grade</u>	<u>Credit Hours</u>	<u>Course Title</u>
<u>Required Summer Session Courses</u>						
Summer	SW 540	_____	_____	_____	3	Advanced Standing Foundation
Summer	SW 541	_____	_____	_____	3	Advanced Standing Research
<u>Alcohol and Other Drug Problems</u>						
Fall	SW 560	_____	_____	_____	3	Nature and Treatment of Alcohol other Drug Problems
Fall	SW 561	_____	_____	_____	3	Dual Disorders
Fall	SW ____	_____	_____	_____	3	Interventions:_____
Fall	SW 552	_____	_____	_____	4	Field III
Spring	SW 562	_____	_____	_____	3	Integrative Seminar
Spring	SW 553	_____	_____	_____	4	Field IV
<u>Health, Disability, and Mental Health</u>						
Fall	SW 570	_____	_____	_____	3	Health and Disability SW
_____	SW ____	_____	_____	_____	3	Interventions:_____
Fall	SW 572	_____	_____	_____	3	Health and Mental Health SW
Fall	SW 552	_____	_____	_____	4	Field III
Spring	SW 574	_____	_____	_____	3	HMHDB Integrative Seminar
Spring	SW 553	_____	_____	_____	4	Field IV
<u>Children and Youth</u>						
Fall	SW 566	_____	_____	_____	3	Social Services to Children, Youth, & Families
Fall	SW 552	_____	_____	_____	4	Field III
Fall	SW 576	_____	_____	_____	3	Assessment & Treatment of Child Abuse and Neglect
_____	SW ____	_____	_____	_____	3	Interventions:_____
Spring	SW 568	_____	_____	_____	3	Children and Youth Seminar
Spring	SW 553	_____	_____	_____	4	Field IV
<u>Community</u>						
Fall	SW 569	_____	_____	_____	3	Community Social Work
Fall	SW 552	_____	_____	_____	4	Field III
Fall	SW 564	_____	_____	_____	3	Administration and Management
_____	SW ____	_____	_____	_____	3	Interventions:_____
Spring	SW 565	_____	_____	_____	3	Integrative Seminar
Spring	SW 553	_____	_____	_____	4	Field IV

General Electives or Transfer Credits*

Total required for graduation: 35 credits

*Electives may include extra advanced-interventions courses, courses in other Concentrations, transfer credits (3 maximum), or credits earned as a non-matriculated student (no more than 9).

Foundation Required Courses

<u>Term</u>	<u>Course Number</u>	<u>Term/Year Enrolled</u>	<u>Term/Year Completed</u>	<u>Final Grade</u>	<u>Credit Hours</u>	<u>Course Title</u>
Fall	SW 500	_____	_____	_____	3	Social Welfare History and Policy
Fall	SW 505	_____	_____	_____	3	Theories of Human Behav. & Development
Fall	SW 510	_____	_____	_____	3	Scientific Methods in Social Work
Fall	SW 520	_____	_____	_____	3	Interventions I
Fall	SW 550	_____	_____	_____	3	Field I
Fall	SW 999	_____	_____	_____	1	Foundation Seminar
Spring	SW 503	_____	_____	_____	3	Diversity and Oppression
Spring	SW 506	_____	_____	_____	3	Theories of Organizat. Behav. & Develop.
Spring	SW 514	_____	_____	_____	3	Evaluation in Social Work
Spring	SW 521	_____	_____	_____	3	Interventions II
Spring	SW 551	_____	_____	_____	4	Field II
Spring	SW 999	_____	_____	_____	0	Foundation Seminar

Concentration Required Courses

Alcohol and Other Drug Problems

Fall	SW 560	_____	_____	_____	3	Nature and Treatment of Alcohol & other Drug Problems
Fall	SW 561	_____	_____	_____	3	Dual Disorders
Fall	SW _____	_____	_____	_____	3	Interventions:_____
Fall	SW 552	_____	_____	_____	4	Field III
Spring	SW 562	_____	_____	_____	3	Integrative Seminar
Spring	SW 553	_____	_____	_____	4	Field IV

Health, Disability, and Mental Health

Fall	SW 570	_____	_____	_____	3	Health and Disability Social Work
_____	SW _____	_____	_____	_____	3	Interventions:_____
Fall	SW 572	_____	_____	_____	3	Mental Health and Disability SW
Fall	SW 552	_____	_____	_____	4	Field III
Spring	SW 574	_____	_____	_____	3	Health, Disability, and Mental Health Seminar
Spring	SW 553	_____	_____	_____	4	Field IV

Children and Youth

Fall	SW 566	_____	_____	_____	3	Social Services to Children, Youth, & Families
Fall	SW 552	_____	_____	_____	4	Field III
Fall	SW 576	_____	_____	_____	3	Assessment & Treatment of Child Abuse and Neglect
_____	SW _____	_____	_____	_____	3	Interventions:_____
Spring	SW 568	_____	_____	_____	3	Children and Youth Seminar
Spring	SW 553	_____	_____	_____	4	Field IV

Community

Fall	SW 569	_____	_____	_____	3	Community Social Work
Fall	SW 552	_____	_____	_____	4	Field III
Fall	SW 564	_____	_____	_____	3	Administration and Management
_____	SW _____	_____	_____	_____	3	Interventions:_____
Spring	SW 565	_____	_____	_____	3	Integrative Seminar
Spring	SW 553	_____	_____	_____	4	Field IV

General Electives or Transfer Credits*

Total required for graduation: 60 credits *Electives may include extra advanced-interventions courses, courses in other Concentrations, transfer credits, or credits earned as a non-matriculated student (no more than 9)

State University of New York at Buffalo School of Social Work

**Part-Time Student Degree Work Sheet
Advanced Standing Part-Time Student Degree Work Sheet
Extension Program Degree Sheet**

Date: _____ Advisor: _____

Name: _____
Last First Middle

SS#: _____ Student #: _____

Current Address: _____

_____ City State Zip

Phone: _____

Forwarding Address: _____

_____ City State Zip

Phone: _____

Undergraduate College, major, and degree _____

Concentration: _____

Dates of official leaves of absence: from _____ to _____

Month/Year of first registration in the School of Social Work: _____

Campus: _____

see next page

Courses below are in sequence and should be taken in the order listed to ensure graduation is not delayed.

Foundation Required Courses

<u>Term</u>	<u>Course Number</u>	<u>Term/Year Enrolled</u>	<u>Term/Year Completed</u>	<u>Final Grade</u>	<u>Credit Hours</u>	<u>Course Title</u>
<u>Semester I</u>						
Fall	SW 505	_____	_____	_____	3	Theories of Human Behavior and Development
Fall	SW 510	_____	_____	_____	3	Scientific Methods in Social Work
<u>Semester II</u>						
Spring	SW 500	_____	_____	_____	3	Social Welfare History and Policy
Spring	SW 514	_____	_____	_____	3	Evaluation in Social Work
<u>Semester III</u>						
Summer	SW 503	_____	_____	_____	3	Diversity and Oppression
Summer	SW 506	_____	_____	_____	3	Theories of Organizational Behavior and Development
Summer	SW ____	_____	_____	_____	2	Elective: _____
<u>Semester IV</u>						
Fall	SW 550	_____	_____	_____	3	Field I
Fall	SW 520	_____	_____	_____	3	Interventions I
<u>Semester V</u>						
Spring	SW 521	_____	_____	_____	3	Interventions II
Spring	SW 551	_____	_____	_____	4	Field II

Part-time Advanced Standing Students begin here- Regular Part-time continue reading down

Spring	SW 540	_____	_____	_____	3	Advanced Standing Foundation
Spring	SW 541	_____	_____	_____	3	Advanced Standing Research

Concentration Required Courses

<u>Semester VI</u>						
Summer	SW ____	_____	_____	_____	3	Interventions_____
Summer	SW ____	_____	_____	_____	__	Elective*_____
Summer	SW ____	_____	_____	_____	__	Elective*_____

=7 (regular)
=8 (advanced standing)

Alcohol and Other Drug Problems

<u>Semester VII</u>						
Fall	SW 560	_____	_____	_____	3	Nature & Treatment of Alcohol & other Drug Problems
Fall	SW 561	_____	_____	_____	3	Dual Disorders

Semester VIII

Spring	SW 552	_____	_____	___	4	Field III
Spring	SW 562	_____	_____	___	3	Integrative Seminar

Semester IX

Summer	SW 553	_____	_____	___	4	Field IV
Summer	SW ___	_____	_____	___	3	Elective (4 credits advanced stdg.)

Health, Disability, and Mental Health

Semester VII

Fall	SW 570	_____	_____	___	3	Health & Disability Social Work
Fall	SW 572	_____	_____	___	3	Mental Health & Disability SW

Semester VIII

Spring	SW 552	_____	_____	___	4	Field III
Spring	SW 574	_____	_____	___	3	Health, Disability, and Mental Health Seminar

Semester IX

Summer	SW ___	_____	_____	___	3	Elective (4 credits advanced stdg.)
Summer	SW 553	_____	_____	___	4	Field IV

Children and Youth

Semester VII

Fall	SW 566	_____	_____	___	3	Social Services To Children, Youth, & Families
Fall	SW 576	_____	_____	___	3	Assessment & Treatment of Child Abuse & Neglect

Semester VIII

Spring	SW 552	_____	_____	___	4	Field III
Spring	SW 568	_____	_____	___	3	Children and Youth Seminar

Semester IX

Summer	SW 553	_____	_____	___	4	Field IV
Summer	SW ___	_____	_____	___	3	Elective (4 credits advanced stdg.)

Community

Semester VII

Fall	SW 569	_____	_____	___	3	Community Social Work
Fall	SW 564	_____	_____	___	3	Administration and Management

Semester VIII

Spring	SW 552	_____	_____	___	4	Field III
Spring	SW 565	_____	_____	___	3	Integrative Seminar

Semester IX

Summer	SW 553	_____	_____	___	4	Field IV
Summer	SW ___	_____	_____	___	3	Elective (4 credits advanced stdg.)

Total required for graduation:60 (35 advanced standing)

Concentration Declared - (check as apply)

- _____ Alcohol and Other Drug Problems (A/ODP)
- _____ Health, Disability, and Mental Health (H/D/MH)
- _____ Children and Youth
- _____ Community

Signature

Date

Reason for change: _____

Signature

Date

**University at Buffalo
School of Social Work**

REQUEST FOR CHANGE IN ACADEMIC ADVISOR

Name: _____ Date: _____ Student #: _____

Home phone: _____ Field Practicum: _____

Current academic advisor: _____ Concentration: _____

Status in program: _____ Graduation date: _____

Reason for request: _____

Preferences: 1. _____

2. _____

3. _____

Note: You may not be assigned the advisor of your choice. The school has to assure a balance among faculty. Check your campus mailbox for response.

Signature: _____

New advisor's signature: _____

Approved by: _____

Associate Dean for Academic Affairs

Date

**REQUEST FOR TRANSFER CREDIT
FROM ANOTHER UNIVERSITY TO BE APPLIED TO THE
U.B. MSW PROGRAM**

Name _____ Student # _____

Mailing Address _____

_____ Phone _____

If transferring credit for an elective course to be applied to the MSW program, the course must:

- 1) have been taken within the previous six years at an accredited institution;
- 2) have been earned at an accredited institution to be approved for elective credit (must be social work related);
- 3) have been graded "B" or better, with no S/U or Pass/Fail being acceptable;
- 4) be documented on an official transcript; and
- 5) be documented with a syllabus. Other documents may be requested.

If transferring credit for a required MSW course, the same above applies. In addition, the course must have been earned at a CSWE-accredited institution.

COMPLETED FORM MUST BE SUBMITTED TO THE ADMISSIONS OFFICE (689 BALDY) FOR REVIEW.

The following boxes are for courses already completed:

Course Number and Title _____

Year and Semester _____ Credits _____ Grade _____

College or University _____

(check one):

For elective courses for _____ credits;

For foundation courses for _____ credits;

For Concentration courses for _____ credits.

Yes No By _____ Date _____

Course Number and Title _____

Year and Semester _____ Credits _____ Grade _____
College or University _____

(check one):
 For elective courses for _____ credits;
 For foundation courses for _____ credits;
 For Concentration courses for _____ credits.

Yes No By _____ Date _____

Course Number and Title _____
Year and Semester _____ Credits _____ Grade _____
College or University _____

(check one):
 For elective courses for _____ credits;
 For foundation courses for _____ credits;
 For Concentration courses for _____ credits.

Yes No By _____ Date _____

Course Number and Title _____
Year and Semester _____ Credits _____ Grade _____
College or University _____

(check one):
 For elective courses for _____ credits;
 For foundation courses for _____ credits;
 For Concentration courses for _____ credits.

Yes No By _____ Date _____

Course Number and Title _____

Year and Semester _____ Credits _____ Grade _____

College or University _____

(check one):

€For elective courses for _____ credits;

€For foundation courses for _____ credits;

€For Concentration courses for _____ credits.

€Yes €No By _____ Date _____

Student Signature

Date

Student Services Coordinator

Date

Associate Dean for Academic Affairs

Date

**REQUEST FOR PRIOR APPROVAL
TO TAKE A COURSE FROM ANOTHER PROGRAM
WITHIN U.B. OR ANOTHER UNIVERSITY**

**TO BE APPLIED TO THE MSW PROGRAM
FOR ELECTIVE CREDITS ONLY**

Name _____ **Student #** _____

Mailing Address _____

_____ **Phone** _____

The course must:

- 1) be from an accredited institution to be approved for elective credit (must be social work related);
- 2) once completed, have been graded "B" or better, with no S/U or Pass/Fail being acceptable;
- 3) be documented on an official transcript once completed; and
- 4) be documented with a syllabus prior to approval.

COMPLETED FORM MUST BE SUBMITTED TO THE ADMISSIONS OFFICE (689 BALDY) FOR REVIEW.

Course Number and Title _____
Year and Semester _____ Credits _____
College or University _____
€For elective course credit only for _____ credits;
€Yes €No By _____ Date _____

Course Number and Title _____

Year and Semester _____ Credits _____

College or University _____

€For elective course credit only for _____ credits;

€Yes €No By _____ Date _____

Course Number and Title _____

Year and Semester _____ Credits _____

College or University _____

€For elective course credit only for _____ credits

€Yes €No By _____ Date _____

Course Number and Title _____

Year and Semester _____ Credits _____

College or University _____

€For elective course credit only for _____ credits

€Yes €No By _____ Date _____

Course Number and Title _____

Year and Semester _____ Credits _____

College or University _____

€For elective course credit only for _____ credits

€Yes €No By _____ Date _____

Student Signature

Date

Student Services Coordinator

Date

Associate Dean for Academic Affairs

Date

STATE UNIVERSITY OF NEW YORK AT BUFFALO
School of Social Work

PETITION FOR LEAVE OF ABSENCE

ALL INFORMATION MUST BE TYPED OR PRINTED

Name _____ SS # _____

Address _____

Home Phone _____

Work Phone _____

Status full-time part-time
 first year second year third year

Because of the prerequisites and the sequencing of courses, not all courses are offered each semester. A leave may result in having to take a full year leave. Re-enrolled students will be required to fulfill the requirements in effect at the time of re-enrollment.

Request Leave of Absence from _____ to _____

Please indicate below if any other leaves were granted previously, and for what period:

REASON FOR LEAVE OF ABSENCE:

Student' Signature _____ Date _____

Advisor's Signature _____ Date _____

Advisor's Recommendation: approve disapprove

Advisor Comments: _____



ACTION TAKEN: approve disapprove

Comments: _____

Director of Field Education and Student Services

_____ Date

THE GRADUATE SCHOOL

Graduate Student Petition Form

Student's Name: _____ Matriculating Dept.: _____

E-mail Address: _____ Person Number: _____

Address: _____ Master's Ph.D.

Date Degree Expected: (/)

Date of First Registration (in current graduate program) at the Univ. at Buffalo: (/)

If formerly registered under another name, please indicate: _____

List date(s) of any previous petitions for same purpose: _____

SECTION 1. REASON FOR PETITION

A. **Leave of absence** from (/) to (/) (maximum one year)

B. **Extension of time limit for completion of degree:** (/) to (/)

C. **Extension of time limit to change "I" Grade** to: (/) (maximum 4 months)

Course # _____ Semester taken: Fall _____ Spring _____ Summer _____

Signature of Course Instructor: _____

Instructor's name (please print): _____

D. **Undergraduate Course for Graduate Credit**

Fall _____ Spring _____ Summer _____ Course #: _____ Registration #: _____

Description of required extra work: _____

Signature of Course Instructor: _____

Instructor's Name (please print): _____

Instructor's Title (must be permanent faculty): _____

E. **Waiver of Continuous Registration Requirement** for Fall _____ Spring _____ Summer _____

F. **Amendment of Application to Candidacy** - addition or deletion of courses:

Action Institution Course Course Semester of Grade Credits

(Add/Delete) Number Title Completion

G. **Other:** _____

SECTION 2. JUSTIFICATION FOR CHANGES REQUESTED ABOVE

SECTION 3. SIGNATURES AND ROUTING

Note: Your signature indicates endorsement. To indicate disapproval write "Disapprove" in the signature space, sign, give the reason for disapproval in the space provided below, and return this form to The Graduate School.

1. Student: _____ Date: (/ /)

(signature not required when petition is initiated by Chair or Director of Graduate Studies on behalf of student)

2. Department Chair or Director of Graduate Studies: _____ Date: (/ /)

3. Academic Dean: _____ Date: (/ /)

(signature required only for Leave of Absence or Extension of Time Limit for Completion of Degree)

4. Divisional or Area Committee: _____ Date: (/ /)

(signature required only for Leave of Absence or Extension of Time Limit for Completion of Degree)

5. The Graduate School: _____ Date: (/ /)

6. Reason for disapproval: _____

7. Final action taken: Approve Disapprove

Forward original of the completed form to **The Graduate School, 408 Capen Hall, Buffalo, NY 14260-1608**

Copy - Records and Registration, Copy - The Graduate School, Copy - Department, Copy - Student