



University at Buffalo

School of Social Work

# **MASTER OF SOCIAL WORK**

## **Student Handbook**

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**2025 – 2026**

**August 2025**

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# Welcome to the School of Social Work!

This handbook, together with the [School of Social Work website](#) is intended to provide you with a comprehensive guide to surviving and thriving during your graduate studies. The most up-to-date version of this [handbook](#) can be found on the school's website.

The general policies and procedures of the Graduate School are found in the [Graduate School Policies Library](#) which is available online, or in 408 Capen Hall, North Campus.

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 academic advisor should they have any questions.

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

Kathryn (Katie) McClain-Meeder  
M.S.W. Program Director

# Table of Contents

<b>Vision/Mission Statement .....</b>	<b>4</b>
<b>Calendars .....</b>	<b>5</b>
University Calendar	
Religious holiday/observance	
<b>Policies &amp; Procedures .....</b>	<b>7</b>
Advisement	
Programs	
Registration	
Student Rights & Responsibilities	
Program Policies	
Graduation/Conferral	
<b>Grading .....</b>	<b>34</b>
Letter Grades	
Grading & Program Requirements	
Grading & Retention	
Change of Grade	
Related Policies on Grading (I, U, L, and J Grades)	
<b>Curriculum .....</b>	<b>38</b>
Curriculum Overview	
Curriculum Guides	
Human Biology Requirement	
Sequences & Advanced Year	
Sequence Chairs	
Foundation Curriculum	
Advanced Year Curriculum	
Electives	
<b>Technical Standards .....</b>	<b>63</b>
<b>Practicum Education .....</b>	<b>69</b>
Roles and expectations of practicum education	
Applications	
Interprofessional Forum	
<b>Student Services .....</b>	<b>72</b>
Resources	
Professional Development	
Graduate Student Association	
Library	
University Services	
<b>School of Social Work Faculty &amp; Staff .....</b>	<b>78</b>
Faculty	
Administration	
Staff	
General Information	

# Vision & Mission

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

The diverse community of our school is unified by our vision of a better society achieved through the generation and transmission of knowledge, promotion of social justice and service to humanity.

## **The *Goals* of the University at Buffalo School of Social Work:**

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

- Educate future social workers who will lead the profession 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.
- Honor the inherent dignity, rights and strengths of all individuals, families and communities.

# University Calendar

## Fall Semester 2025

Dates	Event
Monday, August 25	Classes begin
Monday, September 1	Labor Day Observed
Monday, October 13 – Tuesday, October 14	Fall Break
Wednesday, October 15	Classes Resume
Wednesday, November 26 – Saturday, November 29	Thanksgiving Break
Monday, December 1	Classes Resume
Monday, December 8	Last Day of Classes
Tuesday, December 9	Reading Day
Wednesday, December 10 – Wednesday, December 17	Semester Final Examinations

## Winter Session 2026

Dates	Event
Friday, December 26 – Friday, January 16	3-week (15 day) session
Monday, December 29 – Friday, January 16	14-day session
Monday, January 5 – Friday, January 16	2-week (10 day) session
Monday, January 19	Martin Luther King, Jr. Day Observed

\*Thursday, January 1, 2026 – New Year's Day observed.

## Spring Session 2026

Dates	Event
Wednesday, January 21	Classes begin
Monday, March 16 – Saturday, March 21	Spring Break
Monday, March 23	Classes Resume
Tuesday, May 5	Last Day of Classes
Wednesday, May 6	Reading Day
Thursday, May 7 – Thursday, May 14	Semester Final Examinations
Friday, May 15 – Sunday, May 17	Commencement Weekend

## Summer Session 2026

Start and End Dates	Session
Tuesday, May 26 – Friday, July 3 (6 weeks)	Summer Session I
Monday, June 22 – Friday, July 31 (6 weeks)	Summer Session II
Tuesday, July 7 – Friday, August 14 (6 weeks)	Summer Session III
Tuesday, May 26 – Friday, July 24 (9 weeks)	9 Week Session
Tuesday, May 26 – Monday, August 3 (10 weeks)	10 Week Session

Tuesday, May 26 – Friday, August 14 (12 weeks)	12 Week Session
Dates Vary	Session X (Non-Standard)

\*Monday, May 25, 2026 - Memorial Day holiday observed.

\*Friday, June 19, 2026 - Juneteenth holiday observed.

\*Saturday, July 4, 2026 – Independence Day holiday observed

## Academic Days

For all School of Social Work policies and procedures, academic days are defined as weekdays, during fall and spring sessions. During summer or winter sessions, any School of Social Work policy proceedings may adhere to business days with the exception of the days in between academic sessions or when the university is closed.

## Religious Holidays

Both University policy and New York State law require that students, staff, and faculty who are absent to observe religious holy days can do so with no negative consequences. UB recognizes and values the significant role of religion and faith in the lives of students, faculty, and staff, and will ensure that no members of the university community are compelled to work, teach or attend classes in a way that impacts their ability to practice their faith.

Under Federal and New York State law, reasonable accommodation must be made for any student who is unable to attend a regularly scheduled class or exam because of religious observance. Reasonable religious accommodations in the workplace also must be made for all employees.

Any student absence for religious observance will be viewed as an “excused absence,” with no negative consequence. If the exact coursework missed cannot be completed at a later time, for whatever reason, students will be offered a similar make-up assignment. Students cannot be assigned extra work above and beyond normal course requirements because of an absence due to a religious holiday. UB policy states that students are responsible for informing instructors or employers when they will be absent for religious holidays. If an instructor cancels class for religious reasons, they should schedule a make-up session.

Resources are available to all members of the university community should they believe that they are not being accommodated fairly. If students encounter difficulty with regard to reasonable accommodation regarding classes or assignments, they should contact the Office of the Senior Vice Provost for Academic Affairs. Faculty and staff should contact the Office of Equity, Diversity, and Inclusion.

# Policies & Procedures

## Advisement

### *Academic Advisors*

Each student will be assigned an [academic advisor](#) who will serve as a resource for curriculum and career planning. This professional staff member can assist you in choosing courses and help resolve problems regarding coursework and/or practicums.

Students are encouraged to establish ongoing relationships with their advisors and meet with them every semester. Advisors can answer many questions about matters such as course selection, licensing exams, and job opportunities.

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

MSW students will be assigned one advisor to aid in their transition into the program for their first year, and then will be assigned to a different advisor specializing in career and professional development for their second year forward. While academic advisors are professional staff members on the Student Services team, SSW faculty members will also be available to aid in course content and career advising upon request.

The School expects that all faculty, students, and practicum educators will abide by the NASW Code of Ethics. Students can download [a copy of the code of conduct here](#). A copy can also be obtained through the National Association of Social Workers (by telephone at 800-638-8799 or at the [NASW website](#)).

## Programs

### *Matriculated Students*

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 a Graduate, Teaching or Research assistantship are considered full-time if they register for nine credits.

As part of the registration procedures, each matriculating 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 Registrar's Office.

### *Non-Matriculated Students*

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. Please note: Non-Matriculated students are not eligible for federal financial aid or school scholarship assistance.

### ***Advanced Standing Program***

The advanced standing program is available to any student whose undergraduate degree was earned in social work or social welfare within the past six years. The social work major GPA must be over 3.0. The undergraduate degree must have been accredited by the Council of Social Work Education at the time the degree was awarded. Persons who have degrees in fields other than social work are not eligible for advanced standing.

The advanced standing program is a 35-credit program, compared with the 60-credit traditional programs. Students with advanced standing status have the foundation courses waived, but they must take two required 3-credit courses during the semester preceding entry into their advanced year coursework.

### ***Interdisciplinary Programs***

The School has four interdisciplinary programs: BA/MSW, JD/MSW, MBA/MSW and MPH/MSW.

#### **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 Director of the MSW Program or the student's assigned academic advisor.

#### **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 Advanced Year 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 Director of the MSW Program or the student's assigned academic advisor.

#### **Advanced Standing MBA/MSW Program**

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

### **MPH/MSW Program**

Students in the MPH/MSW program begin their three-year degree in the Department of Social and Preventive Medicine, School of Public Health and Health Professions, in accordance with the schedule described in the program's brochure. Students will complete a total of 88 credit hours, which will consist of 37 in public health and 51 in social work. Students in this program may use nine credits of pre-approved electives from the Department of Social and Preventive Medicine towards their MSW degree.

### **Advanced Standing MPH/MSW Program**

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

## **Registration**

### ***Drop-Add Period***

Students who register for a course and decide not to take it must officially drop the course by the semester's drop/add date or resign it by the appropriate deadline to avoid submission of a failing grade. Students are responsible to add and/or drop their courses through the University HUB system. Please be aware that students are financially liable for all tuition and fees associated with a resigned course. Students should consult with the Student Accounts Office for the tuition liability [deadlines](#), which differ each semester.

### ***Withdrawals***

Students who wish to withdraw from the program are encouraged to contact Student Services at [sw-studentservices@buffalo.edu](mailto:sw-studentservices@buffalo.edu) to inform the school of your decision. To formally withdraw from the School of Social Work, the following steps must be completed:

- 1) Discuss reason for withdrawal with Student Services.
- 2) Students enrolled in courses must drop/resign from coursework via the HUB (if applicable).
- 3) Satisfy all remaining financial responsibilities with the University by contacting student accounts/financial aid.
- 4) Notify the School of Social Work admissions office via e-mail of your formal withdrawal.

### ***Human Biology Requirement***

The human biology course is a pre-requisite course requirement of the advanced year curriculum. The School of Social Work **requires** that all students complete and pass a credit bearing undergraduate HUMAN biology course by June 1<sup>st</sup>, prior to entering their Advanced Year. Before entering the advanced curriculum, you must have successfully completed a class or combination of classes with significant content in human anatomy, reproduction, and development over the life course. ***Students will NOT be allowed to register for any Advanced***

***Year courses, and you will not be placed in an advanced year practicum unless this requirement is met or expected to be met by June 1.*** Students must ***provide*** the School of Social Work Registrar ***proof of enrollment*** in a credit bearing Human Biology course ***by February 1*** in order to avoid a registration hold. 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 School of Social Work Admissions team for review. Classes that meet this requirement include “Human Anatomy and Physiology” and “Human Biology: The Human Body.”

Students who have not met the requirement prior to admission may opt take the School’s human biology (SW 101: Human Biology for Social Workers) in the summer before entering the program or during the fall prior to their advanced year. Part-time traditional students may also take it the summer before their second year. As this is an undergraduate course, these credits will not apply to your graduate degree; however, please note that you will be accountable for graduate tuition for this 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. 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.

### ***Transfer Credit***

#### **Transferring Credit from other Social Work Programs**

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 approved by the Assistant Dean for Student and Academic Affairs and the Director of the MSW Program. The student will be notified by the Assistant Dean for Student and Academic Affairs regarding the decision to accept transfer credits towards the degree. Students requesting acceptance of transfer credits must complete a [Transfer Credit Form](#) and submit it to the Assistant Dean for Student and Academic Affairs with a copy of the appropriate syllabus. The

School of Social Work does not grant social work course credit for life experience or previous work experience.

Students who transfer into the Advanced Year Curriculum from an accredited MSW program must demonstrate that the program from which they transferred links the equivalent of Interventions I (SW520) and Interventions II (SW 521) with a practicum and has the equivalent of SW 510, Introduction to Social Work Research and Evaluation. If they have not had a research application course in their foundation curriculum, they will be required to take SW 510 and earn a “B- “or better before entering the Advanced Year curriculum.

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

Partial-year practicum credits cannot be transferred. Students who completed a full year of foundation practicum but accrued fewer placement hours than our foundation practicum which requires 420 placement hours can transfer in those credits. However, the student must earn a total of 900 hours which is the equivalent total hours of practicum required in our program in order to graduate. The student will take any additional required hours in the Advanced Year practicum.

**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.

### **Transferring Non-Social Work Elective Credit**

Students may transfer a maximum of six credits of elective course work from an accredited graduate program 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 Director of the MSW Program. Such course work must be taken for letter grade(s) and the student must receive a “B” or better. This transfer policy 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. Students requesting acceptance of outside transfer credits must complete a [Transfer Credit form](#) and submit it to the Assistant Dean for Student and Academic Affairs with a copy of the appropriate syllabus.

For the Study Abroad programs that qualify for practicums, students may be more limited in the number of elective credits that will transfer into the MSW program.

### ***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 contract must be signed by both student and instructor. The student gives the form to the registrar. This Independent Study contract is signed by the Director of the MSW Program and kept in the student’s file for graduation. Upon receiving approval of the independent study, it is the student’s responsibility to register for the course. The student obtains the registration number from the Public Class Schedule through the UB Registrar’s website and registers through the HUB registration system.

Students may count only three credits of independent coursework towards their degree requirement. 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.

Please note that an Independent Study course **cannot** be counted toward [the clinical course requirement](#).

### ***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. Students taking additional courses (beyond what are required) may want to consult with their academic advisor to ensure that they will meet enrollment requirements in subsequent semesters. Students must be matriculated to be eligible for financial aid.

### ***Maximum Credit Hours Per Semester***

Social Work students may register for up to nineteen credit hours per semester without an academic override. Requests to override maximum credit hours must be justified to and approved by the Director of the MSW Program of the School of Social Work prior to registration.

### ***Resignations from Courses***

All course resignations processed during the official dates 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 through the HUB registration system. 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.

# Student Rights & Responsibilities

## ***Student Participation in School Governance***

Students have rights and responsibilities to participate in formulating and modifying UBSSW policies affecting academic and student affairs. The bylaws of the UBSSW provide for student participation on the MSW Curriculum Committee (2 MSW students), the Recruitment Committee (1 MSW or doctoral student), and the Committee on Students (2 MSW students). Students are voting members of these committees. Student members are responsible for attendance at committee meetings and are asked to give a one-year commitment.

The MSW Curriculum Committee is responsible for the overall development and monitoring of the MSW program, including practicum education.

The Committee on Students reviews student retention policies and procedures. The COS acts as a review body to any student who duly files a grievance and in situations concerning student discipline for violations of ethical standards of behavior. When needed, the COS also serves as a problem resolution and status review board when advised by the Assistant Dean for Student and Academic Affairs of those students whose status requires a review. The COS makes findings and develops recommendations, which are then communicated to the Dean. The COS also oversees student awards and special prizes.

The Recruitment Committee searches for qualified candidates for faculty positions and makes recommendations to the Faculty Council, which, in turn, makes recommendations to the Dean.

Interested students are recruited by the school's Graduate Student Association (GSA), who then forward the names of the students to the Committee Chairs. Committee Chairs interview and then select the student participants based on scheduling considerations, interest, and the ability to give a one-year commitment. Interested students are encouraged to contact their GSA representative.

## ***Class Attendance***

Since the University desires to promote student responsibility, there is no general rule concerning absences from class. However, individual Instructors within the School of Social Work may have their own attendance policies, which will be outlined in their syllabi. They may take account of absences in determining final grades.

## ***Attendance on Religious Holy Days***

On those religious holy days when members of a faith observe the expectation of their religion that they be absent from school or work, individual students will be excused from class without penalty if expressly requested. If such a requested absence results in a student's inability to fulfill the academic requirement of a course scheduled on that particular day, the instructor must provide an opportunity for the student to make up the requirement without penalty. Students shall not be charged any fees or experience any adverse or prejudicial effects due to absence from coursework due to religious observance.

In the event that 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 to the Office of Equity, Diversity and Inclusion (EDI).

### ***Ethical Standards of Behavior***

The University at Buffalo School of Social Work (UBSSW) expects that all students will model professional behaviors as described within the NASW Code of Ethics while representing themselves as social workers in training, the program, the institution, and the profession. For this reason, students are expected to follow the [NASW Code of Ethics](#) and University standards of behavior at all times, including the [University Student Code of Conduct](#) in all contexts, including but not limited to: classes, practicums, volunteer work, and digital contexts. Digital contexts include, but are not limited to, online social networks (e.g. Facebook, X, YouTube, Instagram, LinkedIn, Snapchat, etc.), text messaging, blogging, virtual worlds, and email.

### **Student Violation of Ethical Standards of Behavior**

The Committee on Students (COS) will determine the status of all students suspected of violating the NASW Code of Ethics or University Student Code of Conduct. The COS will address breaches in standards including violations of academic or professional behavior and norms. These standards include, but are not limited to, failing to report abuse, engaging in criminal action, dishonesty, or posing a serious danger to the welfare of clients. In cases where the COS determines that one or more violations have occurred and may make recommendations to the Dean.

### **Procedure**

In cases where a student is considered to have breached academic standards and norms (e.g., plagiarizing and/or cheating), please consult the school's policy on academic integrity.

In cases where a UBSSW faculty member, administrator, or staff person suspects that a student has violated the NASW Code of Ethics or University standards of behavior, has committed a criminal act, or appears to be harmful to clients, the procedure is as follows:

- (1) The UBSSW faculty member, administrator, or staff person who discovered the violation will consult with the appropriate program Director to determine whether a review should be requested from the COS chair.
- (2) If such a review is requested, it must be done in the form of a written report prepared by that UBSSW faculty member, administrator, or staff person for the COS to review. The report will include a description of the incident/case and which ethical violations have been committed, as well as supporting evidentiary materials (e.g., email communications, a screen capture, description of a video file, etc.), where appropriate. The report materials can be supplemented with information gathered from other parties and compiled by the complainant, where appropriate.
- (3) Upon receipt of the report, the COS chair will:
  - a) Forward the report to the student;
  - b) Inform the student that they can begin to prepare their response (if they wish) and, if appropriate, gather supporting evidentiary materials;

- c) Encourage the student to read the procedure as described in this document so that they are aware of their rights. The COS chair will also answer any questions the student may have at that time.
- (4) Once a review is requested, the COS chair will also set the meeting time and date ideally within 10 academic days (but up to 30 academic days) of receipt of the request. All parties should be notified at least 10 academic days in advance of the meeting date.
- (5) If the student chooses to prepare a response, it (and any supporting evidence) is to be submitted to the COS chair at least 5 academic days before the review meeting.
- (6) The COS chair will distribute the report and any additional materials to the attending COS members at least three academic days before the review meeting.
- (7) The student or complainant can provide additional information at the meeting. This additional information should be in the form of printed documents for distribution.
- (8) The student 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 meeting will be cancelled, and the student and attorney will be referred to the SUNY lawyer.** The chair of the COS will appoint a minute taker for the meeting. If a student refuses to attend the review meeting, or unreasonably rejects alternative meeting dates, or fails to attend a scheduled meeting, the COS will meet without the student present.
- (9) After hearing the concerns regarding the student brought before the committee, and reviewing the supporting evidence and the student's response to these concerns, the committee will excuse the student, the UBSSW faculty member, administrator, or staff person bringing forth the violation, and the student's advocate. The COS, including student members, will then meet in a closed session to determine if the evidence presented substantiates the concerns.
- (10) If the concerns are found by the committee to be substantiated, the committee may decide what recommendations to make the Dean regarding actions to be taken in response to the substantiated concerns.
- (11) The chair of the COS will then send a memo stating the findings and, if any, the recommendations of the committee to the Dean within 45 academic days of receiving the request for the review. The chair of the committee will then notify the student and the appropriate UBSSW faculty member, administrator, or staff person that the committee's memo has been sent to the Dean's Office. A copy of the COS memo will be placed in the student's file. If there is to be a delay in the release of the memo, the chair of the COS will notify the Dean and those parties involved describing the reason(s) for the delay.
- (12) Within 10 academic days of receipt of the committee on student's findings and recommendation letter, the Dean will review and take into consideration the findings and recommendations and determine the outcome of the case as presented. The Dean's office will notify the student and the appropriate UBSSW faculty member, administrator, or staff person via a letter of the outcome decision of the Dean.
- (13) The outcome decision may be appealed. The appeal must be made in writing to the Dean no later than 10 academic days following the release of the outcome decision letter. There are only two grounds for appeal:
  - a) Violation of the procedures as outlined above.
  - b) The existence of new information relating to the concerns brought to the committee.

If the outcome decision is appealed, 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.

## **Academic Integrity**

This policy has been adopted from the [University Academic Integrity Policy](#).

### **Preamble**

Academic integrity is a fundamental university value. Through the honest completion of academic work, students sustain the integrity of the university while facilitating the university's imperative for the transmission of knowledge and culture based upon the generation of new and innovative ideas.

When an instance of suspected or alleged academic dishonesty by a student arises, it shall be resolved according to the following procedures. These procedures assume that many questions of academic dishonesty will be resolved through consultation between the student and the instructor (a process known as consultative resolution, as explained below).

It is recommended that the instructor and student each consult with the Academic Integrity Office and/or the Office of Student Advocacy for guidance and assistance.

### **Examples of Academic Dishonesty**

Academic dishonesty includes, but is not limited to, the following:

- **Aiding in academic dishonesty.** Knowingly taking action that allows another student to engage in an act of academic dishonesty including, but not limited to completing an examination or assignment for another student or stealing an examination or completed assignment for another student.
- **Cheating.** Includes, but is not limited to: (1) use of any assistance not authorized by the course instructor(s) in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the course instructor(s) in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) stealing tests or other academic material belonging to the course instructor(s).
- **Falsifying academic materials.** Fabricating laboratory materials, notes, reports, or any forms of computer data; forging an instructor's name or initials; resubmitting an examination or assignment for reevaluation which has been altered without the instructor's authorization; or submitting a report, paper, materials, computer data, or examination (or any considerable part thereof) prepared by any person other than the student responsible for the assignment.
- **Misrepresenting documents.** Forgery, alteration, or misuse of any University or official document, record, or instrument of identification.
- **Plagiarizing.** Copying or receiving material from any source and submitting that material as one's own, without acknowledging and citing the particular debts to the source (quotations, paraphrases, basic ideas), or in any other manner representing the work of another as one's own.
- **Purchasing academic assignments.** Purchasing an academic assignment intended for submission in fulfillment of any course or academic program requirement.
- **Selling academic assignments.** Selling or offering for sale any academic assignment to any person enrolled at the University at Buffalo. No person shall offer any inappropriate assistance in the preparation, research, or writing of any assignment, which the seller

knows, or has reason to believe, is intended for submission in fulfillment of any course or academic program requirement.

- **Submitting previously submitted work.** Submitting academically required material that has been previously submitted, in whole or in substantial part, without prior and expressed consent of the instructor.

## Consultative Resolution

### Step 1

If an instructor has reason to believe that a student may have committed an act of academic dishonesty, the instructor shall notify the student suspected of academic dishonesty within 10 academic days<sup>1</sup> of discovery of the alleged incident by email to the student's UBIT address.

If an individual other than the instructor, including other students, faculty, or staff members, has reason to believe that a student may have committed an act of academic dishonesty, the individual shall notify the instructor or the Academic Integrity Office within 10 academic days<sup>1</sup> of discovery of the alleged incident.

Once the alleged incident has occurred, the student may not resign from the course without permission of the instructor. If the instructor does not wish to allow the student to resign from the course, the instructor will assign an incomplete grade while the incident is under review.

The instructor will meet and consult with the student within 10 academic days<sup>1</sup> of the date of notification. During the consultation, the instructor will inform the student of the alleged incident and give the student a copy of the Academic Integrity Policy and Procedures. Either party may request department note-takers (staff or faculty, but not teaching assistants) and/or an audio recording device may be used to record the consultation meeting. If the student fails to attend the consultative meeting, the instructor has the authority to reach a decision without consulting the student directly.

### Step 2

If, after consultation with the student, the instructor believes the student did not commit an act of academic dishonesty, no sanctions will be imposed, and the student will be notified of that finding by official university email. Procedures end.

If, after consultation with the student, the instructor believes the student did commit an act of academic dishonesty, the instructor has the authority to impose one **or more** of the following sanctions (see list below). Such sanctions will be assigned a "pending" status until the Academic Integrity Office receives notice from the instructor of the sanction and confirms the case at hand is the student's first Academic Integrity infraction. If the student has a prior infraction(s), then the sanction may be revised by the Office of Academic Integrity.

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<sup>1</sup> Note: Academic days are defined within the Academic Integrity Office as weekdays, when classes are in session, not including the summer or winter sessions as defined by the regular University Academic Calendar. With the agreement of all principals and the Academic Integrity Office, proceedings may continue during non-academic days.

1. **Warning.** Provide written notice to the student that they have violated a university academic integrity standard and that the repetition of the wrongful conduct may be cause for more severe sanctions.
2. **Revision of Work.** Require the student to replace or revise the work in which dishonesty occurred. (The instructor may choose to assign a grade of “I” [Incomplete] pending replacement or revision of the work.)
3. **Reduction in Grade.** Reduce the student’s grade with respect to the particular assignment/exam or final grade in the course.
4. **Failure in the Course.** Fail the student in the course, to be indicated on the transcript by a grade of “F” without comment or further notation.
5. **Remediation.** Require the student to complete a UB Academic Integrity Office remediation assignment. Upon the student’s successful passing of the assignment, the Academic Integrity Officer will so inform the instructor, who may then change other sanctions they originally assigned to the student. Instructors may not impose the remediation sanction to a student who previously received an academic integrity sanction(s).
6. **Such other reasonable and appropriate sanction(s)** as may be determined by the instructor with the exception of any Academic Integrity Office or University Sanction described below.
7. **Recommendation of the following Academic Integrity Office Sanctions.** The Academic Integrity Office must review and approve these recommendations.
  - a. **Failure in Course, Remediation Required, Temporary Notation of Academic Dishonesty.** A grade of “F” for the course is recorded on the student’s transcript and a notation of an academic dishonesty is entered on the student’s transcript. The student is required to complete an Academic Integrity Office remediation assignment. Upon the student successfully passing the assignment, the Academic Integrity Office will remove the notation from the student’s transcript. Failure to successfully complete the Academic Integrity Office remediation assignment will result in the notation remaining permanently on the student’s transcript.
  - b. **Failure in the Course with Permanent Notation of Academic Dishonesty.** A grade of “F” for the course is recorded on the student’s transcript with a permanent notation that the grade of “F” was assigned for reason of academic dishonesty.
  - c. **Dismissal from the Degree Program.** The academic integrity violation results in ineligibility for continuation in the student’s degree program.
  - d. **Dismissal from the Degree Program with Notation of Academic Dishonesty.** The academic integrity violation results in ineligibility for continuation in the student’s degree program, with a notation on the student’s transcript that the dismissal is for reason of academic dishonesty.
  - e. **Dismissal from the Department.** The academic integrity violation results in ineligibility for continuation in any degree program within the department.
  - f. **Dismissal from the Department with Notation of Academic Dishonesty.** The academic integrity violation results in ineligibility to continue in any degree program

within the department with a notation on the student's transcript that the dismissal is for reason of academic dishonesty.

8. **Recommendation of the following University Sanctions.** The Academic Integrity Office must review and recommend these sanctions to the University President or his/her designee. Only the President or his/her designee may suspend or expel a student from the University.
  - a. **Suspension from the University.** The student is suspended for a defined time period with stated conditions which will include a permanent notation on the transcript.
  - b. **Expulsion from the University.** The student is expelled, with permanent notation on the transcript.

### **Step 3**

The instructor shall notify the student of a decision, any sanction(s) imposed, and the student's right to appeal that decision, in writing. This Decision Letter shall be sent to the student via email to the student's UB IT address, with a copy to the Academic Integrity Office. The student, the Associate Dean for Academic Affairs, the SSW Dean, and the Academic Integrity Office must be notified of the instructor's decision within 10 academic days<sup>1</sup> of the date of the consultation meeting. ***It is the instructor's responsibility to report the sanction, regardless of severity, to the Academic Integrity Office.*** A copy of the Instructor's Decision Letter will be retained in a confidential file in the Academic Integrity Office in perpetuity. The student shall have access to their own confidential file.

Upon request and with the student's permission Academic Integrity violations and sanctions may be reported by the Academic Integrity Office to an authorized body.

### **Academic Integrity Office Sanctions or University Sanctions**

If the instructor recommends Academic Integrity Office Sanctions or University Sanction (see consultative resolution, Step 2, item 7), Academic Integrity Office procedures are required, before a final decision and sanctions can be enacted. Those procedures shall be initiated within 10 academic days<sup>1</sup> of receipt of the instructor's Decision Letter.

### **Right to Appeal**

The student may appeal the instructor's findings. The student's request for an appeal must be submitted in writing to the Academic Integrity Office within 10 academic days<sup>1</sup> after the instructor has notified the student of his or her decision. In the letter of appeal the student articulates if they are appealing the original judgement of academic dishonesty, the resulting sanction(s)/recommended sanction(s), or both.

### **Step 1**

In cases where the student seeks to appeal an instructor decision, the student and instructor shall each provide a written statement of evidence supporting his or her position, any relevant documentation, and the names of potential witnesses to the Academic Integrity Office (hereafter referred to as the Office). The Office will review all case materials.

If the Office finds no cause to further consider the circumstances of the case, the Office will notify the student, via email to the student's UB IT address, and the instructor within 10

academic days<sup>1</sup> of receipt of case materials, that the sanction(s) articulated in the instructor Decision Letter will be enacted. Student appeal procedures end.

If the Office finds cause to further consider the circumstances of the case, the Office will assemble an Adjudication Committee (hereafter referred to as the Committee) within 10 academic days<sup>1</sup> of the date the Office received case materials.

### **Step 2 (Committee Review)**

The Academic Integrity Office will convene the Committee to a hearing and provide all materials to the Committee, the student, and the instructor at the time the notice of that hearing is delivered. Hearings shall take place on academic days, and the student and the instructor will be given at least 72 hours' notice of the hearing.

At the hearing(s), the Committee will provide sufficient opportunity for both principals to present their positions and shall allow each principal the right to question those presentation(s) to the committee. The hearing(s) shall be conducted in a fair and expeditious manner but shall not be subject to the rules governing a legal proceeding. Each principal shall have the right to be present and to have one advisor present at all hearings. In no such case shall the advisor be an attorney, unless they are a member of the UB faculty who is not acting in a legal capacity on behalf of a principal. An advisor may not speak on behalf of a principal or otherwise address members of the hearing committee. Either principal may ask the Committee chair if they may participate in hearings remotely. In exceptional circumstances, such as where either party is considered to pose a physical threat to the other or to the Committee, the Committee chair may require that either principal participate remotely.

The technical and formal rules of evidence applicable in a court of law are not applicable at Academic Integrity Hearings, and the Committee may review all relevant and reliable information that will contribute to an informed final decision. The Committee shall only consider information relevant to the current alleged misconduct. Information regarding a student's formerly alleged or documented academic misconduct cannot aid in determining whether or not the student is responsible for violating academic integrity in the current case. However, such history may be introduced during the sanctioning phase of the case under review. At the conclusion of the hearings, the Committee will meet privately to deliberate the case. All Hearings and Committee meetings shall be confidential.

The Committee will provide the student, the instructor, the Associate Dean of Academic Affairs, the Academic Integrity Office, and the SSW Dean, with a written statement of findings and any sanctions assigned within 10 academic days<sup>1</sup> of the final meeting of the Committee.

The decision made by the Committee may take one of three forms.

- **Findings Overturned, No Sanction.** A finding that no academic dishonesty took place and that no sanctions will be imposed. The student is thus exonerated, and any documentation related to the case within the Academic Integrity Office will be expunged.
- **Findings Sustained, Sanctions Sustained.** A finding that academic dishonesty occurred as described in the original instructor Decision Letter, and that the sanction(s) stand as

previously enacted or recommended.

- **Findings Sustained, Sanction Revised.** A finding that academic dishonesty occurred but that a different sanction from the one originally enacted by the instructor is more appropriate. This finding may involve an alternative sanction that is either more or less severe from the one originally enacted.

**No Right to Further Appeal**

The decision of the Committee is final, and no further appeal is available.

***Restorative Process for Responding to Racism, Anti-Semitism, and Other Forms of Oppression Experienced by Students***

Students may experience or witness racism, anti-Semitism, heterosexism, cissexism (i.e., oppressive behavior and policies targeting transgender/non-binary people) and other forms of oppression in their classroom and/or practicum. These incidents could involve faculty, staff, practicum liaisons, practicum educators, or other students. The UBSSW is committed to addressing these incidents in a trauma-informed and restorative manner when they occur.

**The Goals of a Restorative Process**

- To build community
- To strengthen relationships
- To repair any harm that has occurred through participatory decision-making.

**Trauma-Informed and Restorative Principles**

TI-Principles	Restorative Values and Principles
<ul style="list-style-type: none"> <li>• <b>Safety:</b> All parties will commit to creating a safe, brave space for students and other parties to share what happened, how it impacted them, and what needs to happen to repair and prevent future harm.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak and listen with respect.</li> <li>• Speak and listen from the heart.</li> <li>• Parties to a conflict “own the conflict” and are the ones who resolve the conflict.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Trustworthiness and Transparency:</b> Administrators, faculty and staff will be transparent with students and other parties about the process. No action will be taken without the student’s consent, unless administrators, faculty, and staff determine, with full disclosure to the student, that the situation poses too much risk of physical and/or emotional harm for the student.</li> </ul>	<ul style="list-style-type: none"> <li>• Trust, mutual understanding, and shared values bind us together and make cooperative action possible.</li> <li>• Fair Process               <ul style="list-style-type: none"> <li>✓ Engagement – Shared involvement in decision-making.</li> <li>✓ Explanation – Provide a rationale for decisions.</li> <li>✓ Expectation Clarity – Widespread understanding of expectations.</li> </ul> </li> <li>• Confidentiality is upheld throughout the process.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Peer Support:</b> Peer support and mutual self-help are important for establishing safety. The student may bring a peer to the restorative conversation, preferably</li> </ul>	<ul style="list-style-type: none"> <li>• Members of one’s community of care may contribute meaningfully to the conversation.</li> </ul>

TI-Principles	Restorative Values and Principles
someone who is aware of the impact the incident had on the student.	

TI-Principles	Restorative Values and Principles
<ul style="list-style-type: none"> <li>• Collaboration and Mutuality: Importance is placed on leveling of power differences and in the meaningful sharing of decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>• Embraces values of community participation, community caring, and respectful dialogue.</li> <li>• We build our social capital by repairing relationships.</li> <li>• The needs of all affected are addressed.</li> </ul>
<ul style="list-style-type: none"> <li>• Empowerment, Voice, &amp; Choice: Students will have a choice about the extent to which the UBSSW administration, faculty, and staff will intervene in the situation, unless administrators, faculty, and staff determine, with full disclosure to the student, that the situation poses too much risk of physical and/or emotional harm for the student. The voices of all parties to the incident will be heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation is voluntary.</li> <li>• All voices matter.</li> <li>• Everyone speaks their truth.</li> <li>• We build relationships and a sense of community through participatory learning and decision-making.</li> <li>• Parties to a conflict “own the conflict” and are the ones who resolve the conflict.</li> </ul>
<ul style="list-style-type: none"> <li>• Active Movement to Create Culturally Responsive Environments: The UBSSW recognizes that our students, administrators, faculty, and staff are impacted by interpersonal and institutional racism, anti-Semitism, sexism, heterosexism, cissexism (i.e., oppressive behavior and policies targeting transgender/non-binary people), classism and other forms of oppression. The UBSSW is committed to eradicating racism and other forms of oppression in our curricula, policies, operations, and culture. The UBSSW recognizes that we are all learners when it comes to undoing white supremacy and other systems of oppression, and that we must act.</li> </ul>	<ul style="list-style-type: none"> <li>• Embraces values of healing, moral learning, community participation, community caring, respectful dialogue, and repairing harm.</li> </ul>

**When a student has experienced racism, anti-Semitism, or other form of oppression in the classroom or in practicum:**

1. Whenever possible, we encourage students to professionally address the issue directly with the person involved. However, we understand that many reasons exist for why students may choose to not address the situation directly as a first step.
2. It is our best hope that the student will tell someone. We hope the student will reach out to someone they trust. This could be a faculty member, a Program Director, a Student Services staff person, a Practicum Liaison, Practicum Educator, Practicum Education faculty member or staff person, the Associate Dean for Academic Affairs, the Associate Dean for Diversity, Equity, and Inclusion, or the Faculty Support Liaison for Racially Underrepresented Students. We have multiple point persons in this process in line with our principle of providing students with choice over the person from whom they want to access help and resources. This person can help the student process the incident and potential options for intervention. This conversation will be held in confidence unless the administrator, faculty member, or staff believes, with full disclosure to the student, that the situation poses too much risk of physical and/or emotional harm for the student, and that someone else needs to be pulled into the conversation.
3. **If the student would like assistance in addressing the situation with the individual that harmed them, the student simply needs to make that desire known to the faculty member, staff person, or administrator to whom they disclosed the situation.** The people who can help them identify a facilitator are the Program Directors, the Associate Deans, the Faculty Liaison for Racially Underrepresented Students, Practicum Faculty and staff, and Student Services staff.
4. A Restorative Conversation will be scheduled at a time convenient for all parties. If the conflict occurred between one or more students in a class, the students' class professor may be the best person to facilitate the conversation. In other situations, the conversation may be most appropriately facilitated by a neutral UBSSW administrator, faculty member, or staff person who is not involved with the incident. Factors to consider in choice of the facilitator will be the student's preference, whether the incident was in practicum or in the classroom, and the availability, comfort level, and neutrality of the person(s) being considered.
5. If students, faculty, or staff have any questions about this process, please do not hesitate to contact the Associate Dean for Academic Affairs.

**What does a Restorative Conversation look like?**

- The facilitator will reach out to the parties involved, gather their perspectives on the incident, and schedule a time for a restorative conversation that is convenient for all parties.
- When the parties convene, the facilitator will review guiding principles for the conversation (i.e., One person speaks at a time; Speak from the I-perspective; Listen with openness).
- The facilitator will ask each party, beginning with the student, to address:

1. What happened?
  2. What did you think and feel at the time?
  3. What have you thought about since?
  4. What impact has it had on you?
  5. What has been the hardest thing for you?
  6. What do you think needs to happen to make things right?
- The facilitator will invite each party to ask any clarifying questions they may have, to identify what they would like to see happen as a result of the conversation, and to identify ways that the harm can be repaired. The facilitator will allow time for consensus to be achieved.
  - The conversation will end with the facilitator summarizing any agreements that were reached.

### **Guiding Principles for UBSSW Community Members**

- This work is important. It is grounded in our shared values, with people with whom we have relationships and shared commitments.
- We will make mistakes. We will learn, grow, and keep going.
- We value acknowledging and repairing harm when harm has occurred.
- We bring an awareness to these conversations of power differentials.
- Addressing racism, anti-Semitism, and other forms of oppression is more important than how concerns may sometimes get expressed. We will keep that in perspective. Both the content and the process provide us with opportunities for learning.

### **A Restorative Conversation is not the same as a Restorative Conference.**

A formal Restorative Conference, called a Real Justice Conference, may be necessary in some situations when the scope of the harm is wide and involves multiple students, faculty, practicum personnel, and/or staff persons.

In a Restorative Conference, all involved parties come together with a trained facilitator to explore what happened, who was affected, and what needs to be done to make things right. Parties to the incident typically invite members of their communities of care (e.g., family members, friends, other colleagues).

Right now, the UBSSW expects that most incidents can be resolved with a Restorative Conversation. However, we are in the process of thinking about and identifying situations that may call for a formal Restorative Conference.

### **UB Office of Equity, Diversity, and Inclusion**

Students also can report any concerns about discrimination and harassment to the Office of Equity, Diversity, and Inclusion. The Office of Equity, Diversity, and Inclusion will speak with any UB community member confidentially to discuss concerns about classroom or workplace situations, provide support, and investigate complaints.

[Obtaining Assistance and Advice](#)

[Reporting Discrimination and Harassment](#)

## References

Substance Abuse and Mental Health Services Administration. (2014a). SAMHSA's concept of trauma and guidance for a trauma-informed approach. HHS Publication No. (SMA) 14-4884. Substance Abuse and Mental Health Services Administration. <https://ncsacw.acf.hhs.gov/>

Wachtel, T. (2016). *Defining restorative*. Bethlehem, PA: International Institute for Restorative Practices. [https://www.iirp.edu/images/pdf/Defining-Restorative\\_Nov-2016.pdf](https://www.iirp.edu/images/pdf/Defining-Restorative_Nov-2016.pdf)

## **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 practicums, they should consult the [School of Social Work Practicum Education Manual](#) for further HIPAA adherence policy beyond that required in the classroom.

## ***Problems that interfere with a student's ability to perform adequately***

Students whose personal problems, psychosocial distress, legal problems, substance abuse, and or physical and mental health difficulties interfere with their ability to perform in the classroom or in the practicum should seek consultation with their academic advisor or practicum liaison, and the Assistant Dean for Student and Academic Affairs. 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 Ad Hoc Committee on Student Impairment.

## ***Returning to school after a medical event***

Students who are granted an academic withdrawal due to medical issues will need to provide the School of Social Work documentation from their medical provider indicating that they are fit to return to graduate school and are able to meet the minimum educational competencies associated with academic and practicum education coursework. Upon review of the documentation or in the absences of this documentation, students may be referred to the Ad Hoc Committee on Student Impairment.

# Program Policies

## ***Student Grievance against a Faculty/Staff Member or a Practicum Educator***

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

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

Practicum liaisons are members of either full-time or adjunct faculty.

### **Grievance Procedures**

In cases where a student believes that they have received inequitable or discriminatory treatment as described above, the student may initiate a grievance process by expressing their intent to open the process. A grievance may be submitted within one academic year of the alleged occurrence. This time limit may be extended by the Dean of the School of Social Work upon good cause. The procedure below is to be followed:

- (1) Students interested in exploring or pursuing the grievance process should first contact the Assistant Dean for Student and Academic Affairs or another member of the Student Services team to discuss their concerns. Student Services will provide the student with guidance about the grievance process as well as any additional and/or

alternative options that may be appropriate for them to pursue. Other options include but are not limited to the UBSSW restorative process, filing a complaint with the UB Office of Equity, Diversity, and Inclusion, and providing feedback to the appropriate Program Director(s). If the circumstances are determined to be grievable, and the student has sufficient documentation, Student Services will direct the student to complete and submit the Grievance Worksheet.

(2) Students should complete the Grievance Worksheet and submit it to the COS chair and the faculty/staff/practicum member who is the subject of the potential grievance. Questions about the Grievance Worksheet and/or grievance process can be directed to Student Services.

(3) Upon receiving the student's Grievance Worksheet, the chair, or appointed member of the committee, will inform the student in writing that they need to discuss the matter with the faculty/staff member or practicum 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 faculty/staff member or practicum 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 solutions.** Both the student and the faculty/staff or practicum 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 faculty/staff or practicum educator alone (e.g., charges of sexual harassment), the chair of the committee, or appointed member, will proceed to step "4".

(4) If the student and the faculty/staff or practicum educator fail to reach an agreement, the chair or an appointed member of the committee, the student, and the faculty/staff or practicum 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 facilitator.

(5) If the outcome of step "3" is not satisfactory to the student, and they want to proceed to a full committee review with the Committee on Students, they must request to do so in writing (e-mail will suffice) to the committee chair. The student must also present to the chair a written report documenting the date of interaction, the nature of the problem/grievance, and supporting materials substantiating inequitable or discriminatory treatment in order to initiate the scheduling of the committee review. The student must send the faculty/staff or practicum educator a copy of the written request, the report, and supporting materials. The student will also receive the faculty/staff or practicum educator's written response.

(6) Upon receiving the student's written request, report, and supporting materials, the chair sets the meeting time, ideally, within 10 academic days (but up to 30 academic days) of notification and notifies all parties in writing at least a week in advance. At the time of the full committee meeting, the student and the faculty/staff or practicum 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.

(7) After reviewing the concerns of the student, the supporting documents, and the responses of the faculty/staff or practicum educator, the committee will then meet in a closed session to determine if the evidence presented substantiates the concerns. The committee may make recommendations to the Dean regarding actions to be taken in response to the concerns.

(8) The chair of the committee will send a letter stating the findings and, if any, the recommendations of the committee to the Dean within 45 academic 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, the student and the relevant faculty/staff or practicum educator before the committee stipulating the reason(s) for the delay.

(9) Within 10 academic days of receipt of the committee on student's findings and recommendation letter, the Dean will review and take into consideration the findings and recommendations and will determine the outcome of the case as presented. The Dean will notify the student (via letter, return receipt) and the appropriate faculty/staff or practicum educator of the outcome.

(10) The Dean's decision may be appealed. The appeal must be made in writing to the Dean no later than 10 academic days following the release of the decision letter. There are only two grounds for appeal:

- Violation of the procedures as outlined above.
- 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.



# University at Buffalo School of Social Work

## Grievance Worksheet (Step 1)

In accordance with the **Student Grievance Policy**, this worksheet is intended to help students organize and prepare for the grievance process. Should the grievance proceed to a formal hearing with the Committee on Students, students will have the opportunity to provide a full written report with accompanying supporting materials.

Student Information	
Name:	<i>Last First Middle</i>
Contact Information:	<i>Street: City: State: Zip: Phone #:</i>
UB e-mail:	
Date:	

Grievance Information:				
Name of Person against whom Grievance will be filed:				
Role within the School:	<i>Staff</i>	<i>Faculty</i>	<i>Practicum Educator</i>	
Course (If applicable):				
Have you 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?		Yes		No
<i>Please explain:</i>				
Have you been inequitably treated by reason of any act or condition contrary to established policy or practice governing or affecting graduate students?		Yes		No
<i>Please explain:</i>				
Have you been discriminated against on the basis of race, gender, ethnicity, religion, age, disability, or sexual orientation?		Yes		No
<i>Please explain:</i>				



## ***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 Library](#), which is also available in 408 Capen Hall.

## ***Academic Withdrawals***

Students wanting to withdraw from the university after the resignation period must consult with their academic advisor for appropriate procedures, justification, and documentation to request an academic withdrawal (grade of “W”). Academic withdrawals are approved only in circumstances where impact to academic performance due to a personal or immediate-family medical event, disability, death, or active military service is documented sufficiently. In a policy approved by the Faculty Senate, requests for academic withdrawal that are based upon extraordinary circumstances are only considered for all the registered courses in a given semester. Requests for academic withdrawal made for selected courses in a given semester cannot be approved. If a student has already received a semester of academic withdrawals due to an ongoing medical event, they will not receive approval for a subsequent semester. However, if a student has received an academic withdrawal because of one medical event and then a different medical event occurs, such circumstances will be considered.

For further information, please refer to the [academic withdrawal request form](#).

## ***Degree Time Limits***

A student must complete all degree requirements within four years of initial matriculation unless a student’s circumstances require a leave of absence or an altered schedule. Such changes require that an academic plan be developed between the student and their academic advisor. A student who graduates after his or her entering class will have to satisfy the graduation requirements of the current graduating class. Courses taken more than six years before matriculation cannot be applied towards the degree.

## ***Enrollment Status Changes***

Students are admitted into a particular program in the School of Social Work and will remain in that program for the duration of their MSW education (i.e., full-time, part-time, full-time advanced standing, or part-time advanced standing). Online program students enter as part-time students. The School of Social Work acknowledges that unexpected life changes can occur during a student’s program. Students may need to change their enrollment status due to failure in a course or highly extenuating circumstances. Requests for a change in enrollment status must be made in writing to the MSW Program Director. Students with an approved status change must complete an individualized academic plan with their student services advisor.

## ***Leaves of Absence***

Students should initially meet with their academic advisor when requesting a leave of absence and complete the [Graduate Student Leave of Absence Petition Form](#). Students should then submit the form to their academic advisor in order to process the appropriate paperwork. At this meeting a plan of study outlining a course plan for when the student reenters the program will be developed. Upon approval by the Associate Dean for Academic Affairs the petition form will be forwarded to the Graduate School 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. The School of Social Work 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.

## ***Re-Entry to MSW Program***

Students who have left the university after successfully completing some graduate work, who are not on a leave of absence, and have lost their graduate student status 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 will be made by the SSW Admissions Committee. Decisions on which courses may count toward the degree requirements will be made by the Director of the MSW Program.

## ***Felony Disclosure***

The University at Buffalo School of Social Work supports the State University of New York Board of Trustees' decision to remove application questions asking about prior felony convictions. Applicants to the university who have a felony offense in their background no longer have to report that information at the time of application. UB students will be asked to declare a prior felony conviction post-admission when they seek campus housing or participate in clinical or practicum experiences, internships, or study abroad programs.

Professional schools, such as the School of Social Work, are still obligated to inform practicum sites if a student has a felony in their background. All accepted MSW students, full and part time, traditional and advanced standing, and all dual degree, will be required to disclose any, and all, prior felonies when completing their practicum application. This will trigger a meeting with a practicum education staff member who will advise the student on how best to discuss their situation with prospective practicums.

Students who do have a past felony must understand that they may encounter challenges in securing a practicum, depending on the nature of the charge(s). If students are unable to successfully complete practicum education requirements it will result in dismissal from the program.

Students are responsible for investigating the licensure requirements in the state in which they wish to practice. Please note that any past criminal conviction may result in denial of state licensure. Applicants should contact the governmental department that licenses social workers in the state they wish to practice.

## Graduation/Conferral

### ***Transcripts***

Official transcripts of records can be requested via the UB HUB Student Center. If additional documentation is required (i.e. Licensure forms) is required to be submitted concurrently with your transcript, please e-mail those forms to [reg-transcripts@buffalo.edu](mailto:reg-transcripts@buffalo.edu).

Transcripts cannot be faxed or sent electronically.

Unofficial copies of transcripts are not available; however, students may download their academic record from the HUB.

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.

For more information concerning transcripts, please go to the [UB Office of the Registrar website](#).

### ***Diplomas***

[Diplomas](#) will be mailed directly from the UB Office of the Registrar to the graduate's permanent mailing address on file in that office. Your diploma should arrive six to eight weeks after your date of degree conferral. Students will only receive their diplomas if they have filed their application for degree paperwork by the university deadline.

### ***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.

# Grading

Students must complete all foundation courses with a “B-” or better before they enroll in any Advanced Year course. Advanced-standing students need to pass both 540 and 541 with a “B-” or better before they enroll in any Advanced Year course. A minimum grade of B- is required in all non-elective and Advanced Year coursework. Receiving a grade below a “B-” in a required course or receiving a U in practicum 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.

## Repeating Courses

Students may repeat required 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, they will be dismissed from the program. In the matter of required practicum coursework, exceptions to this policy may be imposed. Please refer to the practicum failure policy in the practicum education manual.

## Letter Grades

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 carry quality points (Please see below). Field Instruction (550, 551, 552, 553) are the only courses in the school that can be graded Satisfactory/Unsatisfactory.

GRADE	POINTS
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
D	1.0
F	0.0

## Grading/Program Requirements

Students must pass SW 520 (Interventions I) and SW 505 (Human Behavior) 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). Students who fail SW 505 (Human Behavior) or SW 520 (Interventions I) will be removed from practicum and will receive an “N” grade in Field I (SW 550). The student must re-

register for and repeat Field I along with the co-requisite course that they did not successfully complete. **If students take a leave of absence during the academic year, they will receive an “N” grade in practicum and must re-register for and repeat practicum when they return to the MSW program. Students who fail practicum will receive a “U” grade and must re-register for and repeat practicum. All practicums are one year in length.**

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.

### ***Grading and Requirements for Field I & II***

All practicums are one year in length. Each semester students must register for the appropriate Field Instruction course (SW 550, SW 551, SW 552, SW 553). Students must also register for SW 555 Field Seminar during both semesters of their first practicum at the School. Practicum education courses are the ONLY courses graded Satisfactory/Unsatisfactory, with "S" indicating credit and "U" indicating no credit. The "S" grade in practicum will be awarded only in those instances where a student's letter grade would have been equivalent to "B-" or better. "S" grades do not carry quality points towards cumulative GPA's. Students who have passed their first semester of their placement are given an "L" grade to indicate continuation of their practicum. After completion of the full year placement, this "L" grade will be changed to either an "S" or a "U" depending upon the final evaluation given by the student's practicum educator.

The practicum educator, using the School's learning contracts and performance evaluations as a guide, evaluates practicum performance. Grades are assigned by the faculty liaison based on evaluative information from the practicum educator.

The learning contracts and performance evaluations provide a rating scale ranging from "UP" unacceptable progress to "AC" advanced competence. The actual grade options for practicum 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 practicum to receive a grade. Please see your practicum handbook for further details.

## **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 must complete all foundation year required courses or SW 540 and SW 541 with a "B-" or better before being allowed to enter Advanced Year courses.

### ***Academic Probation***

Students who drop below a cumulative 3.0 GPA will be placed on academic warning during the following semester(s). Students will be notified of their status in writing by the Director of the MSW program no later than three weeks after the final grades for each semester are posted. Probation letters will outline the terms of the probation and its removal. Students are encouraged to meet with their academic advisor upon receipt of the academic probation letter. Secondly, students must meet with the Assistant Dean

for Student and Academic Affairs or their Student Services Advisor to compose a revised academic plan.

### ***Appeal for Extension of Academic Probation***

Students may request a one semester extension of academic warning if there have been extenuating circumstances that have affected their academic progress. This application should be made, in writing, to the Director of the MSW Program prior to the end of the semester in which the student is on probation, defined as the end of the semester final examinations. Extensions will be granted only if the student can demonstrate the following: 1) the existence of 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. Appeals of this decision can be directed to the Associate Dean for Academic Affairs.

### ***Academic Dismissal Due to Academic Performance***

If the student does not raise his or her cumulative GPA to 3.0 after 12 graded credits of subsequent social work courses, they will be dismissed from the School. "S" and "U" grades do not affect GPA. Students will be notified in writing by the MSW Program Director of their dismissal no later than three weeks after the completion of the semester final examinations. Once students have been terminated from the MSW program they are no longer eligible for an extension of academic warning. The Graduate School will be notified in writing of the academic dismissal. Students who are dismissed for academic reasons will have a "Y" (Graduate School) registration hold placed on their academic record to prevent future registration.

### ***Reinstatement***

Per the Graduate School Policies and Procedures, a student who has been officially dismissed due to academic performance and who seeks reinstatement shall submit a formal request for reinstatement, along with a supporting statement of explanation, to the Associate Dean for Academic Affairs. Students are encouraged to consult the UB academic withdrawal guideline if they feel they have the grounds to utilize this process. If a student is not eligible for academic withdrawal, a reinstatement request must be received within ten business days of receiving the dismissal letter. A review of the request will be conducted by the Associate Dean for Academic Affairs. The student will be notified in writing of the reinstatement request outcome within ten business days of receipt of original request. This decision may be appealed to the Dean. The appeal must be made in writing to the Dean no later than ten academic days following the release of the decision letter. There are only two grounds for appeal:

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

Students who do not file for reinstatement or whose reinstatement requests are denied may opt to re-apply to the program at a later date.

## **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.

## 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. The [incomplete grade form](#) must be submitted to the Associate Dean for Academic Affairs.
- 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 no longer than the time limit specified in section "c" 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 c. above). See the SSW Registrar 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 Advanced Year 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," "S," or any letter-grade upon completion of the two-semester sequence.

# Curriculum

As a school, we are committed to the promotion of social justice and the protection of human rights.

Our central objective is to train advanced social workers to practice as professionals skilled in identifying, evaluating, and ameliorating human and social conditions that result in individual, family, group, and community trauma.

We view trauma as both a cause and effect of structural oppression, power differentials, and the disproportionate distribution of material and social capital.

Our curriculum provides theory and research-based content on the events and experiences that threaten to degrade human integrity and violate human rights.

Following from this perspective, which is guided by our vision, mission, and values, we have developed a curriculum through which we educate students to recognize the diversity, depth, and breadth of the causes and consequences of oppression, as well as the capacities within individuals and systems of all sizes for developing new strengths, competencies, and resilience.

We educate social workers to intervene with individuals, families, groups, communities, and in systems of care and institutions using trauma-informed and evidence-based practice.

## Curriculum Overview

The framework and sequencing of the MSW curriculum is guided by the Council on Social Work Education. See [the CSWE website](#) 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 Director of the MSW Program or the Associate Dean for Academic Affairs regarding any concerns they may have; in addition, the Director of the MSW Program and the Associate Dean of Academic Affairs are available to assist in informal mediation of any problems involving instruction.


**University at Buffalo**  
**School of Social Work**  
**Traditional MSW Programs 2025-2026**

Prerequisites = Classes that must be completed/passed prior to beginning this class  
 Corequisites = Classes that must be taken at the same time as this class

**FULL-TIME CURRICULUM: 60 credits**

FALL – Semester I	Prerequisites	Corequisites	Credits
SW 500 Social Welfare History			3
SW 505 Theories of Human Behavior & Development			3
SW 510 Introduction to Social Work Research and Evaluation			3
SW 520 Interventions I		SW550, SW555	3
SW 550 Field I		SW520, SW555	3
SW 555 Field Seminar		SW520, SW550	.5

SPRING – Semester II	Prerequisites	Corequisites	Credits
SW 502 Social Welfare Policy			3
SW 503 Power, Privilege, and Oppression			3
SW 506 Theories of Organizational Behavior and Development			3
SW 521 Interventions II	SW505, SW520, SW550	SW551, SW555	3
SW 551 Field II	SW505, SW520, SW550	SW521, SW555	4
SW 555 Field Seminar	SW555 pt1	SW521, SW551	.5

**Human Biology Requirement** (*Must be completed before beginning advanced year*)

**Advanced Year**

FALL – Semester III	Prerequisites	Corequisites	Credits
SW 542 Trauma & Human Rights			3
Advanced Interventions *			3
SW 552 Field III			4
Advanced Topics **			3

SPRING – Semester IV	Prerequisites	Corequisites	Credits
Elective			3
Elective			3
Elective			3
SW 553 Field IV	SW552		3
Advanced Topics **			3

* Advanced Interventions (only offered Fall/Summer)
SW 522 Care Management Interventions
SW 523 Social Action for Community Change
SW 524 Interventions with Children & Adolescents
SW 525 Interventions with Intimate Relationships
SW 526 Interventions with Families
SW 527 Interventions with Groups
SW 528 Interventions with Adults
SW 530 Interventions with Organizations
SW 531 Crisis Intervention

** Advanced Topics (only offered Fall/Spring)
SW 560 Nature & Treatment of Alcohol & Drug Problems
SW 561 Dual Disorders
SW 563 Advanced Policy Development & Analysis
SW 564 Administration & Management
SW 566 Social Services to Children, Youth, & Families
SW 568 Serious Illness Care
SW 569 Community Social Work
SW 570 Health & Disability Social Work
SW 572 Mental Health & Disability Social Work
SW 576 Assessment & Treatment of Child Abuse & Neglect
SW 706 Aging Populations & their Families

**PART-TIME CURRICULUM: 60 credits**

<b>FALL – Semester I</b>	<b>Prerequisites</b>	<b>Corequisites</b>	<b>Credits</b>
SW 500 Social Welfare History			3
SW 505 Theories of Human Behavior & Development			3

<b>SPRING – Semester II</b>	<b>Prerequisites</b>	<b>Corequisites</b>	<b>Credits</b>
SW 502 Social Welfare Policy			3
SW 510 Introduction to Social Work Research and Evaluation			3

<b>SUMMER – Semester III</b>	<b>Prerequisites</b>	<b>Corequisites</b>	<b>Credits</b>
SW 503 Power, Privilege, & Oppression			3
SW 506 Theories of Organizational Behavior and Development			3
Elective			3

<b>FALL – Semester IV</b>	<b>Prerequisites</b>	<b>Corequisites</b>	<b>Credits</b>
SW 520 Interventions I		SW550, SW555	3
SW 550 Field I		SW520, SW555	3
SW 555 Field Seminar		SW520, SW550	.5

<b>SPRING – Semester V</b>	<b>Prerequisites</b>	<b>Corequisites</b>	<b>Credits</b>
SW 521 Interventions II	SW505, SW520, SW550	SW551, SW555	3
SW 551 Field II	SW505, SW520, SW550	SW521, SW555	4
SW 555 Field Seminar	SW555 pt1	SW521, SW551	.5

**Human Biology Requirement** (*Must be completed before beginning advanced year*)

**Advanced Year**

<b>SUMMER – Semester VI</b>	<b>Prerequisites</b>	<b>Corequisites</b>	<b>Credits</b>
<b>Advanced Interventions *</b>			3
Elective			3

<b>FALL – Semester VII</b>	<b>Prerequisites</b>	<b>Corequisites</b>	<b>Credits</b>
SW 542 Trauma & Human Rights			3
<b>Advanced Topics **</b>			3

<b>SPRING – Semester VIII</b>	<b>Prerequisites</b>	<b>Corequisites</b>	<b>Credits</b>
SW 552 Field III			4
<b>Advanced Topics **</b>			3

<b>SUMMER – Semester IX</b>	<b>Prerequisites</b>	<b>Corequisites</b>	<b>Credits</b>
SW 553 Field IV	SW552		3
Elective			3

- \* Advanced Interventions (only offered Fall/Summer)**
- SW 522 Case Management Interventions
  - SW 523 Social Action for Community Change
  - SW 524 Interventions with Children & Adolescents
  - SW 525 Interventions with Intimate Relationships
  - SW 526 Interventions with Families
  - SW 527 Interventions with Groups
  - SW 528 Interventions with Adults
  - SW 530 Interventions with Organizations
  - SW 531 Crisis Intervention

- \*\* Advanced Topics (only offered Fall/Spring)**
- SW 560 Nature & Treatment of Alcohol & Drug Problems
  - SW 561 Dual Disorders
  - SW 563 Advanced Policy Development & Analysis
  - SW 564 Administration & Management
  - SW 566 Social Services to Children, Youth, & Families
  - SW 568 Serious Illness Care
  - SW 569 Community Social Work
  - SW 570 Health & Disability Social Work
  - SW 572 Mental Health & Disability Social Work
  - SW 576 Assessment & Treatment of Child Abuse & Neglect
  - SW 706 Aging Populations & their Families


**University at Buffalo**  
**School of Social Work**  
**Advanced Standing MSW Programs 2025-2026**

**FULL-TIME CURRICULUM: 35 credits**

SUMMER – Semester I	Prerequisites	Corequisites	Credits
SW 540 Advanced Standing Seminar			3
SW 541 Advanced Standing Research			3

**SW540 & SW541 Requirement** (*Must be completed before beginning advanced year*)

**Human Biology Requirement** (*Must be completed before beginning advanced year*)

**Advanced Year**

FALL – Semester II	Prerequisites	Corequisites	Credits
SW 542 Trauma & Human Rights			3
<b>Advanced Interventions *</b>			3
SW 552 Field III		SW555	4
SW 555 Field Seminar		SW552	.5
<b>Advanced Topics **</b>			3

SPRING – Semester III	Prerequisites	Corequisites	Credits
SW 555 Field Seminar	SW555 pt. 1	SW553	.5
Elective			3
Elective			3
Elective			3
SW 553 Field IV	SW552	SW555	3
<b>Advanced Topic</b>			

- \* Advanced Interventions (only offered Fall/Spring)**
- SW 522 Case Management Interventions
  - SW 523 Social Action for Community Change
  - SW 524 Interventions with Children & Adolescents
  - SW 525 Interventions with Intimate Relationships
  - SW 526 Interventions with Families
  - SW 527 Interventions with Groups
  - SW 528 Interventions with Adults
  - SW 530 Interventions with Organizations
  - SW 531 Crisis Intervention

- \*\* Advanced Topics (only offered Fall/Spring)**
- SW 560 Nature & Treatment of Alcohol & Drug Problems
  - SW 561 Dual Disorders
  - SW 563 Advanced Policy Development & Analysis
  - SW 564 Administration & Management
  - SW 566 Social Services to Children, Youth, & Families
  - SW 568 Serious Illness Care
  - SW 569 Community Social Work
  - SW 570 Health & Disability Social Work
  - SW 572 Mental Health & Disability Social Work
  - SW 576 Assessment & Treatment of Child Abuse & Neglect
  - SW 706 Aging Populations & their Families

**PART-TIME CURRICULUM: 35 credits**

<b>SPRING – Semester I</b>	<b>Prerequisites</b>	<b>Corequisites</b>	<b>Credits</b>
SW 540 Advanced Standing Seminar			3
SW 541 Advanced Standing Research			3

**SW540 & SW541 Requirement** (*Must be completed before beginning advanced year*)

**Human Biology Requirement** (*Must be completed before beginning advanced year*)

**Advanced Year**

<b>SUMMER – Semester II</b>	<b>Prerequisites</b>	<b>Corequisites</b>	<b>Credits</b>
SW Advanced Interventions *			3
Elective			3
Elective			3

<b>FALL – Semester III</b>	<b>Prerequisites</b>	<b>Corequisites</b>	<b>Credits</b>
SW 542 Trauma & Human Rights			3
Advanced Topics **			3

<b>SPRING – Semester IV</b>	<b>Prerequisites</b>	<b>Corequisites</b>	<b>Credits</b>
SW 552 Field III		SW555	4
SW 555 Field Seminar		SW552	.5
Advanced Topics **			3

<b>SUMMER – Semester V</b>	<b>Prerequisites</b>	<b>Corequisites</b>	<b>Credits</b>
SW 555 Field Seminar	SW555 pt. 1	SW553	.5
SW 553 Field IV	SW552	SW555	3
Elective			3

- \* Advanced Interventions (only offered Fall/Spring)**
- SW 522 Case Management Interventions
  - SW 523 Social Action for Community Change
  - SW 524 Interventions with Children & Adolescents
  - SW 525 Interventions with Intimate Relationships
  - SW 526 Interventions with Families
  - SW 527 Interventions with Groups
  - SW 528 Interventions with Adults
  - SW 530 Interventions with Organizations
  - SW 531 Crisis Intervention

- \*\* Advanced Topics (only offered Fall/Spring)**
- SW 560 Nature & Treatment of Alcohol & Drug Problems
  - SW 561 Dual Disorders
  - SW 563 Advanced Policy Development & Analysis
  - SW 564 Administration & Management
  - SW 566 Social Services to Children, Youth, & Families
  - SW 568 Serious Illness Care
  - SW 569 Community Social Work
  - SW 570 Health & Disability Social Work
  - SW 572 Mental Health & Disability Social Work
  - SW 576 Assessment & Treatment of Child Abuse & Neglect
  - SW 706 Aging Populations & their Families

# Human Biology Requirement

The human biology course is a pre-requisite course requirement of the advanced year curriculum. The School of Social Work **requires** that all students complete and pass a credit bearing undergraduate **human** biology course by June 1<sup>st</sup>, prior to entering their Advanced Year. Before entering the advanced curriculum, you must have taken a class or combination of classes with significant content in human anatomy, reproduction, and development over the life course. ***Students will NOT be allowed to register for any Advanced Year courses and you will not be placed in an advanced year practicum unless this requirement is met or expected to be met by June 1.*** Students must **provide** the School of Social Work Registrar with **proof of enrollment** in a credit bearing Human Biology course **by February 1** in order to avoid a registration hold. 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.”

Students who have not met the requirement prior to admission may opt take the School’s human biology (SW 101: Human Biology for Social Workers) in the summer before entering the program or during the fall prior to their advanced year. Part-time traditional students may also take it the summer before their second year. As this is an undergraduate course, these credits will not apply to your graduate degree; however, please note that you will be accountable for graduate tuition for this course.

## Sequences and Advanced Year

The foundation curriculum at the school is categorized into four sequences: History and Policy (SW500, SW502); Human Behavior in the Social Environment (SW505, SW506); Interventions (SW520, SW521), and Field Instruction (SW 550, SW551), a required Power, Privilege, and Oppression course (SW503) and Research course (SW510). The advanced curriculum is composed of a menu of required.

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

## 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 practicum In the foundation year, which gives them the opportunity to apply classroom learning in a practicum setting under the supervision of an experienced social worker. **All foundation courses and the human biology requirement must be completed before entering the Advanced Year required courses (excluding electives).**

### ***Foundation Course Descriptions***

#### **SW 500 Social Welfare History (3 crs.)**

This course provides students with a critical history of the development of the U.S. welfare state with special emphasis on policies and programs directly affecting vulnerable populations. Students will be introduced to the historical, ideological and philosophical bases of the U.S. social welfare system and the evolution of the profession of social work. Specifically, the course will help students (1) understand the historical precedents of the contemporary welfare state in the U.S context and the underlying political, ideological, economic, religious, and social forces that shaped current social welfare institutions and social work; (2) become familiar with basic social welfare programs and policies; (3) analyze the underlying ideologies and assumptions in the development of social welfare programs and policies; and (4) discuss social work history from an inclusive, racially diverse, and equitable lens and a trauma-informed human rights perspective. Students will also be introduced to content on the U.S. social welfare system compared with the systems in other countries

#### **SW 502 Social Welfare Policy (3 crs.)**

This course provides the foundational knowledge and skills to critically analyze social welfare policy at the local, state, federal and global level. Students will be introduced to the primary steps of the policy development and analysis process, including how policy issues are framed and how policy solutions are developed, implemented, and evaluated. Specifically, the course will employ multiple analytic frameworks to understand social problems, welfare policies, and services. Students also will critically assess a variety of social welfare policies to: (1) identify potential differential impact on individuals, groups, and communities within a diverse society and (2) apply a trauma informed human rights perspective. Strategies to challenge and change social welfare policy will be discussed as well.

#### **SW 503 Power, Privilege, & Oppression (3 crs.)**

This course uses a critical lens to examine issues of privilege, power, oppression, and human rights in social work practice. The effects of social locations and identities (e.g., race, class, gender, gender expression, ethnicity, age, sexual orientation, religion, physical or mental disability, and national origin) will be examined as they relate to interpersonal, intergroup, and structural inequalities. Central to this course will be an examination of the beliefs and values that individuals bring to their expectations of self and others. Students will develop an understanding of the historical, political, and sociological contexts of perceived and genuine differences, including variations in exposure to and consequences of trauma based on differences in power, privilege, and positionality. The course utilizes a trauma-informed, human rights, and anti-racist framework to examine the lived experiences of marginalized populations to critique the impact of white supremacist ideologies, ethnocentrism, ableism, sexism, and other human rights violations. Emphasis will be placed on the social worker's ethical obligation to recognize, acknowledge, and address these harms through reparative practices and culturally responsive interventions. This course is designed as a collaborative partnership between the instructor and students, fostering mutual learning, growth, and sustainable social change.

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

This course provides a general introduction to the major theories of human behavior and knowledge about life span development that are the foundation for current social work practice. Specifically, this course will cover major theoretical approaches including, but not limited to: 1) learning theories, 2) psychoanalytic theories, 3) cognitive theories, 4) general systems and ecological theories, and 5) theories on resilience. After reviewing the fundamental premises and important concepts of each theoretical approach, this course will critically review each theory and model in terms of 1) its empirical support, 2) the extent to which the theoretical approach is sensitive to the populations and applicable to the issues typically engaged by social workers (e.g., matters of diversity, social justice, exposure to trauma, and violations of human rights), 3) the degree to which the theoretical approach looks at the person in their social environment, 4) the extent to which the theoretical approach incorporates biological factors and bio-psycho-social interactions, and 5) how the theoretical approach deals with human development and change over the life span. This course will assess the theories reviewed for their congruence with the curricular themes of trauma-informed care and promotion of human rights. The contribution of this course to the overall core foundation/advanced curricula will be addressed.

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

This course examines theories of organizational behavior, development, and change using a multi-paradigmatic approach. Multiple paradigms and theories will be assessed for their utility, relevance, responsiveness to change, and attention to social, racial, economic, and environmental justice. Interprofessional conceptual frameworks, leadership theories, and trauma-informed human rights perspectives will be applied to the understanding of human service organizations as well. Special attention will be paid to theories that explain how organizations may advance human rights and social, racial, economic, and environmental justice. While the focus of the course is on theoretical perspectives, students will develop skills for organizational development and leadership that are guided by organizational theories, such as foundational assessment and program evaluation skills to inform their practice in diverse settings.

### **SW 510 Introduction to Social Work Research and Evaluation (3 crs.)**

This course is designed to provide foundation year students with knowledge of social work research, program evaluation, and practice evaluation. 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 basic scientific knowledge and methods to evaluate programs and practice, students will have opportunities to learn (1) commonly used research designs and their underlying logical rationales; (2) how to apply research methods to conceptualize and assess micro/mezzo/macro problems and intervention goals; and, (3) how to implement research designs and evaluation methods to inform practice, policy, and social change.

### **SW 520 Interventions I (3 crs.)**

The competent generalist practitioner is able to apply the necessary interpersonal skills to effect change in a variety of settings. A goal of Interventions I is to introduce the students to professional social work practice that is evidence-based, trauma-informed, and incorporates a

human rights perspective. This course emphasizes the development of a professional identity as a generalist practitioner that includes integration of knowledge and skills within the values of social work practice. Interventions I provides students with the opportunity to learn and apply beginning interpersonal skills necessary for competent practice with diverse populations. We will focus on the interpersonal skills required to facilitate the social work processes of: (1) engaging a client system in a relationship, (2) assessing the problem situation, (3) setting intervention goals and objectives, (4) selecting effective implementation strategies, (5) evaluating the results of interventions, and (6) terminating the client-worker relationship. The contribution of this course to the overall core foundation/advanced curriculum will be addressed.

Co-requisite: SW550 Field Instruction 1 and SW555 Field Seminar

**NOTE:** SW 520 Interventions I is considered a year-long, continuous course. In the Spring semester, SSW staff will force register you for your continuing section of this course (SW 521 Interventions II). You will remain in the same course section, with the same course instructor and classmates in the Spring semester. This is to ensure continuity in learning and when completing year-long course projects. Therefore, when choosing a section, please make sure you select a day/time that will work for your schedule for the full academic year.

### **SW 521 Interventions II (3 crs.)**

Interventions II builds students' generalist practice skills developed in Interventions I and shifts the emphasis to target systems at the mezzo and macro levels of practice. A goal of Interventions II is to further anchor the students' professional social work development in evidence-based, trauma-informed and human rights perspective practice. Interventions II provides students with the opportunity to explicitly integrate theory, research and practice with diverse populations in an ecological context. We will focus on the interpersonal skills necessary to facilitate the social work processes of: (1) engaging a client system in a relationship, (2) assessing the problem situation, (3) setting intervention goals and objectives, (4) selecting effective implementation strategies, (5) evaluating the results of interventions, and (6) terminating the client-worker relationship in mezzo and macro levels of practice. The contribution of this course to the overall core foundation/advanced curriculum will be addressed.

Prerequisite: SW520 Interventions I

Co-requisite: SW550 Field Instruction 2 and SW555 Field Seminar

### **SW 540 Advanced Standing Seminar (3 crs.)**

This course is designed to provide a common foundation in Interventions for Advanced Standing students entering the School of Social Work by reviewing and refreshing their knowledge in social work ethics and values, and generalist practice skills at the micro, mezzo and macro levels of practice. The goal of the Advanced Standing Seminar is to anchor the students' professional social work development in an evidence-based, trauma-informed and human rights perspective. This course provides students with the opportunity to explicitly integrate theory, research and practice with diverse populations in an ecological context.

### **SW 541 Advanced Standing Research (3 crs.)**

This course is designed to provide a common foundation in scientific methods for advanced standing students by reviewing and refreshing their knowledge in social work research, program evaluation, and practice evaluation. This is a very intensive review of research

methods and program evaluation. 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) implement research design and the methods of evaluation.

### **SW 550 Field Instruction I (3 crs.) and SW 551 Field Instruction II (4 crs.)**

SW 550 Field Instruction I (3 credits) and SW 551 Field II (4 credits). Each practicum consists of two components:

1. An on-site supervised practicum at area agencies or an institution; and
2. A foundation Field Integrative Seminar held at the University at Buffalo or, per prior arrangement by the instructor, at a community-based agency.

These two components must be successfully completed in both semesters in order to get credit for the Foundation Practicum.

A minimum of 420 on-site hours are required to complete Field I and II (165 hours for Field I, and 255 hours for Field II).

**NOTE:** Students who receive a grade below “B-” in SW 520 (Interventions I) or SW 505 (Human Behavior) cannot continue into SW 551 and will need to repeat SW 520 or SW 505 (or both), together with SW 550 the following Fall. The student will have to re-register in SW 550 the following Fall and complete a full foundation placement of 420 hours.

### **SW 555 Field Seminar (0.5 crs., taken twice consecutively)**

This course is designed to allow students a professional forum where they will have opportunities to share the integration of their coursework and fieldwork using reflection tools and case-based scenarios. A combination of structured activities and open-ended discussions focusing on practicums will be held, utilizing the required social work competencies and component behaviors as themes. Seminar discussions require all participants to review and share examples from their practicum experiences and participate in providing and receiving constructive feedback, with the goal of developing knowledge, skills, and professional identity. This course will also introduce and make connections between practicum-work themes and principles of trauma-informed care and the promotion of human rights.

#### Co-requisites:

- Traditional Foundation year students – SW520 & SW550 (Fall); SW521 & SW551 (Spring)
- Advanced Standing Program students – SW552 (Fall), SW553 (Spring)

**NOTE:** SW 555 Field Seminar is considered a year-long, continuous course. In the Spring semester, SSW staff will force register you for your continuing section of this course. You will remain in the same course section, with the same course instructor and classmates in the Spring semester. This is to ensure continuity in learning and when completing year-long course projects. Therefore, when choosing a section, please make sure you select a day/time that will work for your schedule for the full academic year.

# Advanced Year Curriculum

The University at Buffalo School of Social Work prepares students for advanced practice with focused, advanced coursework and practicum-experiences in order to integrate the most current theories and research into practice competency. The Advanced Year content builds upon and incorporates content from the foundation year. The curriculum provides 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 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.

The Advanced Topic Analysis courses 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. Through Advanced Topic Analysis courses, students cultivate advanced knowledge and critical inquiry of theories, research, practice, and policies that address social problems and promote social justice within diverse systems. Students are required to take two Advanced Topic Analysis courses.

A unique aspect of the University at Buffalo's advanced year curriculum is that students 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.

## ***Generalized Objectives of the Advanced Year are:***

1. Students will be able to conduct professional practice within a variety of communities, small groups, and human service organizations; and
2. Students will be able to demonstrate, in practicum settings, an advanced level of knowledge and skills in assessing problems and crises generally faced by the target populations; 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.

## Advanced Year Courses

All foundation courses must be successfully completed prior to enrolling in advanced year courses (excluding electives).

### ***SW 542 Perspectives on Trauma and Human Rights: Contemporary Theory, Research, Policy, & Practice (3 crs.)***

Through this required, advanced year course, students will deepen their understanding of perspectives and approaches that can be taken to understand trauma and uphold human rights. Emphasis will be placed on facilitating integrative and complex analyses of concepts and skills introduced in the foundation year. Course content will offer students a survey of diverse ways of conceptualizing, researching, preventing, and redressing trauma and human rights violations.

### ***Advanced Topic Analysis***

#### **SW 560 The Nature and Treatment of Alcohol and Other Drug Problems (3 crs.)**

This advanced topic analysis course provides an overview of the problem of substance use disorders (SUD) and an introduction to intervention in these problems. The course content will cover theory and research related to etiology of substance use, basic pharmacology of alcohol and other drugs, substance use in diverse populations, an overview of the recovery process, the recurrence of use on family systems, intimate partner violence, and an introduction to the treatment process and service systems.

#### **SW 561 Dual Disorders (3 crs.)**

This course will provide participants with an understanding of the overlap between mental health and substance use disorders. Students will acquire an understanding of the differential diagnosis of co-occurring conditions, their interaction with exposure to trauma and assessment strategies and intervention approaches for working with individuals, integrating a trauma-informed and human rights perspective.

Prerequisites: Successful completion of Interventions I and II, or instructor permission.

#### **SW 563 Advanced Policy Development and Analysis (3 crs.)**

Building on foundational knowledge of social welfare policy and history, this course explores theories and methods of policy development and analysis, emphasizing social policies impacting socially and economically disadvantaged populations. Students will learn qualitative, quantitative, and mixed methods analysis approaches and obtain the knowledge and techniques essential to policy development and analysis. In addition, this course stresses the political aspects of policymaking and the integration of the anti-racism, diversity, equity, and inclusion perspective in policy practice. Grounded in trauma-informed and human rights perspective, students will learn how policy analysis contributes to the advancement of social, economic, racial, and environmental justice.

#### **SW 564 Administration and Management (3 crs.)**

Social work is largely delivered through organizations as they go about the task of transforming social policy into services. The way these organizations are administered affects the way in which they function. Use of a trauma-informed and human rights perspective in the

development and implementation of these administrative patterns and procedures is critical to the practice, performance and behaviors of its agents and the services they provide to clients. This course offers students an introduction to the theory and practice of administration and leadership from a social work perspective. Theories of management, organization structures, roles and skills for mezzo and macro practice within an agency or organization are examined. The unique perspective and strategic evidence-based management that social workers bring to the resolution of agency problems, from federal and state rules to budgeting and staff issues, is explored.

### **SW 566 Social Services to Children, Youth, & Families (3 crs.)**

This advanced topics course will examine the history, theory, values, goals, and policies in the field of social work practice with children, youth and families. Social work programs relative to intervention with families referred for child welfare services will be examined, including traditional approaches such as child protection, foster care, adoption, and permanency planning, as well as newer approaches to prevent out-of-home placement. As families of color and families living in poverty are typically over-represented in the child welfare system, individual, professional, and societal values and attitudes that contribute to structural oppression, power differentials and the disproportionate distribution of material, human and social capital within society and systems of care will be examined. This course will emphasize the role of social work in ensuring an integrated, evidenced-based, trauma-informed and human rights perspective practice approach to social services delivery at all levels of practice.

### **SW 568 Serious Illness Care (3 crs)**

This course focuses on problems and issues that occur on the trajectories of serious illnesses. Guided by current theories of psychosocial care and human development, the course will address serious physical and mental illnesses, with attention to multiple coexisting conditions (e.g. end stage renal disease [ESRD], cancer, Alzheimer's disease, serious and persistent mental illness [SPMI], disabilities). Guided by a life course perspective, the curriculum will focus on serious illness care for people of all ages and ethnicities with specific attention to culturally competent care. The course will focus on the provision of care to people who are seriously ill and their families in varied practice settings (e.g. community, primary, acute, emergency and long-term care programs). The course will address policy-guided practice by considering how policies influence access to resources and services thus informing the lived experience of serious illness. The course will introduce assessment tools and evidence-based interventions (e.g. the Serious Illness Conversation Guide) for person-centered care and communication with people who have differential types of illnesses. The course will incorporate a trauma-informed and human rights perspective to social work practice with people who are seriously ill and their families.

### **SW 569 Community Social Work (3 crs.)**

Social workers must be able to enter a community and identify how individual actors both influence and are influenced by the environment in which they operate to sustain a desired change. In this course, students examine theories, research, and interventions for engaging anti-racism, diversity, equity, and inclusion in community contexts. They will define the scope of their practice in the context of social, racial, economic, and environmental justice within communities. Students will learn to assess social work values and apply the concepts of welfare economics in the selection of culturally sensitive strategies and appropriate interventions.

Utilizing a trauma-informed and human rights perspective they will learn how to improve the lives of people through purposeful change in their communities.

**SW 570 Health and Disability Social Work (3 crs.)**

This course examines policy, theory, research and practice issues related to health and disabilities across the life span. The course focuses on problem definition and evidence-based service provision in a variety of health settings utilizing a trauma-informed, human rights perspective when relevant, within the context of social policies and macro-level practices. The course illustrates multiple roles that social workers take across settings when working with those with acute and chronic health conditions. Central to this course is an understanding of historical policy formations at national, regional and local levels, particularly as they influence current practice realities. Students will examine multiple levels of response to deterioration in health and adaptive abilities. Students will develop understanding of health policy based on critical advocacy roles that social workers play in ensuring equitable access to services, reasonable accommodations, and legal remedies related to discrimination, oppression, and human rights violations for those with health-related disabilities. The effect of social location and context will be examined as they influence access to health services. This advanced year course will provide students with the knowledge and skills to be effective practitioners across a variety of micro, mezzo or macro health practice realities.

**SW 572 Mental Health and Disability Social Work (3 crs.)**

In this course, students will examine policy, theory, research, and practice issues related to mental health disabilities across the lifespan. The course focuses on problem definition and evidence-based service provision in mental health settings, utilizing a trauma-informed, human rights perspective when relevant, within the context of social policies and macro-level practices. The course illustrates multiple roles social workers take across settings when working with people with acute or severe and persistent mental illnesses. Central to this course is an understanding of historical policy formations at national, regional, and local levels, particularly as they influence current practice realities. Students will examine multiple levels of response to deterioration in mental health and adaptive abilities. Students will examine multiple levels of response to deterioration in mental health and adaptive abilities. Students will develop understanding of mental health policy based on critical advocacy roles that social workers play in ensuring equitable access to services, reasonable accommodations, and legal remedies related to discrimination, oppression, and human rights violations for those with mental health-related disabilities. The effect of social location and context will be examined as they influence access to mental health services. This advanced year course will provide students with the knowledge and skills to be effective practitioners across micro, mezzo, or macro mental health practice realities.

**SW 576 Assessment and Treatment of Child Abuse and Neglect (3 crs.)**

This course offers students the opportunity to learn the skills necessary to assess and intervene in situations of child abuse and neglect across different areas. The role of assessing and intervening in situations involving child maltreatment will be examined from a broad perspective including: the role social workers play in child protection, differing etiologies of abuse and neglect, 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 in the field of child welfare. This course will emphasize the role of

social work in ensuring an integrated, evidenced-based, trauma-informed and human rights perspective practice approach in the delivery of services at all levels.

### **SW 706 Aging Populations and their Families (3 crs.)**

This course will focus on problems and issues that most directly affect older persons and their families. Guided by current theories of aging and human development in later life, the course will address the unique health, mental health and social service needs of older adults. The course will focus on how federal and state policies such as Social Security, Medicare and Medicaid direct the development of home and community-based care, long term care, the relationship between informal and formal caregiving and how they influence the lived experiences of older people and their families. Course sessions will be dedicated to the examination of the unique and distinct needs, issues and concerns of diverse older populations. The course will introduce assessment tools and evidence-based interventions for application with older adults in a variety of practice settings. This course will incorporate a trauma-informed and human rights perspective to social work practice with older adults and their families.

### ***Advanced Year Practicums***

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

Three credit hours are required for the first semester and four credit hours for the second semester for students in their advanced year placement in the MSW program. A minimum of 480 hours are required to complete Field III & IV. Field III & IV are completed as the Advanced Year Practicum. Both semesters must be successfully completed consecutively in order to get credit for the Advanced Year Practicum.

### ***Advanced Interventions Courses***

**NOTE:** Summer-session offerings of advanced-interventions classes will be determined by polling the students planning to take the courses.

***All foundation courses must be successfully completed prior to enrolling in advanced year courses (excluding electives).*** One course from this list is required in the Advanced Year. Additional interventions courses may be taken for elective credit.

#### **SW 522 Interventions: Case Management (3 crs.)**

This course will define case management and the multifaceted roles of social workers as case managers. Attention will be paid to the ways in which social workers can identify and operationalize social work values, ethics and practice models in the context of the diverse and competing needs that are often present in case management service systems. The course will examine the importance of strengths-based and interdisciplinary teamwork to case management practice.

This course also examines concepts and principles of case management practice from a trauma-informed, human rights perspective with populations and issues such as: older adults; children and families; persons with serious mental illness; substance misuse; and persons with chronic disease and/or disability. The core functions of case management practice in a range of settings are addressed in relationship to issues of diversity and empowerment.

**SW 523 Interventions: Social Action for Community Change (3 crs.)**

This advanced interventions course focuses on organizing for socially just changes within communities. Practice elements necessary for creating social action for community change are included in the course. In addition, this course will provide students with knowledge and skills in using empowerment, problem-solving, and trauma-informed approaches for developing strategies to create changes and promote human rights in communities. The format will include a combination of lectures, activities, and presentations to increase opportunities for student learning. In this course, we will discuss the history of community organizing and examine key social movements that used this approach to improve the lives of politically and economically disenfranchised groups. Students will demonstrate the strategies and skills needed for direct action organizing work, including building campaigns, planning actions, engaging media, conducting policy research, and influencing elected officials.

**SW 524 Interventions with Children and Adolescents (3 crs.)**

In this advanced interventions course, students will learn the skills necessary to provide social work services to children and adolescents. The course will focus on needs assessment, systematic observation, selection and initiation of interventions and services, and outcome evaluation.

**SW 525 Interventions in Intimate Relationships (3 crs.)**

Research indicates that Americans are engaging in a diverse array of intimate relationships. While these might involve legal marriage, there are also numerous other relationship forms and circumstances. Interventions in Intimate Relationships builds on students' generalist practice skills developed in Interventions I and II. A goal of the course is to further the students' clinical skills, especially their utilization of an evidence-based, trauma-informed and human rights approach to practice. This course provides students with the opportunity to explicitly integrate theory, research and practice with all manner of intimate partners. We will focus on clinical skills needed to facilitate the social work processes of: (1) engaging partners in a therapeutic relationship, (2) assessing problem situations, (3) setting intervention goals and objectives, (4) selecting effective implementation strategies, (5) evaluating the results of interventions, and (6) terminating the clinical relationship. 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 intimate partners. The traditional field of couples therapy is best seen as a variant or sub-type of family therapy, but the underlying assumptions of traditional models of family therapy may not be relevant to the diverse array of intimate partnerships. This course will assess the applicability of traditional models, as well as strategies and techniques that have grown from these models to intervene with people seeking assistance with their intimate relationships.

**SW 526 Interventions with Families (3 crs.)**

In this advanced interventions course, students will learn to engage in social work practice in the context of diverse family structures. The course is anchored in values of the social work profession and focuses on the strengths, capacities, and resources of families in relation to their broader environments. Content is taught from a systemic perspective and emphasizes the research and literature that supports the use of family interventions in addressing various issues. Students will learn how to incorporate, when indicated, a trauma-informed and human rights perspective in assessments and interventions with family systems. Students will examine established models and innovative approaches. Content on values, ethics, diversity, social and

economic justice, and populations at risk are infused throughout the course. Professional competence will be further enhanced through the cultivation of students' self-awareness.

**SW 527 Interventions with Groups (3 crs.)**

This advanced year interventions course 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 treatment, psycho educational, and task groups, a variety of group work models and the application of group work models with vulnerable populations.

**SW 528 Interventions with Adults (3 crs.)**

In this advanced year interventions course, students will learn assessment and intervention skills for work with individual adults who are experiencing a range of problems. Students will learn an integrative framework for choosing practice theories and models. Students will be exposed to several assessment and intervention approaches and models; including but not limited to cognitive-behavioral therapy and psychodynamic therapy. Students will gain an appreciation of trauma-informed and human rights perspectives in assessment and interventions with client systems.

**SW 531 Crisis Interventions (3 crs.)**

In this advanced interventions course, students will gain an understanding of the variety of crisis situations across several domains (family, health, mental health, violence and disaster) and the impact these situations have on individuals at different stages in the life course. Students will acquire an understanding of the complex biopsychosocial factors that exacerbate crisis as well as those that contribute to resolution and adaptation. Crisis intervention is viewed as an essential skill that promotes healthy resolution of traumatic life events and is supportive of basic human rights. Differential skill development will be integrated within each domain, providing participants with a broad understanding of intervention techniques. This course will begin with a theoretical overview of crisis intervention and then involve consideration of specific crises in each domain. Crisis situations will be considered from the perspective of target systems at intersecting social locations. Agency collaboration will be integrated throughout the course, offering students opportunities to understand crisis intervention from individual, family, organizational and community perspectives. Students will be provided with current empirical support for intervention strategies with specific at-risk populations.

# Electives

All students are required to have nine credits of electives. A minimum of three elective credits must be taken within the School of Social Work. A maximum of six credits may be transferred from a graduate program outside the School of Social Work. Courses must be related to social work and approved in advance by both the academic advisor and MSW Program Director. Students may count only three credits of independent study towards their degree requirement. A maximum of three 1-credit courses may be applied towards the MSW degree requirements.

Students may take Advanced Topic Analysis courses 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 of course work from outside the School of Social Work (with advance approval by the academic advisor and MSW Program Director) and approved Independent Study courses.

**These are the elective courses that are typically offered at least once a year in response to student demand and enrollment.**

## ***SW 554 Motivational Interviewing and Assessment (3 crs.)***

This course is organized primarily as a seminar that will highlight Motivational Interviewing approaches to help clients build commitment and reach a decision to change behavior. This course provides a forum for case presentation and discussion with an emphasis on discussing cases from student's practicum and/or practice settings. Theories of behavioral change will be discussed, and the transtheoretical model (TTM) of intentional behavior change will be highlighted as an integrative framework for understanding the process of behavior change.

The theoretical basis of Motivational Interviewing lies in the construct of "ambivalence" and the conflict between indulgence and restraint that is so prevalent in the addictive behaviors. Failure to change behaviors causing problems is a phenomenon that extends well beyond the addictions, however, and the immobilizing effects of ambivalence can be seen in many social work practice spheres. Applications of motivational interviewing have been extended to behavioral change in general, including social work, mental health, health promotion, general medical care, corrections, and community and organizational settings. In addition, the course will discuss MI's application to practice with "mandated" clients.

While the course will reflect topics related to students who are working with clients with alcohol and other drug problems in their practicum and/or practice settings, it is also open to students who would like to learn and practice the Motivational Interviewing approach. In direct contrast to lecture formats, seminars can be a good means of changing perceptions, developing problem-solving skills, and challenging opinions.

## ***SW556 Forensic Social Work (3 crs.)***

This course examines social work practice in the context of the legal and justice systems, including criminal and civil courts, child custody issues, and mandated treatment. It provides students with a broad overview of the justice system within the United States, and how that system interacts with other structures and policies to affect social workers and the populations we serve. Students will review forensic social work practice within a broad array of settings with diverse populations. Recent

trends in the criminal justice system will be examined, including mass incarceration, civil commitment, the criminalization of poverty, and the so-called war on drugs. Special emphasis is placed on the disproportionate impact of these trends on marginalized communities within the United States.

### ***SW 557 Evidence Based Mental Health Practice (Online Course) (3 crs.)***

This course is aimed at developing the knowledge and skills necessary for working with individuals who have a diagnosis of serious mental illness using recovery-oriented evidence-based practices. It is designed for MSW students and MSW mental health practitioners. Students will become familiar with evidence-based practice, within a recovery-oriented paradigm, as a general approach to practice as well as specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness. It is assumed that students will have a basic knowledge on serious mental illness as a pre or co-requisite, however a review will be provided. Students will learn to examine research literature to determine the various levels of support for specific interventions and essential principles for translating research into practice. In addition, they will identify the appropriate treatment outcomes that reflect effective, quality, mental health practice. Each evidence-based practice presented will also be examined for its utility with diverse groups. Providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental illness is the focus of this course and will be discussed in detail.

### ***SW 559 Trauma Theory and Treatment (3crs.)***

This course will provide an introduction of theoretical frameworks on 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 and evidence-based practices used to address trauma will be provided. This course offers students the opportunity to be introduced to an overview of the skills necessary to assess and intervene in situations involving trauma. The role of assessing and intervening in situations involving trauma will be examined from several theoretical perspectives.

### ***SW 573 Solution Focused Practice (3 crs.)***

Solution focused practice has been widely used in the counseling, medical, education and business fields. This course will present the origin, principles, theory, research and application of solution focused work. Students will develop the knowledge base to utilize this intervention approach in multiple settings. The differential application of solution focused techniques based on assessment, treatment plans and ethical practice guidelines will be explored. A major emphasis will be placed on skill development and implementation. Participants will be expected to engage in case discussions, experiential exercises, role plays and simulations which integrate theory with practice.

### ***SW 578 Gender Issues (3 crs.)***

This elective aims to introduce students to the theories and knowledge essential to understanding the role of gender in shaping individuals' lives and development, interpersonal relationships and systems, and conditions of social and material inequality. Students will examine the relation of gender to universal human rights as well as diverse experiences of trauma. In addition, students will have the opportunity to consider the role of social work

practice in both reifying gender as well as contesting related forms of inequality and injustice.

### ***SW 580 Psychopathology (3 crs.)***

This course provides a general introduction to the fields of abnormal psychology and clinical psychiatry. Specifically, this course will acquaint students with the epidemiology, classification, and etiology, of the major forms of mental illness. It is the primary aim of this course to develop the student's diagnostic skills in clinical settings. To that end, didactic emphasis will be placed not only on the study of psychopathological symptoms and behaviors, per se, but also on their manifestations in everyday life. Specific attention is paid to the ethical and social work value-related problems associated with diagnosing and labeling clients with a psychiatric disorder, and issues of race, ethnicity, culture, class, gender, sexual orientation, religion, disabilities or illness, age and national origin as they influence the manifestations of behaviors that may be diagnosed as mental illness or affect the presentation of mental illness. Case studies and videos will be used to ensure that students have an effective working knowledge of: (a) the biological and psychosocial bases of the major mental disorders; (b) the behavioral symptomatology that characterizes them; and (c) their classification according to the American Psychiatric Association system of classification of mental illness and the World Health Organization (WHO) International Classification of Diseases (ICD). This course also addresses the role of social workers as advocates for people with mental disorders and as environmental change agents.

### ***SW 582 Multicultural Issues in Social Work (3 crs.)***

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, 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.

Since the material involved is closely linked to values and beliefs about diverse populations, it is expected that a variety of opinions may arise in the classroom. It is critical that the classroom be an open place where all students feel free to express their ideas. Diverse opinions in the classroom should be treated with respect by everyone.

The course is grounded in the assumption that everyone has some biases. Social workers must learn to recognize their own biases and world views in order to become ethnically competent social workers. Class members can learn to work as a team and help to facilitate this discovery process and to present a challenging and supportive learning environment to all class members.

### ***SW 584 Personality Disorders (3 crs.)***

The purpose of this course is to provide students with a practical knowledge of the area of psychopathology known as the "personality disorders". Students will become acquainted with the nature of each of the major disorders: classification, diagnostic criteria, epidemiology, and differential diagnosis. The course will focus primarily on individualized case conceptualization and treatment. At the conclusion of the course, students should have an effective working knowledge of: a) the dynamics of personality disorders, including the basis of the disorders' development from a biopsychosocial perspective, b) the symptomatology that characterizes each disorder, c) the accurate diagnosis of disorders according to the most current DSM and d) the use of an effective, integrated tool for the treatment of personality disorders.

### ***SW 587 Addiction and the Family (3 crs.)***

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 589 Working with Adult Survivors of Sexual Abuse (3 crs.)***

This course provides participants with a trauma-genic conceptual framework for working with survivors of sexual abuse. Assessment techniques and treatment strategies are presented with special emphasis on individual and group therapy. Other topics in a survivor's life; use of creative arts therapies in recovery; spiritual aspects of healing; and the avoidance of vicarious traumatization for the worker.

***SW 591 Spirituality in Social Work (3 crs.)***

In keeping with the generalist model, as social workers we need to be exploring spiritual themes with our clients. Such exploration can offer them a source of inner strength during times of crisis. It may also help them find a sense of community based on their belief systems and give meaning to their lives even when grieving during transitions and losses. This course will expose the student to basic knowledge about spirituality as a component of mental health as well as teach her/him interventions for integrating spiritual concepts into clinical practice.

***SW 593 EMDR (3 crs.)***

This course focuses on the origin, theory, components, research, and application of Eye Movement Desensitization and Reprocessing (EMDR), 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 a understanding of the theoretical basis 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.

***SW 595 Agency Grant Writing (3 crs.)***

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 597 Play Therapy (3 crs.)***

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) (3 crs.)***

This course provides a general introduction to the assessment and treatment of behavior

problems of childhood and adolescence. The course will review classification and etiology of major mental health disorders within the contexts of normal and abnormal mental and emotional development of children and adolescents, and family, peer group, school, and community. The ethical considerations related to the assessment and treatment of children and adolescents with behavior disorders will be examined. The impact of trauma, family factors, culture and oppression on the development, naming, and treatment of behavior disorders will be highlighted. Strategies employed to treat children, adolescents and their families will also be addressed.

### ***SW 599 School Social Work (3 crs.)***

Students in this course will become familiar with school social work theory, policy, and practice. Students will examine the history of social work in PK-12 schools, educational issues and policies, conceptual frameworks and service delivery models. Attention will be paid to public-private partnerships in U.S. education. Evidence-informed programs, interventions, and practices spanning a multi-tiered system of supports will be highlighted, e.g., trauma informed schools. Additionally, students will learn important school social worker roles and responsibilities, such as consultation, family engagement, school-community partnerships, and interprofessional practice for school mental health service delivery. The course will critically employ the national school social work practice model from a Trauma-Informed-Human Rights perspective and consider antiracism, diversity, equity, and inclusion in relation to practice in school settings.

### ***SW 705 Assessing Lethality (1cr.)***

This is a skill focused course on how to assess and respond to adults with psychiatric emergencies where there is a risk of lethality (suicidal/ homicidal/self-harm). It will include identification of high risk factors and how to conduct lethality assessments for individuals, including those who are diagnosed with severe and persistent mental illness and/or under the influence of substances. Participants will learn the levels of lethality; how to use lethality assessment tools and rating scales; how to complete documentation of services which reflect clinical assessments in accordance with the most current evidence and best practices; how to create an intervention plan for identified lethality, and when it is appropriate in professional social work practice to break confidentiality based on a current lethality assessment.

### ***SW 708 Responding to Disasters with Social Work Interventions***

In this course, students will develop knowledge and skills necessary for responding to disasters, such as floods, fires, hurricanes, and major transportation accidents. Students will become oriented to Trauma-Informed casework, mental health interventions, and shelter-based interventions that are utilized by disaster response teams. These interventions include rapid assessment skills, enhanced psychological first aid for survivors, staff and volunteers, and facilitation of immediate problem-solving. The course is anchored in the values and ethics of the social work profession and incorporates a human rights perspective in understanding disasters and their differential impact on vulnerable populations.

### ***SW 710 Loss and Grief Across the Life Course***

This course will focus on the central human experiences of loss, grief and bereavement that occur across the life course. Guided examination of current theories, research and evidence based practice(s) in grief counseling will be conducted. This course will focus on building knowledge about the nature of grief, mourning and bereavement as it is influenced by age, developmental stage, gender, race, culture, ethnicity and social context. Familiarity with the various types of losses that occur in all age groups is germane to effective social work practice

in all agency settings. This course is designed to provide students with greater awareness, increased knowledge and basic skills for assessing and intervening with loss and grief in micro-, mezzo- and macro social domains. It will incorporate a trauma-informed and human rights perspective to social work practice with people who are adapting to loss.

### ***SW 714 International Social Work***

In a globalized world, effective social work practice requires incorporation of an international perspective and an understanding of the connections between global and local issues. The purpose of this course is to examine critical global social issues, policies and social welfare institutions in different regions of the world with special attention to human rights, the process of globalization and its effect on social welfare and human needs. A key premise of the course is to recognize the value conflicts that influence global and international social interventions. The role of international organizations and nongovernmental organizations (NGOs) in shaping international welfare policy and services is also explored.

### ***SW 718 Core Concepts in Child and Adolescent Trauma (3 cr.)***

This course will introduce students to the core concepts (general theory and foundational knowledge), which informs evidence-based assessment and intervention with traumatized children and adolescents. Strength-based practice will be highlighted along with a focus on the identification of protective and promotive factors that foster resiliency and post-traumatic growth. Trauma is broadly defined, and includes children and adolescents exposed to traumatic events including, but not limited to natural disasters, war, abuse and neglect, medical trauma, and witnessing interpersonal crime (e.g. domestic violence) and other traumatic events. The course will highlight the role of development, culture and empirical evidence in trauma-specific interventions with children, adolescents and their families. It will address the level of functioning of primary care giving environments and assess the capacity of the community to facilitate restorative processes.

### ***SW 719 Additional Field Experience***

This 2-credit course must be concurrent with SW 552 or SW 553, and is designed to enable students to gain additional advanced social work practice experience in their advanced year practicum by completing an additional 120 hours in a given semester.

### ***SW 720 Introduction to Issues in Veteran and Military Family Care (3 cr.)***

This clinical course will prepare students for social work practice with service members, veterans, and their families. Students will become oriented to the assessment of and evidence-based treatments for signature injuries and diagnoses found among veterans and their family members (e.g., post-traumatic stress disorder, traumatic brain injury, depression, substance abuse, readjustment issues, intimate partner violence, military sexual trauma, and complex trauma). Clinical modalities will include individual, couple, family, and group interventions that promote health, wellness, and resiliency among service members, veterans, and their families. Students will develop knowledge about the unique challenges and issues facing veterans from different eras and conflicts, and the impact of intersectionality of multiple diversity factors (e.g., gender, military hierarchy and status, racial/ethnic background, sexual orientation, age, disability, citizenship status) on the experiences of service members, veterans, and their families.

### ***SW 721 Social Policy and Programs for the Aging Population (3 cr.) Online***

This course is designed to familiarize students with social policies and programs for meeting the rapidly growing needs of the older population. Policies, programs, and services for older adults will be examined, with an emphasis on similarities and differences related to diversity and human rights. This course is intended to increase the student's awareness and knowledge of programs and services provided through the Older Americans Act, the Social Security Act (including Medicare and Medicaid), Affordable Care Act, and other policies and community initiatives for the aging population. It will focus on the history, features, strengths, and limitations of these existing policies, and provide the skills needed to advocate for change at the legislative, agency and/or community level. Students will be exposed to content areas that will enable them to understand aging programs that deal with social services, health care, housing, and other elements of community and institutional long-term care systems. This course will incorporate a trauma-informed and human rights perspective when considering policies that target the older adult population.

### ***SW 722 Restorative Justice Certificate Training (3 cr.)***

In this course, students will learn and practice restorative justice skills, particularly skills in conducting restorative circles in schools and other community settings. Restorative Justice is a social justice approach aimed at repairing harm, promoting positive interpersonal relationships, and building community when conflict, misconduct or criminal behavior occurs. Restorative Justice brings social justice to the criminal justice system, schools, and communities. With youth, Restorative Justice is an evidence-based approach towards improving school climate; interrupting the school-to-prison pipeline that disproportionately affects youth of color; and creating safe and supportive environments without resorting to punitive responses. Students in this course will identify restorative justice techniques, learn implementation guidelines, and understand how and why the process works.

Students will also learn to identify important aspects of a person's identity in the restorative justice process, including how issues of race, gender, and social position impact an individual's experience as well as the restorative process. The course will utilize a trauma-informed human rights perspective to explore the application of RJ practices in various practice settings. Students with an interest in working in criminal justice settings, neighborhood community centers, schools, child welfare settings, and other organizations serving children, youth, and adults are encouraged to take this course. Upon completion of the course, students will receive a certificate of skills acquired issued by the Erie County Restorative Justice Coalition.

### ***SW 725 Reproductive Justice (Online) (3 cr.)***

This course employs the reproductive justice framework, which is a framework developed by women of color infusing social justice and reproductive rights, to examine the history, cultural and societal attitudes, and associated politics of reproduction and reproductive health in the United States from a social work perspective. The course will explore the impact of social policy and the activities of various political stakeholders on reproductive health and rights. The course will also explore how various forces of oppression intersect to impact reproductive rights in the United States.

### ***SW 727 Infant Mental Health (3 cr.)***

Infant Mental Health is a rapidly growing field that emphasizes the importance of supporting the developing parent-infant relationship and promoting secure attachments. This course will provide a foundation and overview of the important theories and assumptions underlying

infant mental health, the evidence-based practices with infants, toddlers and families, and identification of appropriate interventions based upon the infant and family's needs, cultural histories and capacities. Students will critically examine trauma-informed and human rights perspectives on how experiences of early childhood persist over time and how they may be summoned up again by the presence of a baby. The course will highlight the importance of self-reflection and self-awareness of one's own experiences of early childhood, as well as cultural histories and capacities.

***SW 728 Public Health SW in Action (1-3 cr.)***

Students participating in this course will assist in the development of a one-stop service center to address unmet needs of frail elders in Erie County. Students will work with members of the Project's Steering Committee and serve as consultants engaging in activities related to community engagement, program design, grant writing, performance measurement, marketing, outreach and policy advocacy over two semesters. Students will learn firsthand what is like to consult with non-profit organizations and local community groups to design and implement a large-scale project.

***SW 730 Cognitive Behavioral Treatment (3 cr.)***

This course introduces the principles and practice of cognitive-behavioral therapy. Students will learn the basics of CBT including cognitive, behavioral, and emotion-level interventions. The course will provide an understanding of how to develop a case conceptualization of the client's problems and use this conceptualization to guide both the selection of treatment targets and implementation of treatment techniques. Weekly assignments support the acquisition of knowledge. The importance of developing and maintaining a strong therapeutic alliance will be discussed and case presentations implementing CBT concepts and techniques in real-world settings are illustrated.

***SW 800 - 997 Special Topic Electives***

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

# Technical Standards

The University at Buffalo School of Social Work (UBSSW) is preparing students for careers as professional social workers and to be leaders of social work practice. Becoming a professional social worker is a gradual process and involves a commitment to lifelong learning and self-reflection. The UBSSW is fully committed to supporting and educating students as they prepare to enter the social work profession. Given the ethical responsibilities of professional social work practice (National Association of Social Workers, 2017) to promote and protect the well-being of the clients and communities we serve, the UBSSW has established Technical Standards for students that not only focus on academic performance but that also emphasize the abilities and attributes essential for the profession.

This document describes the Technical Standards each student must satisfy, with or without reasonable accommodations, to enroll in, fully participate in, progress through, and graduate from any UBSSW program. These requirements apply in the classroom, in practicum, in our school, in the university, and in the broader community and societal context. The Technical Standards were created by the Committee on Students (COS) at UBSSW through discussions at multiple meetings and approved by the Faculty Council in 2020

## 1. Communication Skills:

- Communicate effectively, responsibly, and respectfully in a timely manner in interactions with other students, faculty, Field Instructors, staff, clients and client systems, and other professionals with whom they might come in contact within their student role.
- Demonstrate the capacity to use effective verbal and nonverbal communication skills, including the ability to actively communicate, self-reflect and interpret nonverbal communication of others and self.
- Communicate clearly through verbal and written products at a level appropriate for their stage of education.

## 2. Intellectual and Cognitive Ability:

- Ability to recall and retain information, think critically, and apply problem solving skills in an efficient and timely manner.
- Ability to plan, calculate, reason, analyze, integrate and synthesize information in a timely manner.
- Demonstrate a continual effort to reflect on their own values, attitudes, beliefs, emotions, biases, current and past experiences, and make efforts to be inclusive of different cultures and populations.
- Manage time effectively in order to observe deadlines, and conscientiously arrange and keep appointments.
- Ability to navigate transportation to meet practicum and classroom requirements.
- Ability to acquire knowledge, process experiences and incorporate new information from peers, teachers, and literature in formulating interventions and treatment plans.
- Evaluate and integrate into practice constructive feedback received in both the classroom and practicum settings.

### 3. Emotional and Behavioral Professionalism:

- Seek appropriate help to ensure that personal issues do not interfere with professional and academic performance.
- Demonstrate the ability to tolerate demanding workloads, adapt to changing environments and situations.
- Maintain respectful and appropriate relationships and boundaries with peers, faculty, Field Instructors, staff, clients and client systems, and other professionals.
- Be punctual and dependable, prioritize responsibilities, manage time, and attend and actively participate in class and practicum work in accordance with relevant policy.
- Demonstrate behavior and decisions reflecting the highest standards of honesty and personal, academic, and professional integrity.
- Take responsibility for their own actions and quality of work and consider the impact of these on others.
- Show the capacity to successfully complete required practicum hours and demonstrate positive progress in the required social work competencies. The 2022 Educational Policy and Accreditation Standards, can be accessed at <https://www.cswe.org/accreditation/accreditation-process/>) in the practicum and classroom settings.

### 4. Skills with Technology:

- Ability to use computers for searching, recording, storing, and retrieving information.
- Navigate and utilize technologies, such as learning platforms, videoconferencing, library systems, and various software necessary to complete classroom and various assignments.
- Use required practicum agency technology to fulfill the work duties at their practicum site. This technology could include, but is not limited to, the use of computers, telephones, and agency databases.
- Comply with the Standards for Technology in Social Work Practice.

These standards are congruent with the ethical values and standards laid down by the NASW Code of Ethics, which all students must abide by. In addition, students are expected to review and abide by all UBSSW Policies and Practices. A student can participate in our social work programs so long as they are able to meet these standards, with or without reasonable accommodations. Students who would like to request disability-related reasonable accommodations to assist them in meeting these standards should contact Accessibility Resources (AR), located at 25 Capen Hall, Buffalo, New York 14260. More information can be found at the [Accessibility Resources Website](#). In addition, students should contact UBSSW Student Services if they are having difficulty in meeting the standards while enrolled in the program. If a faculty/staff member, practicum educator, or other member of the school community observes that a student is not meeting the standards while enrolled in the program, they must report this to the Assistant Dean for Student & Academic Affairs (ADSAA) and the relevant Program Director, who will initiate the procedure outlined below.

## Technical Standards Procedure

Concerns about a student's ability to meet the Technical Standards—with or without reasonable accommodations—may be raised by a faculty or staff member within the university or practicum setting. If such concerns arise, the following process will be followed in order to evaluate them and develop a plan for response, including potential accommodations.

### Notification

#### 1. Identification of Concern:

- Any faculty or staff member\* who observes a potential issue related to a student's ability to meet the Technical Standards raises the issue in a meeting directly with the student. This meeting should be documented in a follow-up or confirmation communication.
- If the issue persists, the faculty or staff member must document the concern and submit it to the ADSAA and the relevant Program Director.

*\*If a practicum educator observes an issue related to a student's ability to meet the Technical Standards, they should consult first with Practicum Education on initial steps.*

### Preliminary Review and Action Plan

#### 2. Initial Meeting with the Student:

- The ADSAA and the Program Director will meet with the student to discuss the expressed concern.
- Depending on the discussion, no further action may be required in some situations.
- In some cases, the situation may be referred to a different procedure (e.g., the Ethical Standards of Behavior procedure).
- Consultation with Accessibility Resources will occur if disability may be a contributing factor in a student's difficulty meeting the standards.
- If appropriate, they will collaboratively develop a written Action Plan (see below) outlining relevant resources and specific steps the student must take to address the issue, along with a clear deadline for completion. This will include a timeline appropriate to the specific situation.
- The Student will simultaneously be encouraged to explore additional or modified reasonable accommodations that may be available.

#### 3. Monitoring Progress:

- The ADSAA and Program Director will monitor the student's progress in meeting the expectations outlined in the Action Plan.
- If the student successfully addresses the concern within the designated timeframe, the process ends, and no further action is required.
- If the student fails to sufficiently address the concern within the timeframe, as determined by the ADSAA and Program Director, the case will proceed to a Technical Standards Review Meeting.

### Technical Standards Review Meeting

#### 4. Formal Review Process Initiation:

- The Program Director will notify the student in writing that an ad-hoc Technical Standards Review Meeting is required and will be invited to assist in finding a meeting time.
- The student will receive at least 10 academic days' notice and may bring a support person (such as a peer or mentor). If bringing a support person, the student must notify the ADSAA in advance and sign a Family Educational Rights and Privacy Act (FERPA) waiver.
  - The support person's role is to offer advice and support to the student. The support person will not be permitted to represent or speak on behalf of the student.

#### Technical Standards Review Meeting Participants

- Program Director (Chair)
- Assistant Dean for Student & Academic Affairs (ADSAA)
- Committee on Students Chair or another faculty representative
- Practicum Education Representative (if applicable)
- Academic Advisor
- Student
- A student support person (optional)

#### Review Process and Decision Making

##### 5. Discussion & Student Participation:

- The Program Director will summarize the concerns and outline any steps taken to address the issue prior to the review meeting.
- The student will have the opportunity to provide their perspective and discuss any relevant factors.
- Technical Standards Review Meeting participants will have the opportunity to pose questions to the student and Program Director to seek clarification, gather additional context, or further explore possible solutions.

##### 6. Deliberation & Determination of Next Steps:

- After discussion, the student will be excused while the meeting participants deliberate.
- The meeting participants will discuss, consult with appropriate university offices (e.g., legal counsel, counseling, student conduct, Accessibility Resources), and determine appropriate next steps to incorporate in a memo for the Dean's review, which may include, but are not limited to:
  - No further action needed.
  - Additional support and monitoring to help the student meet the standards.
  - Referral to Accessibility Resources for possible additional or modified accommodations.
  - Postponement of Practicum.
  - Referral for consideration of a leave of absence, which could be voluntary or be imposed under the [SUNY Involuntary Leave of Absence](#) policy.
  - Dismissal from the program.

##### 7. Notification of Decision:

- The program director will send a memo stating the findings and the committee's recommendation to the Dean within 10 academic days of the review meeting.

- Within 10 academic days of receipt of the committee's recommendation to the Dean, the Dean will notify the student, program director, and ADSAA via letter of the outcome decision.

### **Appeals and Withdrawals**

#### **8. Appeal Process:**

- If the student wishes to appeal a decision, they may submit a written appeal to the Dean within 10 academic days of notification. This appeal needs to clearly state why the decision of the Review Meeting violated the procedure described above or was otherwise inconsistent with established university policy.

#### **9. Voluntary Withdrawal Option:**

- The student may voluntarily withdraw from the program at any time.

## Action Plan Template

Date:

Student name:

Student email:

Reason for meeting:

Student perspective:

Steps to be taken:

Monitoring timeline:

Deadline:

Signature:

Student:

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ADSSA:

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Program Director:

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## References

National Association of Social Workers (2017). Code of Ethics of the National Association for Social Workers, Washington, D.C.: NASW. Available at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

# Practicum Education

In order for MSW students to receive high quality education, the School, the practicum agency, the practicum educator, and the student each have responsibilities in this collaborative effort to prepare graduates for the social work profession.

The Student responsibilities are:

1. To familiarize themselves with and abide by the policies and regulations of their practicum agency and those of the School of Social Work. This includes adhering to the policies and requirements outlined in this manual, HIPAA requirements and any other requirements specific to the placement site.
2. To perform in a responsible, professional manner maintaining commitments to the agency, the practicum educator, and the clients.
3. To take the initiative to seek advice and consultation from the agency practicum educator and/or faculty liaison.
4. To develop a learning contract, jointly with the practicum educator, which identifies the activities and expectations to meet the learning objectives and outcomes identified by the School.
5. To take an active role in planning and implementing their learning experiences in the practicum using the opportunities at the practicum site to integrate theory and practice, increasing their level of knowledge and self-awareness. To share course syllabi with the practicum educator.
6. To communicate educational needs and interests to the practicum educator and to notify the faculty liaison if they are not receiving an hour per week of supervision.
7. To discuss with the practicum educator and/or faculty liaison areas of concern or confusion about the practicum learning experience.
8. To attend and be prepared for scheduled supervisory meetings with the practicum educator.
9. To notify the practicum educator of any necessary absences from practicum as is expected in professional employment.
10. To maintain a timesheet that documents attendance at practicum.
11. To adhere to the NASW Code of Ethics in all practices in the role of intern.
12. To participate in the evaluation process with the practicum educator by reviewing, signing, and follow up on delivery of the evaluation forms.

## Practicum Applications

### ***Practicum Application Forms***

Please consult the [Sonia Practicum Education System](#) for access to the necessary practicum forms.

### ***Declaration of Intent to begin Practicum Education***

Students will receive applications for practicums before they enroll in Field Instruction.

Further information on Practicum can be found in the Practicum Manual in the Sonia education system.

# Interprofessional (IP) Forum

UB Interprofessional (IP) Forums educate future health care professionals to improve health care delivery through collaboration. Though the IP forums are designed for health care professionals to work interprofessionally and collaboratively, the knowledge and skills gained from participating in the small group discussion, as well as the online module series on Foundations of Interprofessional Collaborative Practice (IPCP), should translate seamlessly to all social work practice models, including macro practice settings. The Office of Interprofessional Education (IPE) hosts IP Forums in the Fall and Spring.

## **Is participation in IP Forum required?**

Participating in the IP forums is a requirement for anyone enrolled in Interventions II (SW 521). Students in Interventions I (SW 520) may also be required to participate in IP forums and should consult with their SW 520 instructors for details.

## **What are the benefits of Interprofessional education (IPE) and IP Forums?**

Generally speaking, IPE prepares students from different health professions to work in a collaborative, team environment to provide highly effective patient- and population-centered care. Interprofessional teams enhance the quality of patient care, lower healthcare costs, decrease inpatient lengths of stay, and reduce medical errors. Patients receive safer, high-quality care when health professionals work effectively in a team, communicate productively, and understand each other's roles.

Specifically, IP Forums allow students to gain knowledge and practice skills on how to work effectively in practice settings that require interprofessional collaboration. This happens in an academic educational setting that promotes shared learning and skills building with students from many disciplines within and beyond healthcare settings (e.g., medical, dental, public health, physical therapy, occupational therapy, dietetics, pharmacy, athletic training, law, management, counseling psychology, nursing, social work, etc.). In addition, the skills and knowledge related to interprofessional collaboration are closely integrated into all social work competencies indicated in the 2022 CSWE EPAS.

## **When is IP Forum Day for Fall? For Spring?**

Fall IP Forum Day is on the first Thursday of November, while Spring IP Forum Day is on the first Thursday of March. A make-up day will be offered to those who pre-registered for the forum and completed pre-forum learning materials but could not participate in small group discussions for unanticipated reasons. You need to participate in one Fall and one Spring IP Forums for you to earn a digital badge.

## **What is the participation time required for the IP Forum session?**

You will sign up and participate in one 90- to 120-minute synchronous workshop. There will be multiple session times available from which you can choose. When you register, you will be given the option to rank which times work for you and your schedule. In order to participate, you must complete the online modules through UBLearns.

## **How do I sign-up?**

At the beginning of the Fall and Spring semester, you will receive a series of email invitations to sign up for IP Forum. It will be a first-come, first-serve basis so please be sure to act early to

ensure your spot. The deadline to sign up is early in each semester due to the logistical complexity to assign nearly 1000 students to small group discussion sessions. It also helps to clear or adjust your schedule in advance so you can secure the time.

**Why is the deadline to sign up so early in the semester?**

There are two main reasons. One is the logistics of assigning nearly 1000 students into small discussion groups represented by students from as many disciplines as possible. Another reason is that we want to give students plenty of time to review and complete pre-forum requirements leading up to the IP Forum Day.

**Who should I contact for more information?**

Please contact Associate Dean for Academic Affairs, Patricia Logan-Greene at [pblogang@buffalo.edu](mailto:pblogang@buffalo.edu) with any questions related to IP Forum and its expectations.

# Student Services

## Resources

### ***Academic Tutoring***

In an effort to support academic success of our students, the School of Social Work has made available the services of a research tutor.

#### *Research Tutor*

Jennifer Elliot, a UBSSW Ph.D. student, is available as a Research Tutor to MSW students to support your academic success in SW 510 Introduction to Social Work Research and Evaluation and SW 541 Advanced Standing Research. Jennifer is available to assist students individually and in small groups either in-person or virtually.

To set up a research tutoring time, please contact Jennifer Elliot at [jdelliot@buffalo.edu](mailto:jdelliot@buffalo.edu).

#### *Writing Tutor*

Graduate level writing tutoring is also available through the Center for Excellence in Writing. Please go to [buffalo.edu/writing/graduate](http://buffalo.edu/writing/graduate) to schedule an appointment with a graduate level writing tutor.

### ***Accessibility Resources***

The UB School of Social Work wishes 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 Accessibility Services** (645-3116) or visit their office at **60 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 Accessibility Resources Office that details the 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.

### ***Awards & Scholarship Opportunities***

The school offers a variety of opportunities to students for funding. Eligibility for many of these funds are based on a student's demonstrated financial need, academic excellence, or area of social work interest. The school also awards continuing students scholarships based on nominations received from faculty, practicum educators, practicum liaisons and students. Further award and scholarship information can be found online at the [funding education webpage](#).

## ***UB Student's Advocate Program***

At times throughout the program students may find themselves in situations, both academic and non-academic, where they need some additional information and/or support. The university office of Student Conduct and Advocacy's Student Advocate program is available to assist students with University-related questions or concerns. For more information about what advocacy programs are available to you, please go to the [Students' Advocate page](#).

## **Professional Development**

The school offers a variety of professional development throughout the academic year including workshops on NYS licensure. We encourage you to consult the resources listed on the [social work licensure page](#). The Student Services team has also developed a [licensure information page](#) for graduating students. Additional information on professional development events, NYS Licensure and School Social Work Certification can be found on the school's website.

### ***NYS Licensure - Steps for applying for the LMSW in New York State:***

**Step 1:** If you took SW520 or SW540 Fall 2008 or later at our school you have fulfilled the requirement for content on the identification and reporting of child abuse & maltreatment.

If NOT then, you must complete an approved course in the identification and reporting of child abuse & maltreatment (see the licensing application packet for further details).

You can take a course online through the NASW, New York State Chapter. For information visit [naswnys.org](http://naswnys.org) or by phone at 1-800-724-6279.

**OR**

You can take a course through the CDHS [Mandated Reporter Resource Center](#). Contact them by phone at 1(800) 836-0903 ext. 500 or at [MRCustomerService@bsc-cdhs.org](mailto:MRCustomerService@bsc-cdhs.org).

**Step 2:** Once you have received conferral of your MSW degree:

**2a:** Submit [the application for licensure \(Form 1\)](#), your certificate of completion of the mandated reporting course and the application fee to the New York State Education Department (NYSED)

**AND**

**2b:** Submit Form 2 to the UB Office of the Registrar to verify your degree directly to the NYSED. Please e-mail Form 2 to [reg-transcripts@buffalo.edu](mailto:reg-transcripts@buffalo.edu) or drop the form off at the UB Registrar' Office in 1 Capen Hall.

***(Forms 1 and 2 can be found in the licensing application packet)***

**Step 3:** The NYSED must approve your degree and all application materials.

The NYSED will notify the Association of Social Work Boards (ASWB) when you have satisfied the eligibility requirements for examination.

The state will send you an authorization letter to sit for the LMSW exam. This letter will include a list of available test centers and contact information. UB is now a test center.

**Step 4:** When you receive your authorization letter:

Call the ASWB Candidate Registration Center at 1-888-579-3926 or go to the [ASWB website](#) to register. Further information can be found in the ASWB Candidate Handbook.

**Step 5:** Make an appointment to take the LMSW exam.

**Notes to know:**

The SSW is a registered licensure qualifying program for the LMSW and LCSW. The LCSW requires three years of agency based clinical supervision and twelve semester hours of course work with clinical content. Please see the [Clinical Course Checklist](#) for courses that meet the clinical course content for the LCSW.

The SSW Office of Continuing Education offers an LMSW exam preparation course every summer. See the [Continuing Education](#) page, call (716) 829-3939 or e-mail [SW-CE@buffalo.edu](mailto:SW-CE@buffalo.edu) for more information.

## 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 the [GSA page](#).

Each year students elect officers to the SSW GSA who represent their interests to the University wide organization.

E-mail: [ubsswgsa@gmail.com](mailto:ubsswgsa@gmail.com)

Website: <https://buffalo.campuslabs.com/engage/organization/socialworkgsa>

Facebook: <https://www.facebook.com/groups/UBSSWGSA/>

### ***Macro Social Work/Advocacy Opportunities***

The School of Social Work offers support for advocacy and macro social work experience through participation in three events held annually during Social Work Month in March.

Any member of UBSSW may attend these events.

The school provides bus transportation to Albany, NY for UBSSW students who register for its annual advocacy day.

The student is responsible for obtaining excused absences from practicums and/or classes. The decision is up to the practicum educator or course instructor.

All expenses for the Washington and New York City events are the responsibility of the individual student.

The school offers reimbursement to four students, chosen through a short but competitive application process, for travel costs (airfare or mileage, hotel, subway, surface transport) up to a maximum of \$400.00.

Two students are selected for funding for Washington and two for NYC.

### ***Eligibility for funding***

You must be a UBSSW student in good standing, and

- have not previously received travel funds from UBSSW,
- choose to apply for only one trip, either Washington DC or the United Nations/NYC (you may re-apply the following year if not chosen),
- supply a statement of why you are a good candidate for funding and email this to the Director of Community Relations and Advancement,
- be able to finance the trip yourself and complete the forms for reimbursement (assistance is offered with this) within two weeks of your return.

### ***NASW-NYS Student Legislative Education and Advocacy Day (LEAD) in Albany, NY.***

There is no application needed but you must register.

No cost (except for your lunch). A tour bus is rented by the school. It's a one-day, round-trip excursion. You will be visiting NYS legislators on specific issues. *2018 issues: Ban Conversion Therapy, Social Work Student Loan Forgiveness Funding.* Students are supplied with information on lobbying etiquette, talking points, an overview of NYS legislative structure and cycles (March is usually in the final stage of annual budget negotiations), and status of various social justice-related bills.

### ***Annual Social Work Day at the United Nations, New York, NY***

Social Work Day at the UN is a gathering place for people around the world who are working to make a difference. For over three decades, students, practitioners, and educators have been convening at the UN to learn more about the UN, innovative projects and issues related to International Social Work and the critical role Social Work plays in the international arena.

A morning session at UN Headquarters in New York features experts in fields related to the year's theme, with a short Q and A period. There is also a separate student-only event at a Manhattan location.

There is no fee to register. Information for travel and lodging suggestions are provided. As you must be at the UN by 9am, consider staying in NYC the night before.

Sponsored by the [International Federation of Social Workers](#) and the [International Association of School of Social Work](#).

### ***Student Advocacy Day on the Hill in Washington, D.C.***

Hundreds of students from social work schools from all across the country gather for an exciting day in the nation's capital! More than 400 students from 45 schools and departments of social work from 19 states participated in the 2017 Student Advocacy Day on the Hill.

This event is sponsored by the Congressional Research Institute for Social Work and Policy (CRISP) and the Nancy A. Humphreys Institute for Political Social Work at the University of Connecticut. The morning session provides an overview of the bills and social work issues addressed during the day. Means of support for social workers considering a run for election to public office are provided. You will receive orientation information prior to your Hill Day visit.

Students will be scheduled to visit the office of the Congressional Member representing the district that your school resides in. Students will also have the opportunity to visit the office of their local Congress Member or the offices of members of the Congressional Social Work Caucus (CSWC). There is usually a second day of events, with a panel held at the National Press Club, and an afternoon reception with the CSWC.

## **Library**

The University at Buffalo Libraries designates a subject librarian to serve as liaison to each Academic Department and to each Research Center/Institute. These librarians are specialists in the areas they serve and are the primary Libraries' contacts for faculty and students. Liaison librarians provide a range of services appropriate to the areas they serve. Examples of services may include, but are not limited to:

- Provide specialized subject expertise in an academic discipline, specifically related to library collections and research tools in the discipline
- Serve as the library liaison to each UB department, school and research institute/center with an understanding of the curricular and research needs of these constituents
- Answer questions and communicate to departments and research centers regarding information and policies in the Libraries
- Inform faculty of new publications, research tools and library acquisitions in the field
- Recommend print and electronic materials for purchase for the Libraries' collections in designated subject areas
- Assist faculty and students in identifying and using library resources and technology to enhance research and teaching
- Work with faculty to acquire appropriate material for research and teaching

- Provide research consultations to faculty, graduate students and undergraduate students in specific subjects by appointment, office hours, drop-in and/or electronic communication
- Provide research instruction to individuals or classes
- Respond to reference and research queries in person, by phone or via email or chat

The reference librarian for the School of Social Work can be found on the University Libraries website at the [librarian reference page](#).

## University Services

<a href="#">Campus Safety/University Police</a> <i>Emergencies &amp; Service</i>	Bissell Hall	645-2222
<a href="#">Career Design Center</a>	259 Capen Hall	645-2231
<a href="#">Dentistry Clinics</a>	Squire Hall Main Street Campus	<i>Patient Information: 829-2821</i> <i>Screening Appointments: 829-2821</i>
<a href="#">Office of Financial Aid</a>	1 Capen	645-8232
<a href="#">Accessibility Resources</a>	60 Capen Hall	645-2608 TTY:645-2616
<a href="#">Students' Advocate Program</a>	520 Capen Hall	645-2982
<a href="#">Graduate Student Association</a>	310 Student Union	645-2960 Fax: 645-7333
<a href="#">Campus Living</a>	106 Red Jacket Quad, Ellicott Complex	645-2171 Toll free: (866) 285-8806
<a href="#">Office of the Registrar</a>	1 Capen Hall	645-5698
<a href="#">Student Conduct &amp; Advocacy</a>	9 Norton Hall	645-6154
<a href="#">University Counseling Services</a>	120 Richmond Quad	645-2720
<a href="#">University Health Services</a>	4350 Maple Rd.	829-3316
<a href="#">University Libraries</a>	Health Science Library Lockwood Library	829-3900 645-2814

# School of Social Work Faculty and Staff

## Full-Time Faculty

**Keith Alford** - Dean, Professor. B.A. Coker College, M.S.W. The Ohio State University, Ph.D The Ohio State University. **Research interests:** Mental health service delivery and culturally specific programming for children and families; contemporary rites of passage programming; loss/grief reactions among African American families.

**D. Michael Applegarth** – Assistant Professor. B.S.W. Brigham Young University, M.S.W. Brigham Young University, Ph.D University of California, Los Angeles. **Research interests:** Criminal legal system; mental illness and recovery; community supervision; juvenile justice; desistance from crime.

**Amanda Aykanian** – Assistant Professor. B.A. Framingham State University, M.A. University of Massachusetts Boston, Ph.D University at Albany. **Research Interests:** Homeless service systems; homeless service workforce issues; homelessness continuums of care and coordinated entry; program evaluation; program and policy implementation; social work education.

**Enoch Azasu** – Assistant Professor. B.A. University of Ghana, MBA University of Professional Studies, MSW Washington University, Ph.D. Washington University. **Research Interests:** Psychiatric epidemiology and mental health, particularly understanding and addressing suicidality; developing and implementing evidence-based interventions to improve mental well-being and suicide prevention, reduce stigma and support at-risk populations.

**Louanne Bakk** - DSW Program Director; Clinical Associate Professor. B.S.W. Arizona State University West, M.S.W. University of Michigan, Ph.D Michigan State University. **Research interests:** Gerontology, Health Access, Health Disparities, Macro Practice, Program Evaluation, Social Welfare Policy.

**Annahita Ball** - Associate Professor. B.A. The Ohio State University, M.S.W. The Ohio State University, Ph.D. The Ohio State University. **Research interests:** Social work services in schools; youth development; school-family-community partnerships; educational policy.

**Elizabeth Bowen** - Associate Professor. B.Phil., B.A. University of Pittsburg, M.A. University of Chicago, Ph.D. University of Illinois at Chicago. **Research interests:** HIV/AIDS; homelessness; housing; health disparities; substance use; addiction.

**Clara M. Bradizza** – Professor. B.Sc. University of Toronto, A.M. Binghamton University, Ph.D. Binghamton University. **Research interests:** addictions; substance use; interventions.

**Lisa Butler** - Associate Professor. B.S. University of Toronto, PhD. Stanford University. **Research interests:** Trauma and Resilience; Trauma-informed Practice; Veterans and Their Families; Dissociative Processes

**Filomena M. Critelli** - Associate Professor; Director of Undergraduate Studies; Associate Dean for Diversity, Equity and Inclusion. B.A., M.S.W. State University of New York at Buffalo, Ph.D. State University of New York at Albany. **Research interests:** Child Welfare; Immigrants.

**Catherine N. Dulmus** – Professor; Associate Dean for Research. B.S.W. Buffalo State College, M.S.W. and Ph.D. State University of New York at Buffalo. **Research interests:** Adolescent Mental Health; Child Mental Health; Community-based Research; Community-University Partnerships.

**Susan A. Green** - Clinical Professor. B.S. State University of New York College at Geneseo, M.S.W. University at Buffalo The State University of New York. **Research interests:** Child Welfare; Children and Families; Community.

**Annette Semanchin Jones** - PhD Program Director, Associate Professor. B.A. University of Notre Dame, M.S.W., Ph.D. University of Minnesota. **Research interests:** Child Welfare; permanency and well-being; youth connections to supportive adults; strengthening families; racial equity; child welfare policy.

**Robert H. Keefe** - Associate Professor. B.A. Ithaca College, M.S.S.A. Mandel School of Applied Social Sciences, Case Western Reserve University, Ph.D. University of Albany, State University of New York. **Research interests:** Health Access and Outcomes; Health Disparities.

**Isok Kim** - Associate Professor. B.S. University of Washington, M.S.W. University of Washington, M.A. University of Michigan, Ph.D. University of Michigan. **Research interests:** Mental Health; Asian Immigrants and Refugees; Health and Mental Health Literacy; Community-based Participatory Research.

**Jangmin Kim** – Assistant Professor. B.A. Jeonju University, M.S.W. Joenbuk National University, M.S.W. Portland State University, Ph.D. Indiana University. **Research Interests:** Macro practice; organizational administration and management; child welfare workforce development; cross-system collaboration; family-centered practice; children, youth, and families.

**Wooksoo Kim** - Professor, B.A. Seoul National University, Master of Liberal Arts, Eastern Michigan University, M.S.W., Ohio State University, Ph.D. University of Washington. **Research interests:** Asian immigrants; Asian immigrant elders and their mental health; alcohol use and gambling; immigration and acculturation; community-based research.

**Denise Krause** - Clinical Professor; Associate Dean for Community Engagement and Alumni Relations. B.A. State University of New York at Binghamton, M.S.S.W. Columbia University. **Research interests:** Interventions; Solution Focused Practice.

**JoAnn S. Lee** – Associate Professor. B.A. Stanford University, M.P.A. Columbia University, M.S. Columbia University, Ph.D. University of Washington. **Research Interests:** Transitions to adulthood; juvenile justice; child welfare; youth aging out of foster care; agent-based modeling.

**Laura A. Lewis** - Clinical Associate Professor; Assistant Dean for Global Partnerships. B.A. SUNY Fredonia, M.S.W. University at Buffalo, Ph.D. University at Buffalo. **Research Interests:** Community-university partnerships; social work practicum education; technology in social work practice; adolescent mental health.

**Patricia Logan-Greene** - Associate Professor; Associate Dean for Academic Affairs. B.A. Wesleyan University, M.S.S.W. University of Tennessee at Knoxville, Ph.D. University of Washington. **Research interests:** Child Welfare; Cumulative Adversity; Criminal Justice Responses to Violence; Victimization; Violence.

**Michael Lynch** - Clinical Associate Professor, Practicum Education. B.A. SUNY Geneseo, M.S.W. University at Buffalo. **Research Interests:** Practicum education; social work services in schools; data and technology in social work.

**Kathryn McClain-Meeder** - Clinical Associate Professor; MSW Program Director. B.S.W. Gordon College, M.S.W. University at Buffalo. **Research Interests:** practicum education; trauma and trauma-informed practice; refugees and immigrants; veterans.

**Brenda McQuillan** – Clinical Associate Professor. B.A. Nazareth University, MSW Roberts Wesleyan University, Ph.D. University of Rochester. **Research Interests:** The impact of trauma on youth development and familial relationships; evidence-based interventions to treat symptoms of trauma.

**Shaanta (Nadine) Murshid** – Associate Professor. B.B.A. James Madison University, M.P.P. Australian National University, Ph.D. Rutgers University. **Research interests:** Microfinance and masculinity; domestic violence; genocide; political violence; trauma; social movements.

**Tonya Myles-Day** – Clinical Assistant Professor; Faculty Support Liaison for Racially Underrepresented Students. B.S.W. Buffalo State College, M.S.W. University at Buffalo, D.S.W. Simmons University. **Research Interests:** Mental health in the LGBTQIA+ community; anti-racist practices in higher education; racial trauma; substance abuse; generational poverty and trauma in the Black family; decolonizing the social work profession.

**Yunju Nam** - Associate Professor. B.A. Seoul National University, M.S.W. University of Pennsylvania, University of Michigan, Ph.D. University of Michigan, Ann Arbor. **Research interests:** Asset-building; Economic Inequality; Elderly Immigrants; Poverty; Social Welfare Policy.

**Kelly Patterson** - Associate Professor. B.A., North Carolina Central University, M.S. State University of New York at Buffalo, Ph.D. University of Wisconsin-Milwaukee. **Research interests:** Community-based Housing Organizations; Fair Housing Advocacy; Housing

Patterns and Poverty; Spatial Issues and Social Service Access/Delivery; Subsidized Housing; Urban Neighborhoods.

**Alexander Rubin** – Clinical Assistant Professor; Practicum Education. B.A. University of Toronto, M.S.W. University at Buffalo. **Research Interests:** Practicum education; acceptance and commitment therapy; health care access; self-care for the professional; professional resilience; immigrant and refugee rights.

**Todd Sage** - Clinical Associate Professor. B.S.W. California State University San Bernadino, M.S.W. Portland State University, Ph.D. University of North Dakota. **Research Interests:** Use of Motivational Interviewing in Child Welfare; Drug and Alcohol Addiction; Motivational Interviewing and Trauma Focused Cognitive Behavioral Therapy; Social Work with Veterans; Instructional design for distance education.

**Nancy J. Smyth** – Professor; Associate Dean for Faculty Development. B.A., M.S.W., Ph.D., State University of New York at Albany, CASAC. **Research interests:** Social work in digital environments; psychological trauma; addictions; implementation science; Eye Movement Desensitization and Reprocessing.

**Peter Sobota** - Clinical Assistant Professor. B.A., M.S.W., University at Buffalo, The State University of New York. **Research interests:** Interventions; Social Work and Non-Traditional Settings.

**Mickey Sperlich** - Associate Professor. B.S., M.A., Eastern Michigan University, M.S.W., Ph.D., Wayne State University. **Research interests:** Trauma; mental health; sexual and reproductive health; interventions; child mental health; health disparities.

**Christopher St. Vil** - Associate Professor. B.S.W. Buffalo State College, M.S.W., Stony Brook University, Ph.D., Howard University. **Research interests:** Gender; Trauma; Violence; Victimization; Substance Abuse.

**Noelle M. St. Vil** - Associate Professor. B.A. California State Northridge, M.S.W., Ph.D., Howard University. **Research interests:** Interpersonal violence; black male-female relationships; man-sharing.

**Katie C. Stalker** - Associate Professor; Director of Practicum Education. B.A., M.S.W, University at Buffalo, The State University of New York, Ph.D, University of North Carolina - Chapel Hill. **Research Interests:** Youth violence prevention; community-based participatory research; community-centered violence prevention; community partnership; practicum education

**Paul R. Stasiewicz** - Professor; Janet B. Wattles Endowed Chair. B.A. University of Wisconsin-Milwaukee, M.A, Ph.D., Binghamton University. **Research Interests:** Learning-based processes of addiction; the application of basic behavioral research to the development of new clinical interventions; alcohol craving; emotion regulation and pretreatment change.

*The UBSSW welcomes Robyn Wiktorski-Reynolds to the School as a full-time faculty member (Fall 2025).*

# Administration

**Keith Alford** – Dean

**Richard Amantia** – Director of Technology Services & Network Administrator

**Louanne Bakk** – DSW Program Director

**Anna Cerrato** – Assistant to the Dean

**Filomena Critelli** – Director of Undergraduate Studies; Association Dean for Diversity, Equity, and Inclusion

**Catherine Dulmus** – Associate Dean for Research and Research Center Director

**Heather Cruz** – Vice Dean/Chief of Staff

**Kathleen Heim** – Director, Office of Continuing Education

**Joshua Hine** – Assistant Dean for Student and Academic Affairs

**Annette Semanchin Jones** – PhD Program Director

**Kathryn McClain-Meeder** – MSW Program Director

**Denise Krause** – Associate Dean for Community Engagement and Alumni Relations

**Laura Lewis** – Assistant Dean for Global Partnerships

**Lauren McGowan** – Assistant Dean for Admissions and Enrollment

**Irene F. Mucci** – Associate Dean for Resource Management

**Kathryn Franco** – Director of Alumni Engagement and Community Relations

**Katie Stalker** – Director of Practicum Education

# Staff

**Ashley Allen** – Academic Processes Coordinator/Registrar

**Richard Amantia** – Director of Technology Services & Network Administrator

**Matthew Biddle** – Director of Communications and Marketing

**Maria Carey** - Admissions Assistant

**Joe Cavaretta** – Center Manager/Research Administrator

**Anna Cerrato** – Assistant to the Dean

**Jessica Chatt** – Office Manager/Program Assistant

**Mary Civiletto** – Fiscal Coordinator

**Heather Cruz** – Vice Dean/Chief of Staff

**Sarah DiPaola** – Online Student Services Advisor

**Courtney Doxbeck** – Director of Academic Processes and Data Operations

**Kathryn Franco** – Director of Alumni Engagement and Community Relations

**Tara Ganschow** – Assistant Director for Strategic Admissions and Recruitment

**Kathryn Griswold** – Administrative Practicum Coordinator

**Kathleen Heim** – Director, Office of Continuing Education

**Deborah Hill** – Assistant Director, Technology Services

**Joshua Hine** – Assistant Dean for Student and Academic Affairs

**Emily Hockwater** – Associate Director of Advancement

**Sterling James** – Practicum Education Coordinator

**Clara Keating** – Assistant Director of Student Services

**Kristina Lazzaro** – Student Services Advisor

**Trisha Mahar** – Training Coordinator, Office of Continuing Education

**Amani Mathis** – Embedded Counselor

**Lauren McGowan** – Assistant Dean for Admissions and Enrollment

**Melissa Miller** – Research Administrator, Research Center

**Irene Mucci** – Associate Dean for Resource Management

**Meghan Phipps** – Assistant Director of Resource Management

**Marjorie Quartley** – Assistant Director of Practicum Education

**Steven Sturman** – Instructional Support Specialist

**Tami Tobias, LMSW** – Associate Director, Office of Continuing Education

**Sarah J. Watson** – Associate Director of Communications

**Trevor Wilson** – Client Support Specialist

# General Information

## **Communication Standards for MSW Student Listservs**

The School of Social Work (SSW) has established a designated email address, [sw-announcements@buffalo.edu](mailto:sw-announcements@buffalo.edu), for the dissemination of announcements to MSW student listservs. This document outlines the criteria and process for faculty, staff and students to send messages over the MSW listservs to ensure timely and appropriate sharing of information with students.

### **Criteria for Sending Announcements:**

1. **Timeliness:** All submissions must be sent no later than two academic days prior to the associated deadline or event. This allows for a processing period of up to one academic day before the announcements are forwarded to the student listservs.
2. **Format:** Submissions must be sent to [sw-announcements@buffalo.edu](mailto:sw-announcements@buffalo.edu) as forward-ready emails. They should be:
  - Clearly addressed to MSW students and comply with [digital accessibility standards](#).
  - Complete with a relevant subject line and all necessary details in the body of the email.
  - Accompanied by contact information for any follow-up inquiries.
3. **Content:** Student listservs are designated for communications that are directly relevant, appropriate and beneficial to the academic and professional development of the student body.
  - Examples of appropriate messages include, but are not limited to, notifications about student club or organization meetings, events, assistantship or volunteer opportunities, scholarship opportunities, or invitations to participate in research.
  - Examples of inappropriate messages include, but are not limited to, personal messages, commercial promotions, partisan political or social activities or statements, offensive content, and full-time job postings. *Note: full-time job opportunities should be directed to the [SSW Employment Postings](#) webpage.*

### **Review and Approval:**

- All listserv messages are subject to review and approval by the SSW, and in some instances, may require University review and approval before dissemination. This ensures that all communications align with school and university policies and standards.

### **Special Instructions for Doctoral Student Listservs:**

- Communications intended for doctoral student listservs must be coordinated directly with the respective program directors.

## **Policies**

### **Alcohol & 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.”**

Smoking is not allowed in lavatories, the 6<sup>th</sup> floor patio, building entrances and vestibules or in 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 [Student Life website](#).

### **Sexual Harassment Policy & Procedure**

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 [Equity, Diversity and Inclusion page](#).

### **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 Social & Behavioral Sciences Institutional Review Board (SBSIRB) 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.

### **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.

## ***Communication***

### **SSW Web Site**

The School's website has a section for students that includes helpful resources and links including information on advising and NYS Licensure. There will also be postings about news and events.

### **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](mailto: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 on how to enable access to and maintain your account. Information about central email and maintenance can be found [here](#). If you need further assistance with email problems or questions contact the [CIT helpdesk](#) or by phone at (716) 645-3542.

All MSW students are expected to check their UB 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 or g-mail. 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.

## ***School of Social Work Offices***

The use of office machines, i.e. copiers, typewriters, telephones, etc., is restricted for use by faculty and staff only. Three computers and a printer are available in the Student Lounge for student use. Supplies (i.e. paper) for the printer are purchased by the SSW-GSA.

## ***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 Persons with Disabilities***

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."

### ***School Closings Due to Inclement Weather***

PLEASE 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. All students should sign up for the UB Alert system. Please go to the [UB Alert Website](#) to register.