



Social Work Program Handbook for Advanced Status Students

Updated: 10/2019

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I. Introduction

The Fredonia BS in Social Work is offered by the Department of Sociocultural & Justice Sciences. The social work program is accredited by the Council on Social Work Education. Their webpage, which has accreditation and contact information, is www.cswe.org. The full-time social work program faculty are listed below.

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II. What is Social Work?

Social work is an academic field of study and a profession with many specialties. Therefore, in searching for a definition, you will find many different ones. At SUNY Fredonia, you will study to become a generalist social worker through the curriculum outlined in this Handbook. You will define generalist social workers as problem solvers who work with others to understand, prevent, alleviate, and/or eliminate problems they encounter in our complex, multidimensional, interrelated, and interactive world. Social workers investigate and determine whether problems occur within an individual (their own personal difficulty), as a product of environmental stresses, or as the result of the interaction between the person and their environment. Although social work interventions tend to be targeted at a particular system, such as an individual, group or community, generalist social workers perform simultaneous, multi-level interventions with people and their environments in order to find solutions to problems.

Through your course work, you will learn about people as individuals and as members of groups such as families, organizations, communities and societies. In doing this you will acquire a broad range of knowledge on topics such as political science, sociology, psychology, and biology. This knowledge is necessary to understand and be open to the unique nature of people and their situations. You will become more skilled at assessing the nature and causes of human problems. You will become social scientists, able to critically evaluate your own actions and the outcomes of your interventions. You will become critical thinkers who exercise respect and good judgment in your work with others. You will come to appreciate the complexity of the world and the need to always be a life-long learner.

Finally, you will become a professional social worker. Many people use the National Association of Social Workers' (2009) definition to describe professional social work. The National Association of Social Work (NASW) is the profession's main membership body. They say:

Professional social workers assist individuals, groups, or communities to restore or enhance their capacity for social functioning, while creating societal conditions favorable to their goals. The practice of social work requires knowledge of human development and behavior, of social, economic and cultural institutions, and of the interaction of all these factors.

NASW also sets the standards for professional social work practice. In 2017, they updated the Code of Ethics that you will learn in your course work. You will be expected to apply the Code to your own behavior as well as to your practice and analysis of social work. You can find the Code in your textbooks and at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics> and we have directly re-printed its discussion of the primary mission of social work and ethical principles on the next pages. Please read them carefully. This is the foundation of the profession.

A. Selections from Code of Ethics

Taken directly from the National Association of Social Workers

(<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>)

Primary Mission

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession."

Applications to join the National Association of Social Workers are available on the National NASW website at <https://www.socialworkers.org/Membership>. You are strongly encouraged to join NASW.

III. Social Work at Fredonia

A. Overview

The Department of Sociocultural and Justice Sciences at Fredonia has offered students the opportunity to learn about social work since 1976 when we began offering a concentration of courses designed to introduce students to the field. The Bachelor of Science in Social Work degree program was started in Fall 1997 in response to community demand for increased higher education opportunities for human service workers/students in southwestern New York to better meet the needs of the region.

The program gained CSWE accreditation in November 2002. CSWE was formed in 1952 to promote quality professional education in Master degree programs. Schools whose curriculums met CSWE standards were given CSWE accreditation, legitimating their educational programs. By the 1970s, the Council created and adopted standards for Baccalaureate programs. Therefore, nothing in the curriculum, in the program policies, or in this Handbook is an arbitrary decree or decision. The courses, arrangement of the courses, course objectives, program objectives, core competencies, and program policies are planned to meet CSWE policies and evaluative standards. One set of these policies, the CSWE Education Policy and Accreditation Standards (EPAS), is located in the Appendix. Please familiarize yourself with all of these particular policies. They will help you understand your educational experience and your profession more fully.

You are encouraged to learn more about the CSWE accreditation process. You can learn about CSWE by visiting their web site at www.cswe.org or by talking with the faculty.

B. Mission Statement

The mission of The State University of New York at Fredonia Bachelor of Science in Social Work Program is to enact the mission of the university and home department, the Department of Sociocultural and Justice Sciences. Through committed, quality teaching-learning activities, the program educates, challenges, and inspires students to be connected, creative, responsible, global citizens and generalist social work professionals who will advance and promote a socially and economically just world.

C. Program Goals

The Fredonia Social Work program seeks to:

1. Prepare generalist social workers who value the principles of service and importance of human relationships in their efforts to maintain and improve the social functioning of individuals, families, groups, organizations, communities and society.
2. Prepare generalist social workers who are practitioner-researchers: active, applied social scientists who work to strengthen and improve the well-being of others through their critical and

scientific approach and enactment of the generalist problem solving method with systems of all sizes.

3. Prepare generalist social workers who understand and enact the standards and core principles of the NASW Code of Ethics in their interactions, relationships and decision-making.

4. Prepare generalist social workers who practice ethnic and culturally sensitive social work practice with diverse populations and who fight to eliminate social injustice experienced by oppressed populations

5. Prepare well-rounded, liberal arts trained generalist social workers who have mastered the CSWE core competencies, especially the skills and mindset needed in the use of the professional self.

6. Prepare generalist social workers who integrate knowledge, values, and skills for competent entry-level professional practice and/or graduate education.

D. Requirements for the BS in Social Work Degree

In order to earn a Bachelor of Science in Social Work degree from SUNY Fredonia, social work majors must **(a)** complete the Fredonia Foundations general education program; **(b)** complete prerequisite social work courses; **(c)** successfully complete the Advancement process; **(d)** complete required social work courses; **(e)** complete 6 credit hours of coursework with diversity content from an approved list of courses; **(f)** earn a satisfactory evaluation on the Integrative Program Portfolio; **(g)** complete enough general elective hours and/or a minor to earn 120 credit hours and **(h)** consistently demonstrate professional behavior. You are encouraged to take electives that will enhance your existing talents, will teach you new ones, and/or will broaden your understanding of the world. If you have a specific career goal/interest, you may want to take courses giving you specific knowledge in that area or you may want to speak to your advisor about pursuing a minor in that area.

1. List of Required Courses

The following is a list of required courses in which you will learn the knowledge and skills needed to become a professional social worker and to receive a Bachelor of Science degree in Social Work from Fredonia.

Prerequisites to Advancement:

SOC 116: Introductory Sociology

PSY 129: Foundations of Psychology

BIOL 110: Human Biology

SOC 200: Statistics in the Real World (or an equivalent statistics course)

SOC 218: Introduction to Social Work (prerequisite: SOC 116)

Please Note: No academic credit for life or work experience will be given as an equivalent for Introduction to Social Work or for any required social work course listed below.

Required Social Work Courses:

SOCW 249: Toward a Great Society

POLI 382: Social Welfare Policy (prereq: POLI 120 or SOCW 249)

SOC 300: Research Methods (prereq: SOC 116; SOC 200 or equivalent)

SOCW 325: Foundations of Generalist Practice (prereq: advanced status, coreq: SOCW 340)

SOCW 340: Human Behavior in the Social Environment I (prereq: advanced status; BIOL 110; coreq: SOCW 325)

SOCW 341: Human Behavior in the Social Environment II (prereq: SOCW 340)

SOCW 370: Generalist Practice Skills (prereq: SOCW 325)

SOCW 390: Practice with Individuals, Families, and Small Groups (prereq: SOC 300, POLI 382, SOCW 249, 370; coreq: SOCW 480/485)

SOCW 400: Practice with Organizations and Larger Social Systems (prereq: Field Practicum Students only, SOCW 390; coreq: 490/95)

SOCW 480: Field Practicum I (prereq: POLI 382, SOCW 325,340,341,370; coreq: SOCW 390, SOCW 485)

SOCW 485: Field Practicum I with Seminar (prereq: same as SOCW 480, coreq: SOCW 480)

SOCW 490: Field Practicum II (prereq: SOCW 390, 480/485; coreq: SOCW 400, 495)

SOCW 495: Field Practicum II with Seminar (prereq: SOCW 480/485; coreq: SOCW 400, 490)

Six credit hours of elective choices or completion of a practice related minor (Approved by your advisor)

2. Suggested Sequence of Study

First Year

This is a year of exploration as well as adjustment to the university and college-level expectations. Students are encouraged to explore a broad range of interest while concentrating on meeting some of the requirements of the general education program. Potential and declared social work majors should take SOC 116, PSY 129, BIOL 110 and statistics (SOC 200 or equivalent) during their first year.

Sophomore year

Fall semester

Continue general education requirements

Social Work prerequisites

Introduction to Social Work

Research Methods (optional semester)

Spring semester

Continue general education requirements

Social Work prerequisites

Research Methods (optional semester)

APPLY FOR ADVANCEMENT

Junior Year

Fall semester

Foundations of Generalist Practice
 Human Behavior in the Social Environment I
 Toward a Great Society
 Research Methods (recommended semester)
 Social Work elective or general ed reqs
 reqs

Spring semester

Generalist Practice Skills
 Human Behavior in the Social Environment II
 Social Welfare Policy
 Research Methods (final opportunity)
 Social Work elective or general ed

APPLY FOR FIELD PRACTICUM

Senior Year

Fall semester

Prac w/ Individuals, Families & Small Groups
 Field Practicum I
 Field Practicum I with Seminar
 Electives

Spring semester

Prac w/Organizations & Larger Social Systems
 Field Practicum II
 Field Practicum II with Seminar
 Electives

Note about Part-time study: Fredonia made an effort several years ago to offer part-time study option. However, lack of interest led to the cancellation of this option. We are, therefore, a full-time undergraduate program and part-time study is strongly discouraged. If life circumstances threaten to disrupt your ability to pursue your degree full-time, please talk with your advisor before making any decisions about your registration.

Note about International Study: Many students are interested in spending a semester abroad. Because of the sequential nature of the social work curriculum, the best time to do this is during the Sophomore year. Please speak to your advisor who can help you arrange your schedule accordingly. **The Fredonia Social Work Program does not offer International Field Practicums at this time.**

3. Advanced Status in the Social Work Program

‘Advanced status’ is a prerequisite for the Junior and Senior Methods courses. The term ‘advanced status’ refers to the successful completion of the Advancement process, our program’s practice/HBSE sequence admission process. (All CSWE accredited programs are required to have a formal admission process.) Students who have the social work prerequisite courses completed or nearly completed are eligible to begin the Advancement process in the Spring semester of the Sophomore year. If granted ‘advanced status’ students enter the professional foundation courses the next Fall semester. Advancement not only represents successful attainment of the prerequisites but students are assumed to have explicitly and implicitly made a

commitment to learn and follow the norms, values and practices of professional social work education.

‘Advanced status’ students need to remember several policies. Once you have achieved advanced status you (a) must stay in sequence and (b) cannot skip required courses as each course builds on the preceding one. You must also receive a grade of “C” or better to continue in sequence. If you withdraw from a required course or from school, you will have to wait a whole year to reenroll in the class. If you have withdrawn without taking a leave of absence from Fredonia and from the program, you must reapply for ‘advanced status’ in the program in order to register for the courses. The program requires a written letter to the Program Director requesting a leave from the program which must be approved. The university policy is covered in the University Catalog online.

This Handbook is required “for Advanced Status Students”, but it also serves as our main policy and procedures manual. The Handbook is distributed widely to program constituents. Therefore, Section V presents and details the Advancement process.

4. Program G.P.A. requirements

The minimum standard to remain in good standing in the social work program is a 2.0 cumulative G.P.A. and a 2.0 social work G.P.A. You must earn a “C” in all the required courses. If you earn a grade of “C-” or lower, you must repeat the course the next time it is offered or withdraw from the program. Unless you have a compelling reason for the poor performance, you will not be allowed to continue in the Practice or HBSE course sequences after Advancement if you have earned a “C-” or less in any of the Practice or HBSE courses.

If a grade of “C-“ or lower is received in the Practice or HBSE course sequences after Advancement, the student will be notified by the Program Director following the release of grades for that semester. This notification will include any next steps that the student will need to take as a result of the unsatisfactory course grade. (Please note that “next steps” are individualized and thus determined on a case-by-case basis.)

5. Portfolio

The program has adopted an evaluated Integrative Program Portfolio. The Portfolio provides evidence to support claims that you have mastered the Social Work Core Competencies. Students whose portfolios do not support a recommendation of mastery cannot graduate with a social work degree. Section VI explains the portfolio more fully.

6. Professional Behavior

You are expected to behave in accordance with professional standards. This means following the NASW Code of Ethics discussed in Section II, learned about in Introduction to Social Work, and applied in the Social Work practice methods courses. You can be dismissed from the social work program if you exhibit a pattern of unprofessional behavior. Section VIII discusses this

policy more fully.

E. A Word or Two on Grading

The social work program follows all the university's academic policies, most of which are found in the Catalog online. In particular, the program uses the Fredonia grading system found in the Catalog. Students are expected to honor all university policies related to student responsibilities especially the academic integrity policies.

In individual courses, every instructor has different expectations when it comes to grading assignments. The same instructor may have different expectations for each of his/her courses. Please make sure you understand their expectations and talk with them when you find yourself not understanding his/her expectations and/or course material. Some general guidelines regarding grading embraced by the social work program:

- You earn your grade in the social work program on the basis of your performance. It is the instructor's responsibility to make a judgment of your work. This means your work will be critically examined. The feedback given to you is meant to make you grow as a student, person, and professional.
- Academic dishonesty (cheating on tests, plagiarism, etc.) can result in a failing grade for a course regardless of the instructor's point distributions. These offenses can also result in dismissal from the program and you can be expelled from the Fredonia (see the Catalog).
- APA publication style is required for all term and research papers in courses with SOCW prefixes. However, each faculty member has a different emphasis when grading. Please pay attention to his/her instructions. Please read the advice given in Appendix A regarding the program's writing expectations.
- In addition to program behavioral standards, some instructors have behavior standards for the grade criteria in their courses. You can fail a course based upon your classroom behavior. For example, some instructors have banned cell phone use from their classrooms. Excessive disregard of this policy may lead to a failed grade even if other requirements are met. Public possession of a cell phone during a test could result in automatic failure of the test. Please do not dismiss as irrelevant any instructor's behavior standards and their potential impact on the final grade.
- Attendance is important. Each instructor can set his/her own attendance policy. However, this is a professional field of study. You are making a commitment to learn in order to advance your own knowledge and proficiency. You also have an obligation to your fellow students to help support, challenge, and encourage each other in this endeavor so you need to attend, take notes, participate, ask questions, etc. You will be penalized in courses for nonattendance and poor participation.

- Students with disabilities need to self-identify with the Disability Support Services for Students (DSS) office. They determine assistance and accommodation. Program faculty will honor the recommended assistance and accommodations from their office. Students with disabilities are encouraged to talk with the faculty, in particular, his/her advisor, about his/her situation. DSS is located in the Learning Center, 4th Floor Reed Library. Call 673-3270 or by TTY (716) 673-4763. Their e-mail address is disability.services@fredonia.edu.

If you find yourself in any trouble, talk with your course instructor to find ways for improvement. Please also talk with your advisor.

1. Advising

When you declare social work as your major, you are assigned a social work faculty member as an advisor. Advising in the Fredonia program goes beyond handing out midterm grades and helping with course scheduling. Your advisor is here to help you in all areas of your academic and professional life. Please seek him or her out when you are experiencing trouble in a course before the problem becomes overwhelming. If you are experiencing personal issues/difficulties, social work faculty cannot engage with you as a problem-solver in a client-worker relationship. But, your advisor can assist you in seeking the appropriate help. We are here to help.

F. Curriculum and Program Assessment

We assess our program on a regular, on-going basis. You and your work are part of this assessment. You may be asking yourself why me/us? The immediate answer seems simple. Our mission is to educate you to become professional social workers, and we need to develop ways to objectively measure whether we have done this. But the answer is also more complex. Assessment is a means through which we can find our strengths and weaknesses. It provides us with information to make changes in our curriculum and program planning. It helps us rethink our courses and assignments to make them more relevant to you. Assessment results challenge our assumptions and observations. The process stops us from being complacent.

How you, as a group, perform in individual courses helps us measure our objectives. We use multiple methods to assess the program including aggregate ratings of the Integrative Program Portfolio measures, Field Practicum evaluations, exit surveys, and periodic alumni surveys. We also participate in the Department's assessment process and use that information to inform our understanding of student learning. Depending on the circumstances, we sometimes analyze student grade point averages and course grading to understand the curriculum and program.

As you can see, we will want your feedback when you are an alum too! It is the responsibility of all of us to make sure that social work education, locally and nationally, remains strong, relevant and responsive. During the self-study process, we will ask for and expect your participation. Thank you ahead of time for your help and please ask questions and offer constructive criticism about this process.

G. Social Work Check Sheet

<u>Degree Requirement Check Sheet</u>			
	<u>Semester/Yr.</u>	<u>Grade</u>	<u>Credit Hrs.</u>
1) <u>Required Prerequisite Courses</u>			
SOC 116 Introductory Sociology	_____	_____	_____
PSY 129 Foundations of Psychology	_____	_____	_____
SOC 200 Statistics in the Real World (or equivalent)	_____	_____	_____
BIOL 110 Human Biology	_____	_____	_____
SOC 218 Introduction to Social Work	_____	_____	_____
2) <u>Required Core Social Work Courses</u>			
SOCW 249: Toward a Great Society	_____	_____	_____
POLI 382: Social Welfare Systems/Policy	_____	_____	_____
SOC 300: Research Methods	_____	_____	_____
SOCW 325: Foundations of Generalist Practice	_____	_____	_____
SOCW 340: HBSE I	_____	_____	_____
SOCW 341: HBSE II	_____	_____	_____
SOCW 370: Generalist Practice Skills	_____	_____	_____
SOCW 390: Prac w/Individuals, Families, Sm Grps	_____	_____	_____
SOCW 400: Prac w/Organizations & Larger Systems	_____	_____	_____
SOCW 480: Field Practicum I	_____	_____	_____
SOCW 485: Field Practicum I with Seminar	_____	_____	_____
SOCW 490: Field Practicum II	_____	_____	_____
SOCW 495: Field Practicum II with Seminar	_____	_____	_____
3) <u>Six (6) credit hours of Diversity Course Work</u> (try to tie to Fredonia Foundations)			
Course 1 _____	_____	_____	_____
Course 2 _____	_____	_____	_____
4) <u>Approved Electives</u>			
Elective 1 _____	_____	_____	_____
Elective 2 _____	_____	_____	_____
Advisor's initials and date choices were approved: _____			
5) Other Electives/Requirements for a Minor or Concentration			

Total Credit Hours _____

Statistics courses: SOC 200 recommended; will accept POLI 200, ECON 200, EDU 200, PSY 200, STAT 200**VI. Course Descriptions****BIOL 110: Human Biology**

Overview of biological aspects of human nature. Survey of basic human physiology; reproduction, and development. Introduction to genetics and the record of human evolution provides starting point for discussion of adaptive significance of human intelligence and social organization.

POLI 382: Social Welfare Policy (Spring only)

Examination of the politics, and operation of the social welfare system in the United States. Emphasis on policy analysis of current social welfare issues such as the Social Security crisis, welfare reform, the relationship between welfare and national economic policy, the functions of

public welfare versus private charity, and the connections between direct service and social reform. *Prerequisite: POLI 120 or SOCW 249*

PSY 129: Foundations of Psychology

Basic concepts, methods, and points of view in psychology. Specific topics span the range from biological to personal to social determinants of behavior.

SOC 116: Introductory Sociology

The methods, insights and perspectives of sociology; how sociologists do their work; how individuals are influenced by society and its culture; how people learn to become members of society (the socialization process) and how people interact with others in it. Review of major topics of sociological interest and concern.

SOC 200: Statistics in the Real World

An introduction to the place of statistics in the research process; develops understanding of statistics as a valuable tool in analyzing data. Deals with probability, sampling, tables, graphs, averages, measure of variation, measures of association, tests of significance, and multivariate statistics. Special emphasis given to analysis of survey data using computers.

Prerequisite: SOC 116.

SOC 218: Introduction to Social Work

Introduction to theoretical and practical foundations of social work. Examination of values, knowledge, and skills underlying a generalist approach to social work. Analysis of role of social workers in such settings as hospitals, schools, mental health agencies, and family and child welfare agencies. *Prerequisite: SOC 116*

SOC 300: Research Methods

A course concerned with knowing; emphasis is placed on the evaluation of information and the research process: conceptualization, design, measurement, and data collections methods of survey, experiment and observation are discussed. *Prerequisites: SOC 116; SOC 200 or equivalent*

SOCW 249: Toward a Great Society (Fall only)

What was, and is, a "Great" Society? This question serves as the historical and metaphorical theme as we journey from 1600 to 1968 exploring how and why the United States helps, or doesn't help, vulnerable citizens. Ideas related to democracy, policy, social contracts, human rights, oppression, social justice, benevolence, and social control are explored.

SOCW 315: Child Welfare (Offered occasionally)

A survey of the child welfare field of practice. Emphasis is on the services provided to children and their families and the local, national, and state policies that guide them.

Prerequisites: SOC 116 or SOC 218

SOCW 325: Foundations of Generalist Practice (Fall only)

The first of four sequenced social work practice courses in which students learn generalist social

work practice theory and method. In-depth presentation and study of layers of knowledge needed to implement generalist social work problem solving within and between micro, mezzo and macro systems.

Prerequisite: Advanced Status.

SOCW 340: Human Behavior in the Social Environment I (Fall only)

Introduces theory and knowledge used in the person-in-environment perspective to prepare a foundation on which to build generalist practice skills. A focus on systems theory approach will lead to an understanding of how the biological, psychological, and social systems are interrelated and affect human development throughout the lifespan.

Prerequisites: Advanced Status, BIOL 110. Corequisites: SOCW 325

SOCW 341: Human Behavior in the Social Environment II (Spring only)

Builds on the knowledge and theory learned in Human Behavior in the Social Environment I. A combination of social system and lifespan theoretical frameworks will continue to be utilized to provide a foundation for understanding human behavior from adulthood through the end of life.

Prerequisites: SOCW 340

SOCW 370: Generalist Practice Skills (Spring only)

This second course in the social work practice sequence builds on SOCW 325. Focus is on the skills needed to implement the generalist problem solving method within and between micro, mezzo and macro systems.

Prerequisite: SOCW 325

SOCW 390: Practice with Individuals, Families and Small Groups (Fall only)

The third practice methods course builds on the foundation skills and knowledge learned in SOCW 325 and 370. A direct practice focus is taken to master core generalist intervention, assessment and evaluation competencies with individuals, families and small groups.

Prerequisites: SOCW 340, 341 and 370; Corequisites 490/95

SOCW 399: Selected Topics (Offered occasionally)

Variable content course; topic will be announced in the Course Offering Bulletin each semester offered.

SOCW 400: Practice with Organizations and Larger Social Systems (Spring only)

This final course in the practice sequence builds on all the preceding practice courses with a specific focus on indirect practice. The content and activities are designed toward mastery of the skills, values and knowledge competencies needed to work with, and in, organizations, communities, political institutions and global contexts. *Prerequisites: SOCW 390; Corequisites: SOCW 490/495*

SOCW 470: Directed Study

In-depth exploration of a social work topic under the direction of a social work department faculty member, who is willing to sponsor the student. Students should have specific topics in mind before approaching an instructor and are expected to complete a research project and

present his or her findings to the professor on the agreed upon topic. Once an Independent Study has been arranged and prior to the semester beginning, the student must complete the Independent Study Contract with the sponsoring faculty member. *Prerequisite: Permission of the instructor*

1-3 hours credit

SOCW 480: Field Practicum I (Fall only)

The first semester of a professionally supervised 500 total hour placement in a human services agency. Students are expected to complete 250 hours of direct service to individuals, families, groups or communities and/or other duties expected of a beginning-level social worker during the semester. Students are expected to apply social work theory, knowledge and method to actual cases, identify areas of professional growth, process their experiences, and begin assessing their practice using standard research methods.

Prerequisites: approval of Field Coordinator, SOCW 325, SOCW 340, SOCW 341, SOCW 370, SOC 300, POLI 382, Social Work Majors Only. Corequisites: SOCW 390, SOCW 485

SOCW 485: Field Practicum I with Seminar (Fall only)

An extension of SOCW 480: Field Practicum I allowing for the sectioning of practicum students into small peer groups for weekly group meetings. Students are divided into sections and assigned faculty field liaisons who assist students develop and implement an individualized professional learning contract for their practicum placements. Weekly meetings are held to analyze issues discovered through the practicum experience. Faculty liaisons monitor and evaluate student performance for the entire practicum experience (SOCW 480 and 485).

Corequisites: SOCW 390, SOCW 480

SOCW 490: Field Practicum II (Spring only)

The continuation of the student's experiential learning at the same agency in which the student was placed during SOCW 480. Students need to complete 250 or more hours of direct service practice and/or other duties expected of the beginning level social worker.

Prerequisites: SOCW 390, SOCW 480, SOCW 485, Social Work Majors Only; Corequisites: SOCW 400, SOCW 495

SOCW 495: Field Practicum II with Seminar (Spring only)

An extension of SOCW 490: Field Practicum II allowing for the sectioning of practicum students into small peer groups for weekly group meetings. Expectations for student performance increase and new learning contracts are constructed and implemented. Weekly meetings focus on the critical assessment of the student's use of skill, knowledge, and theory in their practicum placement. Faculty field liaisons facilitate group meetings and monitor the practicum experience, evaluating student performance for both SOCW 490 and 495.

Corequisites: SOCW 400; SOCW 490

Approved Electives - Individualized plan: Students secure the approval of their academic advisor.

V. Advancement

If you wish to enter the Junior year Methods sequence, you must apply for Advancement in the Sophomore year. The process begins in the Spring semester when application forms are made available. The process ends prior to the beginning of the Fall semester when all prerequisites have been met. If you complete this process, you will receive one of four decisions: advanced, conditionally advanced, deferred, or denied. If given conditional Advancement, you will meet with your advisor throughout the next semester to address issues identified during the process (i.e. improving your g.p.a.). If you do not complete the conditions of your Advancement, you will be dismissed from the program.

Criteria for Advancement:

1. You must be a Sophomore who will have Junior standing by the next Fall semester.
2. You must file a completed application by the deadline date for first consideration (see Appendix B).
3. You must write a typed response to the question posed on the application.
4. You must have a 2.5 average for the prerequisites course work.
5. You must have a grade of “C” or better in SOC 218: Introduction to Social Work or, for transfer students, its course equivalent.
6. You must have a cumulative grade point average of 2.0 or higher.
7. Three (3) letters of recommendation must be filed.
8. If requested by the faculty, you must participate in an interview with the social work faculty.
9. Incoming transfer students must provide a transcript of previous course work when making application.
10. You have demonstrated behavior, qualities, and characteristics expected of a professional social worker.

Please Note: If you do not complete this process by the start of Fall semester classes, you will not be admitted into the social work practice courses until the following year. A history of disruptive or unstable behavioral problems, a questionable work history, non-acceptance of social work values and practices, and any unethical/unprofessional actions are all grounds for non-acceptance into the program even if the objective criteria are met. If you are denied Advancement, you have a right to appeal the decision (see Section IX).

Admission to the major, Advancement, and progression through the curriculum are based upon the published criteria (catalogs, Handbook, Field Manual, course syllabi). Race, color, religion, creed, gender, gender identity, ethnic or national origin, disability, age, political orientation, veteran status, or sexual orientation play no role in any program decision. It is not only against the law and the policies of this university but it also violates the social work ethic of non-discrimination and the social work mission to promote social justice. (Please refer to the abbreviated Code of Ethics and the NASW Social Work Code in this Handbook). If any you feel you have been a victim of discrimination, you are strongly encouraged to read the Student Rights section of this Handbook and of the Catalog which outline academic policies, student rights, and grievance procedures.

A. Transfer Students

As a transfer student, you can only be approved for Advancement when you:

- a. Are formally accepted into Fredonia for the Fall semester.
- b. Transfer 55-60 credit hours.
- c. Have finished the prerequisite courses.
- d. Establish equivalency for transfer courses, if necessary.
- e. Successfully complete the Social Work Advancement process.

You should begin your career at Fredonia with an intensive advising session with a social work faculty member. In this way, you can be guided to the appropriate courses, increase your understanding of the program and, hopefully, begin a meaningful relationship with your advisor. If you start classes at Fredonia in the Spring semester of what would be your Junior year and you have completed the prerequisite courses, you cannot begin the upper-level practice methods/human behavior courses until the following Fall semester. You will be advised to complete general education requirements and to take appropriate electives. When the Advancement process begins in the Spring semester, you may complete the application and go through the process with other eligible students. If you transfer with less than Junior standing, you are admitted as a social work major and advised accordingly.

1. Establishing Transfer Approval/Equivalency

Courses transferred for social work credit from other colleges must be approved for credit. Prerequisite and required courses must also have equivalency determined. This means that the social work program must determine that the purpose, content, and scope of the course is the same or similar enough to the Fredonia course that it can stand in the place of the SUNY Fredonia course. To accept the course and/or to determine equivalency, the Program Director will ask you to provide the syllabus from the course needing approval. The Program Director may contact the college/university to gather more information to make a determination. If approved, a Transfer Credit Approval form must be filed with the SUNY Fredonia Registrar. Forms are available through the Department Secretary (W363 Thompson Hall).

Please note: Not all students will be asked to provide information for approval/equivalency. The social work program has reviewed many, but not all, 2 year human service degree programs and has established transfer credit approval/equivalency for many courses. These listings are filed with the Fredonia Registrar's Office. Upon transfer, the Registrar's Office will give credit for these courses.

Transfer from a CSWE Accredited Program: Social work courses transferred from a CSWE Accredited program will be approved for credit but may not be judged exactly equivalent to the Fredonia social work courses. This occurs because of differences in curriculum and course sequencing among programs. If you are a transfer student from an accredited program, you will need to meet with the Program Director to determine equivalency. Students earning a B.S.

degree in Social Work from Fredonia must complete their 500 practicum hours through the Fredonia program.

B. After Advancement

You must stay in sequence after Advancement if you are to graduate in a timely manner. If you drop/fail a required course or earn a grade of “C-” or less in a practice methods/human behavior course, you will wait one year to retake it. Some students choose to take a year out-of-sequence to catch-up in hours or earn a dual major. If you choose to do this, please consult with your advisor so that you can avoid going through the Advancement process again. If you decide to change your major in the middle of your sequence and you have filed the official paperwork, you must reapply for Advancement into the practice courses if you later change your mind. (Students who apply for an official leave of absence do not have to reapply for entry back into the social work program, see the Catalog for the Leave of Absence policy.)

The social work faculty can also choose to initiate dismissal proceedings for any student who has a documented pattern of disruptive behavior or unstable behavioral problems, non-acceptance of social work values and practices, and unethical/unprofessional actions. These proceedings are covered later in this Handbook.

VI. Field Practicum

The Field Practicum is a professional education experience in a human service agency spanning two semesters in your Senior year. You will be expected to dedicate your time and efforts to this experience in which you begin to practice social work under the supervision of a professional social worker. Each semester will require you to complete 225 hours of time spent engaged in Practicum activities. Because Practicum is one of the most important components of professional social work education, a separate policy manual is made available to you in your Junior year. This section of the Handbook has been prepared to inform you of important field policies and procedures that you need to know before you receive the Field Manual.

In the Fall semester of your Junior year, you will participate in a mandatory Field Practicum meeting and instructed on how to apply for a practicum placement in the Senior year. You will receive a Field Practicum application which will be due on the published date. The student placement policy is reprinted below:

Students are placed by the Field Coordinator in human service agencies which have met the program's selection criteria. (These criteria are articulated in the Field Manual which will be available to you in the Spring semester. If you would like to see a copy before then, please ask any social work faculty member). In the Spring semester of the Junior year, the Field Coordinator works with the student to identify an agency that fits the student's interests and needs. When making the Field placement decision, the Field Coordinator will attempt to balance the interests and needs of the student, the agency and the program. The student participates in the decision-making process and should know why the final placement was made.

Students cannot be placed in a practicum agency or program in which the student:

- 1. Has completed a previous formal internship or volunteer experience.*
- 2. Is currently, or has previously been, employed.*
- 3. Has a family member who is currently employed by that agency.*
- 4. Is, or has ever been, a client of that agency.*
- 5. Has a family member who is, or has been, a client of that agency.*

You will be formally placed in a practicum setting only if you submit the application. Even if have been working with the Field Coordinator to identify a practicum placement, you will not be placed unless you have submitted the application. You must also meet the following criteria to enter the field:

- a. Have Senior status (90 credit hours).
- b. Have completed the following courses with a grade of "C" or better: SOC 300; SOCW 249; SOCW 325; SOCW340; SOCW 341; SOCW 370; POLI 382
- d. Have a 2.0 cumulative grade point average.
- e. Have a 2.0 average in social work courses.
- f. Have consistently demonstrated a commitment to professional social work standards of behavior (NASW Code of Ethics).

VII. The Integrative Program Portfolio

Listed as a requirement for graduation on page 9 of this Handbook is the completion of the Integrative Program Portfolio with a "satisfactory" evaluation. The Integrative Program Portfolio is a collection of your work which supports a claim that you have mastered the CSWE Core Competencies. These Core Competencies are the expected expertise, skills and behaviors expected of all professionals holding a social work degree. They are defined and spelled out in the 2015 CSWE Educational Policies and Accreditation Statements which can be found in the Appendix of this Handbook.

This portfolio assignment is your final project for the social work program. It must be completed and approved by the faculty in order to graduate with a major in social work. The purpose of the portfolio is for the faculty to assess your growth as a student in the social work program over the course of the program. You will provide a self-rating for each of the nine competencies in the social work program and write a reflection for each competency's self-rating that includes evidence from field practicum and your classes.

VIII. Student Activities

A. The Social Work Club - The main outlet for you to initiate and participate in program activities is through the social work club, the program affiliated service club. The following is an abbreviated version of the club's By-laws defining the Club's purpose, membership, and structure.

The Social Work Club—By-laws

I. Name: The name of the group shall be The Social Work Club

II. Purpose:

- A. To give members the opportunity to learn more about the many aspects of various social work career fields.
- B. To give members the opportunity to meet professionals within the various social work career fields.
- C. To give members the chance to freely and openly discuss new and old information and ideas that could play a part in the enrichment of their studies.

III. Membership: Membership is open to all fee-paying students, faculty, and staff of the State University of New York at Fredonia. Membership shall only be terminated, for any behavior or activity inappropriate for the clubs purpose, by the majority vote of the members in good standing. Membership shall be revoked by continuous absence from meetings or lack of general interest. The Social Work Club shall not discriminate by race, religion, sexual orientation, handicap, age, or political party.

IV. Advisement: The advisor(s) shall be a faculty member, professional staff member, or graduate assistant of Fredonia or of a recognized affiliated organization of Fredonia.

V. Executive Board: The executive board shall consist of a President, Vice President, Treasurer, Secretary, and Social Chair. The President shall oversee and lead group meetings and events. The Vice President shall work closely with the President and assist with organizing events. The Treasurer shall be responsible for all financial business of the club. The secretary shall take meeting minutes and send emails to group members. Elections for executive board positions shall be at the end of each Fall semester.

VI. Meetings: Meetings will be held at the discretion of the executive board, at least twice a month.

VII. Finances: The Social Work Club shall be financially independent of the Student Association.

Responsibility Clause: Whereas The Social Work Club understands it is their responsibility to meet with the Vice President at the beginning of each semester, it is the responsibility of their executives to be familiar with this doctrine and to abide by the Constitution and Statutes of the

Fredonia State Student Association.

News about The Social Work Club can be found on the Social Work bulletin board next to the Department's Main Office (W363 Thompson Hall), and through the SOCWORK listserv.

B. E-Mail Listserv - The use of technology continues to become more and more important in today's society. Fredonia and the Department promote its use and mastery by students so that you can be effective leaders in the future. Several department listservs are available to share news and discuss issues. Sociology, Criminal Justice, and Social Work each have their own listserv. Social work majors are automatically enrolled on the SOCWORK listserv (socwork@listserv.fredonia.edu).

C. Other Department Activities - You are part of a department which is multidisciplinary and offers several clubs. Check the Department Bulletin Boards and the Department pages on the Fredonia website for information about activities.

D. Other Fredonia Student Activities –Fredonia offers many opportunities for social, intellectual, and physical development ranging from Fraternities/Sororities to Honor Societies to Sports Clubs. A description and listing of these activities can be found in the Catalog. In addition, the university, individual departments, offices, and the Office of Campus Life sponsor special events throughout the year. Events are published in *The Leader* (the student newspaper), the *Campus Report*, and fliers distributed campus-wide. Check with the Information Desk at the Williams Center or call Campus Life at 673-3143 to get more information or to become more involved.

IX. The Social Work Student Policies, Rights and Responsibilities

A. Student's Rights

1. Student participation in policy formulation & revision

All programs are a product of collaborative human activity. Active student participation as not only learners, but as evaluators and generators of ideas, is important to the success of the Fredonia social work program. You should be aware that program policies are often created through information gained from outcome assessment measures. CSWE accreditation standards require that we continually assess the program for quality and responsiveness to real needs. Formally, this will entail the use of your portfolios, teacher/course evaluations, and your academic performance including practice in the field. Policy will also be created/changed as the result of formal discussions between faculty, students, and community members.

Policy can also be generated from informal feedback given to faculty. You are strongly encouraged to discuss program and curriculum issues with instructors. Advisors and other faculty are open to discussing any aspects of the social work program. Or, you can use the Social Work Club as the vehicle to express group issues/concerns with the faculty.

Your right to free speech and expression are highly prized by the faculty. If you believe that any member of the faculty has been biased toward you for this or any other reason, you are encouraged to voice your complaint either informally or formally. Formal processes for grievances are contained in this section of the Handbook and in the Catalog.

2. Student grievances

If you believe that you have been treated unfairly and/or that your rights have been violated while attending Fredonia in the Social Work Program, you should follow the instructions given below to address the injustice:

a. Grades - If you dispute the grade you received in a particular class, the first step is to resolve the situation informally by talking with the instructor. If you can show that the grade was unfair and resolution was not achieved through informal means, you are directed to follow the procedures outlined in Grade Appeals Academic Policy the University Catalog.

b. Discrimination - The social work profession currently and historically has been a leader in the cause of fighting prejudice, discrimination, and oppression against all people in society. We have especially taken up the causes of the marginalized and powerless. The Social Work Program Director and the faculty are more than willing to assist you if you ever directly or indirectly experience discrimination while attending Fredonia. In addition to seeking faculty/program support, you are encouraged to follow the university grievance procedures. According to the Grievance procedures outlined in the Faculty Handbook, you “must file a grievance within 45 calendar days following the alleged discriminatory act or 45 days after the final grade is received, if that date is later.” Please consult the following for more information:

1. Advisor, Program Director, or Department Chair for more details and support.
2. Sexual Harassment - Contact the Chief Diversity Officer, (716) 673- 3358
3. Discrimination - Contact the Chief Diversity Officer, (716) 673- 3358

c. Program Requirements - You have the right to ask for exceptions to program requirements and to appeal decisions made by the faculty relative to programmatic policies. If you believe that you should be allowed an exception to the program's policies such as course prerequisites, Advancement prerequisites, and Advancement requirements, or even social work required course requirements for duplication of content issues; you can petition the social work faculty for a waiver of that requirement. To do this, you must write a letter to the Program Director asking for the exception and justifying the need for the request by fully explaining the reason for the request. The Program Director will take the request to the social work faculty who will grant exceptions on a case-by-case basis **for compelling reasons only**.

d. Termination from the program for non-academic reasons – You can be terminated from the social work program for non-academic reasons. One reason is termination from senior field practicum by the host organization. **When this occurs, termination from the social work program is automatic.** Other reasons included documented patterns of disruptive or unstable behavioral problems, non-acceptance of social work values and practices, or unethical actions are grounds for dismissal. If your conduct is in violation of established social work norms, you will be notified by the program director that such a violation has occurred and invited to meet with social work faculty. The situation will be reviewed with you by the faculty. Because the recommendation from the faculty could include your termination from the Social Work Program, you have the right to present a case on your own behalf. The faculty will then convene to discuss an appropriate response to your situation. Responses may include, but are not limited to, immediate termination from the program, a note and plan of action being filed in your advising folder until the problem is satisfactorily resolved, or a warning letter indicating that any additional violation may result in immediate termination from the program.

If a situation arises in which a student may be subject to termination from the social work program for the aforementioned non-academic reasons (other than automatic termination from the program as a result of the senior field practicum host organization terminating the placement), the procedure outline below will be followed:

1. The student will be notified via email by the program director that a meeting with relevant social work faculty is necessary, which will include official notification of the violation, instructions on when the meeting will take place, etc.
2. The relevant faculty will address the concern(s) related to the violation with the student and the student will be afforded an opportunity to present their own case.
3. The faculty will convene immediately following the meeting to determine what action must be taken as a consequence of the violation, including but not limited to termination from the program.

4. The program director will notify the student of the faculty's response and any consequences via email within one (1) business day of the meeting.
5. Students have the right to appeal any decisions through University-wide established procedures outlined in the Catalog. If the student chooses to appeal the decision of the faculty, he or she must do so following the University-wide established procedures outline in the Catalog.

Special Note: Academic dishonesty (plagiarism, etc.) is both academic and behavioral grounds for dismissal from the program. It is a serious violation of the Code of Ethics. Academic dishonesty can result in expulsion from Fredonia. Please consult the Catalog.

B. Responsibilities

1. Learning

Fredonia is often described by its organizational members as a “community of learners”. While this phrase has wide interpretation, for you, it means being actively involved in your experience by reading, writing, discussing, analyzing and all the other activities needed to grow in your knowledge and understanding of the world. If you are experiencing any problems related to your learning, you should talk with your advisor. Depending upon the nature of the difficulties, you may be advised to speak to the instructor of the course in which the problem is being experienced, directed to various campus services for extra help, and/or both. If the problems that are temporarily interfering with learning are personal, you may be directed to the Counseling Center.

Learning the following will help you be successful:

a. APA style - The social work program has adopted the Publication Manual of the American Psychological Association (6th ed.) as the rules governing all term and research papers in courses with SOCW prefixes. Please purchase a copy and familiarize yourself with the rules. Knowing how to apply the rules helps you to avoid any appearance of academic dishonesty (See Appendix A).

b. Grading Policies - Grades are both an objective and subjective measure of student learning achievement. As previously stated, the program follows the Fredonia Grading Policies outlined in the Catalog and instructors will have their own interpretations and policies about grading. Usually, these are presented on the syllabus and talked about at the beginning of class. You should familiarize yourself with the instructor's policies.

c. Midterm Grades – This University has a policy of requesting midterm grades from instructors and giving them to students through advisors. This process allows advisors and students to be informed of difficulties while there may still be time to make improvement in a course. Please check your grades on the Banner system at midterm time and discuss them with your advisor.

d. University Services –Fredonia offers help to students through a variety of settings. Given your situation, please make use of the appropriate service to help you with your learning goals. The Catalog presents a detailed list of student services. Some important ones include:

Reed Library Information Desk

Disability Support Services: Learning Center, 4th floor, Reed Library - 673-3270

Counseling Center: LoGrasso Hall - 673-3424

Learning Center: 4th floor, Reed Library - 673-3550

2. Standards of Behavior

All communities have behavioral norms. The Social Work Program is guided by the NASW Code of Ethics and the SUNY Fredonia standards which are published in the Catalog. Please familiarize yourself with them.

3. Children in the Classroom Policy

Reason for Policy

The social work program values an atmosphere that fosters a healthy balance between educational/learning demands and family matters. However, frequent recurring presence of visitors or family members during class meetings is unsuitable for the following reasons: may cause decreased learning opportunities, health and safety issues to the visitor and campus community, and liability to the institution.

Policy Statement

SUNY Fredonia's Social Work Program does not permit continual presence of children who require direct supervision in the classroom in lieu of other childcare arrangements. Emergencies should be discussed with each individual instructor and may be accommodated on an individual basis. This policy applies to all social work classes.

X. Step By Step to Graduation and Beyond

The information in this Handbook is a guide to graduation. The following list summarizes the advice you need to follow to complete your social work degree. You should:

1. Meet regularly with your advisor to discuss your progress and plan courses.
2. Meet with your advisor when you are experiencing difficulties.
3. Follow the suggested sequence of courses, especially the practice sequence.
4. Maintain a “C” or better in the required Practice Methods/Human Behavior courses to stay in sequence. A “C-” is not acceptable.
5. Apply for Advancement in the Spring semester of your sophomore year.
6. File your Application to Enter the Field form by the deadline date.
7. Behave in a professional manner in the classroom and field experiences, including Field Practicum.
8. Pay attention to your G.P.A.: while a 2.0 is the program minimum to remain in the program after advancement, most graduate schools require a 3.0 G.P.A.
9. Take responsibility for your own behavior including your own learning and educational process.

Career Advising Policy: The social work program has several strategies to help you with career advisement. The first is your relationship with your advisor. Talk to him/her on a regular basis not only about the present but your hopes and plans. We can advise you into appropriate courses, connect you to community practitioners, plan program career events, help you plan your job search strategy, etc. The program and individual course instructors invite guest speakers onto campus. These speakers are not invited just to help us with our jobs. They are invited to help you learn and for you to use as a resource, either through the knowledge provided or the subsequent relationship that develops. We also encourage you to make use of the Career Development Office (CDO) as soon as possible. First Year is not too early! The CDO has information on social service jobs throughout the country plus they offer workshops and help you practice your job interview skills. The CDO is located on the 2nd floor of Gregory Hall and can be reached at 673-3327. Also, you are strongly encouraged to explore continuing your education and obtaining the MSW degree. Graduate school information is available through your advisors and the CDO. You can also find information on accredited programs through the CSWE Program Directory at www.cswe.org

Appendix A

Writing and APA Expectations

Many students have the impression that paper assignments are simply a matter of finding material and repeating the information on paper to satisfy a course demand. Students also often think their grade reflects the instructor's "pickiness" regarding their use of grammar, punctuation and style. The first statement is false. Besides being a professional communication tool, writing is the most powerful thinking tool available to us to learn and to express what we have learned. Good writers think of themselves as conversing with their audience. Therefore, when writing a paper you should view it as opportunity to express what you learned and what you think.

The second statement in the paragraph above contains some truth. Each instructor has his or her own expectations regarding how a paper is written (how it reads), looks, and is put together. The publication style which guides the Social Work Program faculty is the Publication Manual of the American Psychological Association (6th ed.). This choice was made because most Social Work graduate schools require this style, and one of our program objectives is to prepare you for graduate studies. In the guidelines below, we give some general advice regarding APA style. **However**, you should always pay close attention to the directions given in class to know your instructor's expectations. This guide also does not replace the APA Manual. You should purchase it or use a Library copy when you are at the point of constructing your paper.

General Guidelines:

1. Faculty read your papers to grade the discussion of the ideas you present. How you present your ideas can help this. BUT, it is the discussion of ideas that is most important. Check your paper - did you just present information (put facts on a page) or did you present information and explain/discuss this information?
2. Remember that you are conversing when you write, does your voice come through or did you borrow other people's words? Go back and cite the author of the borrowed ideas, words, phrases, sentences, paragraphs, etc. if they are not yours.
3. Don't be intimidated that the person you are conversing with has more degrees than you, "knows more", and has the power to grade. These thoughts inhibit the expression of ideas. You may see an "old" problem in a new way, but no one will ever know it because you tried to give people what you think they wanted to hear, not what you thought/learned (see #4).
4. Remember you cannot read our minds, therefore, do not assume you know what we want to hear (or what we know). The basic response to "what do you want?" is:
 - a. your own honest effort
 - b. your thoughts and understandings in relation to the assignment
 - c. your use of APA style to attribute the source of other people's ideas and words.
5. It might help to think of your audience as the rest of the class. Reread your paper. Have you taught them something in a way they can comprehend it?
6. APA style does not change the rules of how to write. A publication style tells you how to package your work. You have been writing papers throughout your academic career, so you know the following:
 - a. Rules of grammar and punctuation
 - b. Main themes are needed for both papers and paragraphs.
 - c. Papers and paragraphs have beginnings, middles, and endings.

Appendix A

- d. Paragraphs flow logically from one to another.
 - e. Paragraphs use complete sentences.
 - f. A quote from a book, even when cited, does not make a good paragraph.
 - g. Sentences that form a paragraph should flow logically from one idea to another to support the main theme.
 - h. One sentence standing alone is usually not a good paragraph. Transition sentences at the beginning and/or end of a paragraph help link ideas together. Transition paragraphs are also useful.
7. When you need help with grammar and punctuation refer to the Publication Manual (6th ed.).
8. Do not use ideas, phrases, sentences or paragraphs that are somebody else's as your own. Master how to cite information within a paragraph by knowing the correct way to cite in the body of the paper and in the reference page. This is the only requirement that all social work faculty not only agree upon but enforce.
9. Additional information on APA style can be found at the following websites:
- http://www.fredonia.edu/library/reference/help_citing.asp
- <http://owl.english.purdue.edu/owl/resource/560/01/>

Appendix B**ADVANCEMENT APPLICATION (sample)****I. Personal Information**

Name: _____
 Address for Correspondence: _____
 Telephone Numbers: _____
 Email Address: _____

II. Colleges Attended (New incoming transfer students, please *attach photocopies of transcripts to this application*):

(Name)	(Dates)	(Name)	(Dates)
Total Credit Hours Earned: _____		Cumulative G.P.A.: _____	

III. References - List three persons from whom you have requested references (forms attached). One reference must be your pre-field experience or internship supervisor.

1. Name: _____ Telephone Number: _____
 Relationship to you: _____

2. Name: _____ Telephone Number: _____
 Relationship to you: _____

3. Name: _____ Telephone Number: _____
 Relationship to you: _____

IV. FAQ of Interest to Advancement Applicants – You must read the attached FAQ of Interest to Advancement Applicants in order to be considered for advancement in the social work program. Please check the box below and sign to indicate that you have received the FAQ sheet. (Your application cannot be processed without this.)

- I have received the FAQ of Interest to Advancement Applicants and understand that it is my responsibility to read the document.

Signature _____

V. Personal Statement - The Advancement Committee will carefully consider this statement in evaluating your application. It must be typed/word processed. The Committee is looking for a well written essay that responds to the following:

According to the National Association of Social Workers, the primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.

In approximately 500 words, please describe why you want to become a social worker and how this relates to the aforementioned primary mission of social work.

RETURN BY [date] TO: Social Work Advancement Committee, Department of Sociocultural & Justice Sciences, Thompson Hall, SUNY at Fredonia, Fredonia, New York 14063 or deliver to the Dept. Office at W363 Thompson Hall.

Appendix C

Fredonia Social Work Program
Application for Field Practicum
DUE DATE: Second Friday in February @ Noon

Name:

Senior Year Residential City:

Summer Address:

Current Phone No.: _____

Fredonia E-mail: _____

Prologue: Field Education is referred to by the Council on Social Work Education as the “signature pedagogy” of our professional education. It is a serious commitment that requires you to have 500 hours of in-agency experiences over two semesters (250 hours each semester) under the supervision of a BSW or MSW worker. Through your coursework and the supervised practice of social work you are provided the opportunity to learn, practice, and demonstrate your competency as a developing, professional social worker.

In returning a completed signed form with the required attachments, you are telling us that you are committed to this undertaking and that you will have met the Field practicum requirements.

I understand that I am officially applying for the senior year Field Education content area with the completion and submission of this form and required documents. I acknowledge that I know the requirements for entering the Field Education sequence of the curriculum which requires me to enter into Field Practicum experiences in a human service agency, under supervision, for 250 hours each semester. In making this agreement, I understand that I must have the requirements for Field Education met by the first official day of classes for the semester in which I am registering for Field Practicum and Field Practicum with Seminar. If these are not met, I understand that I cannot be registered for SOCW 480/485, the first semester of Field Practicum and Field Education.

Signed _____ Date _____

Application to the Field requires completion of the following sections:

1. Attachments

- a. One copy of resume attached to application.
- b. One copy of resume sent to the field coordinator by email
- c. A signed Release of Information I form (attached).
- d. A signed Acknowledgement of Field Policies with initials in the space provided (attached).

2. What have you come to know about the practice of social work and what are you hoping to learn about generalist social work practice through a field placement experience? Note: Think about your knowledge of content areas, your skill level, and your discernment of ethical consideration. Think less about a specific agency or organization.

3. Other Questions to assist the placement process

I will have health insurance during the 20xx-20xx academic year _____ Yes _____ No

I understand that I may need to interview (in person/over the telephone) with a potential placement site. _____ Yes _____ No

I understand that I must attend a mandatory, scheduled Pre-Placement Group Meeting.
 ____ Yes ____ No

I am aware some agencies require a criminal background check, and if the agency requires such a check, I am prepared to disclose previous convictions, pleas, or no contests during the interview process with the field coordinator and with the potential placement. _____ Yes ____ No

I understand that the majority of field placements are located outside of the Dunkirk and Fredonia area, within a 50 mile radius. Therefore, It will be necessary for me to drive or to arrange transportation to and from placement. Furthermore, I understand that I am responsible for all transportation costs related to field placement. _____ Yes _____ No

I understand that field education is a necessary component of my generalist social work education and that each field placement has potential to help me with my learning, regardless of my current practice interests. _____ Yes _____ No

I understand that every effort will be made for me to know my placement prior to leaving campus for summer recess; however, I may not know until later in the summer. ____ Yes ____ No

I have the following special needs that should be considered when placing me (please state)
I have attached the necessary documentation and honestly answered the questions asked.

Signed: _____ Date: _____

ACKNOWLEDGEMENT OF FIELD PRACTICUM POLICIES

Read and initial each of the following sections of this document. Sign your name at the end.

Section 1. I understand that I know the NASW Code of Ethics and must follow its guidelines in my practicum placement. _____ (initials)

Section 2. I understand the following are the admissions requirements for Field Placement: Only social work majors who have advanced status in the program are eligible to enter the Field Practicum. To be eligible to enter the Field in the fall, students must have:

- a. Senior status (90 credit hours).
 - b. Completed the following courses with a grade of C or better: SOCW 325; SOCW340; SOCW 370; and SOCW 341
 - c. Grade of D- or better in the following courses: SOC 300, SOCW249, and POLI 382
 - d. Obtained a 2.0 cumulative grade point average.
 - e. Consistently demonstrated a commitment to professional social work standards of behavior (Code of Ethics).
- _____ (initials)

Section 3. I understand the following placement policies:

- a. Students are placed by the Field Coordinator in human service agencies which have met the programs selection criteria. In the spring semester of the junior year, the Field Coordinator places students in organizations based upon the organizations' needs.
_____ (initials)
- b. Students **will not** be placed in a practicum agency or program in which the student:
 1. Has completed a previous formal internship or volunteer experience.
 2. Is currently, or has previously been, employed.
 3. Has a family member who is currently employed by that agency.
 4. Is, or has ever been, a client.
 5. Has a family member who is, or has been, a client of that agency.
 6. Has been a student within the last five years.

_____ (initials)
- c. Students will disclose pertinent information regarding a criminal record or background information to the Field Coordinator for the purposes of planning and securing a field practicum. Please understand that a criminal record does not automatically prohibit you from working in the Social Work field. _____ (initials)
- d. The signed release of information form allows the Field Coordinator to share all background information with the Field Agency sites, including but not limited to educational record, criminal record/background, student strengths, areas of growth, etc. _____ (initials)

Section 4. I understand the following:

- a. Field Practicum is one experience spread over two semesters.
- b. Students register for two courses each semester to earn 6 credit hours for practicum. In the fall, they register for SOCW 480 and 485 and they register for SOCW 490 and 495 in the spring.
- c. Students must complete 250 hours in their practicum agency each semester. This averages to be 16-18 hours per week, depending on the placement.
- d. Students must spend one full day per week in their placements and are encouraged arrange their schedules so they can spend 2 full days.
- e. Students must attend and participate in a seminar class as part of Practicum. Seminar hours are not to be used toward the 250 hour total.
- f. Students pay a fee each semester for Field Practicum to cover the cost of liability coverage. This fee will appear on the tuition bill.

_____ (initials)

Section 5: I understand the following:

Certain field practicum sites may necessitate one or more of the following requirements prior to accepting students:

- Finger printing
- Criminal background checks
- State Central Registry clearances
- Proof of Health Insurance
- A vehicle

Students are responsible for all fees associated with these requirements. _____ (initials)

Section 6: I understand the following:

The program has a transportation policy that applies to Practicum, part of the policy reads: Please be aware that neither the University, nor the social work program provides automobile liability coverage during activities in the Field Practicum. Assuring adequate insurance coverage and proper registration is the responsibility of the student and/or vehicle owner.

_____ (initials)

I acknowledge that I have read and understand the selected Field Practicum policies on this form and that the remainder of Field Practicum policies can be found in the Field Manual, which is located on the SUNY Fredonia Department of Sociocultural & Justice Sciences' website. In addition, I acknowledge I can locate a copy of the social work program Handbook on the SUNY Fredonia Department of Sociocultural & Justice Sciences' website.

Signed _____ Date _____

Appendix D

Partial Listing of Regional Social Services Agencies

The following is a list of some of the agencies which have worked with Fredonia's Social Work Program in the past by offering volunteer experiences, practicum sites, or as a classroom resource. To find out which agencies are currently active and available practicum sites, please check with the Field Coordinator.

Big Brothers/Big Sisters
 Brocton Central Schools
 Brooks Memorial Hospital
 Buffalo Hearing and Speech
 Cassadaga Job Corps.
 Catholic Charities of Buffalo - Dunkirk and Jamestown District Offices
 Chautauqua Opportunities Inc.
 Chautauqua County Alcohol and Substance Abuse Clinic
 Chautauqua County Boys and Girls Clubs
 Chautauqua County Child Advocacy Program
 Chautauqua County Department of Social Services
 Chautauqua County Mental Health
 Chautauqua County Public Defender's Office
 Erie II Chautauqua Cattaraugus BOCES
 Everywoman's Center
 Family Service of Jamestown
 Family Unity Center
 Gateways Mental Health
 Gowanda Correctional Facility
 Gustavus Adolphus Children's Home
 Hospice of Chautauqua County
 Learning Disabilities of WNY
 Lutheran Social Services
 North Collins Elementary School
 Randolph Children's Home
 The Resource Center
 Rural Ministries
 Salvation Army - Dunkirk
 Salvation Army - Jamestown
 Sherman Central School
 Silver Creek Central School
 Southern Tier Environments for Living
 Tri-County Hospital
 United Way of Northern Chautauqua County
 United Way of Southern Chautauqua County
 WCA Hospital
 Westfield Health Care Center
 Victim's Advocacy

Appendix E**CSWE Educational Policy and Accreditation Standards (EPAS) 2015**

The CSWE EPAS can be found on the Council on Social Work Education's webpage at <https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>