



MASTER OF SOCIAL WORK

Student Handbook

2021 – 2022

August 2021

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 faculty advisor should they have any questions.

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

Isok Kim, PhD, LCSW
M.S.W. Program Director

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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 2021

Dates	Event
Monday, August 30	Classes begin
Monday, September 6	Labor Day Observed
Wednesday, November 24 – Saturday, November 27	Fall Recess
Monday, November 29	Classes Resume
Friday, December 10	Last Day of Classes
Saturday, December 11 – Sunday, December 12	Reading Days
Monday, December 13 – Monday, December 20	Semester Final Examinations
Tuesday, December 21	Winter Recess Begins

Winter Session 2022

Dates	Event
Wednesday, January 5	Classes Begin
Monday, January 17	Martin Luther King, Jr. Day Observed
Tuesday, January 25	Last Day of Classes

Spring Session 2022

Dates	Event
Monday, January 31	Classes begin
Monday, March 21 – Saturday, March 26	Spring Recess
Monday, March 28	Classes Resume
Friday, May 13	Last Day of Classes
Saturday, May 14 – Sunday, May 15	Reading Days
Monday, May 16 – Saturday, May 21	Semester Final Examinations
Friday, May 20 – Sunday, May 22	Commencement Weekend

Summer Session 2022

Start and End Dates	Session
Tuesday, May 31 – Friday, July 8 (6 weeks)	Summer Session I (J)
Monday, June 27 – Friday, August 5* (6 weeks)	Summer Session II (K)
Monday, July 11 – Friday, August 19* (6 weeks)	Summer Session III (M)
Tuesday, May 31 – Friday, July 30*(9 weeks)	9 Week Sessions (L)
Tuesday, June 1 – Friday, August 5 *(10 weeks)	10 Week Sessions (A)
Tuesday, May 31 – Friday, August 19*(12 weeks)	12 Week Sessions (I)
Dates Vary	Session X (Non-Standard)

* July 4th – 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

Faculty Advisors

Each student is assigned a [faculty advisor](#) at orientation who is a resource for academic and career planning. This full-time faculty member can assist you in choosing courses and help resolve problems regarding coursework and/or field placements.

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 field environments.

Students work with their advisors for the duration of the program. However, students may request to change advisors by submitting the [Request for Change in Academic Advisor](#) form available on our website. Upon receiving approval from their new advisor, students will submit the completed form to the Director of the MSW Program for final approval.

The School expects that all faculty, students and field 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 Student Response Center (SRC).

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 overall degree GPA must be over 3.0 and applicants must have received a minimum grade of a B- in all social work coursework. 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. The University prohibits students in interdisciplinary degree program from registering themselves. These students must be force registered by the SSW Registrar. Students in these programs must complete an [SSW Interdisciplinary Program Registration Form](#) prior to the start of the registration period in order to be force registered by the SSW Registrar. Identified students will receive this form in their registration materials each semester.

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.

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.

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.

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 Response Center for the tuition liability [deadlines](#), which differ each semester.

Withdrawals

Students who wish to withdraw from the program are encouraged to contact the Director of Student Services at 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 the Director of 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 1st, 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 field placement 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 Director of Student Services 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 Director of Student Services and the Director of the MSW Program. The student will be notified by the Director of Student Services 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 Director of Student Services 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 field placement and has the equivalent of SW 514- Evaluation in Social Work in the foundation curriculum. If they have not had a research application course in their foundation curriculum, they will be required to take SW 514 and earn a “B-“ or better before entering the Advanced Year curriculum.

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

Partial-year field credits cannot be transferred. Students who completed a full year of foundation field but accrued fewer placement hours than our foundation field 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 field required in our program in order to graduate. The student will take any additional required hours in the Advanced Year field placement.

Note: Matriculating students may not take courses outside the department unless they are currently in good academic standing and have no incompletes at the time that they register for the course.

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 Director of Student Services with a copy of the appropriate syllabus.

For the Study Abroad programs that qualify for field placements, 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 Student Response Center 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.

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 faculty 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 field education.

The Committee on Students reviews admissions and 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 Director of Student Services 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, field placements, volunteer work, and digital contexts. Digital contexts include, but are not limited to, online social networks (e.g. Facebook, Twitter, 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 days¹ 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 days¹ 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 days¹ 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.

¹ 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 days¹ 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 days¹ 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 days¹ 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 days¹ 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 days¹ 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 days¹ 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 and Other Forms of Oppression Experienced by Students

Students may experience or witness racism, heterosexism, cissexism (i.e., (i.e., oppressive behavior and policies targeting transgender/non-binary people) and other forms of oppression in their classroom and/or field placement. These incidents could involve faculty, staff, field liaisons, field 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"> • Safety: 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. 	<ul style="list-style-type: none"> • Speak and listen with respect. • Speak and listen from the heart. • Parties to a conflict “own the conflict” and are the ones who resolve the conflict.
<ul style="list-style-type: none"> • Trustworthiness and Transparency: 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. 	<ul style="list-style-type: none"> • Trust, mutual understanding, and shared values bind us together and make cooperative action possible. • Fair Process <ul style="list-style-type: none"> ✓ Engagement – Shared involvement in decision-making. ✓ Explanation – Provide a rationale for decisions. ✓ Expectation Clarity – Widespread understanding of expectations. • Confidentiality is upheld throughout the process.
<ul style="list-style-type: none"> • Peer Support: Peer support and mutual self-help are important for establishing safety. The student may bring a peer to the restorative conversation, preferably 	<ul style="list-style-type: none"> • Members of one’s community of care may contribute meaningfully to the conversation.

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"> • Collaboration and Mutuality: Importance is placed on leveling of power differences and in the meaningful sharing of decision-making. 	<ul style="list-style-type: none"> • Embraces values of community participation, community caring, and respectful dialogue. • We build our social capital by repairing relationships. • The needs of all affected are addressed.
<ul style="list-style-type: none"> • Empowerment, Voice, & Choice: Students will have 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. 	<ul style="list-style-type: none"> • Participation is voluntary. • All voices matter. • Everyone speaks their truth. • We build relationships and a sense of community through participatory learning and decision-making. • Parties to a conflict “own the conflict” and are the ones who resolve the conflict.
<ul style="list-style-type: none"> • Active Movement to Create Culturally Responsive Environments: The UBSSW recognizes that our students, administrators, faculty, and staff are impacted by interpersonal and institutional racism, 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. 	<ul style="list-style-type: none"> • Embraces values of healing, moral learning, community participation, community caring, respectful dialogue, and repairing harm.

When a student has experienced racism or other form of oppression in the classroom or in field:

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 Field Liaison, Field Educator, Field 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, Field 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 field 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 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, field 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.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf

Wachtel, T. (2016). *Defining restorative*. Bethlehem, PA: International Institute for Restorative Practices. 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 field placements, they should consult the [School of Social Work Field 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 field should seek consultation with their faculty advisor or field liaison, and the Director of Student Services. 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 field 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

School of Social Work Graduate Student Impairment Policy

Purpose

Impairment(s), which hinder a student's academic and field performance, may put clients, community agencies, fellow students, and the faculty and staff of the University at Buffalo at risk. The goals of this policy are to (1) prevent or minimize risk related to impaired student performance, (2) compassionately address problems of impairment in professional social work practice, and (3) assist students in understanding the options and support systems available at the University at Buffalo.

Definition of Impairment:

The University at Buffalo School of Social Work adheres to the following definition of impairment:

“Impaired graduate students show an inability to insightfully understand and resolve their own issues so that these issues do not interfere with the therapeutic process” (Bemak, Epp, & Keys, 1999, p. 21). This can be reflected in one or more of the

following ways: “ (a) an inability and/or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior; (b) an inability

to acquire professional skills in order to reach an acceptable level of competency; and (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning” (Lamb, Presser, Pfost, Baum, Jackson, & Jarvis, 1987, p.598).

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

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

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

Identification of Student Impairment

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

- 1) A **student** can self-identify as having an impairment.
- 2) A **student** may observe impairment in a fellow student. (see below)
- 3) A **faculty member** may observe impairment in a student. (see below)
- 4) A **field educator** may observe impairment in a student. (see below)

5) A **staff person** may observe impairment in a student. (see below)

The Impairment Policy is designed to offer short-term support to students so as to maximize their chances for success in the UBSSW. This policy is not intended as a source of on-going support or for therapeutic purposes. In order to proceed under the Impairment Policy, the impairment should be something that can be resolved or managed within no more than six (6) calendar months.

We recognize that there are times when issues of impairment can have an impact on educational pursuits. Students with long-standing issues, or impairments which are identified as non-acute, may seek to petition for a leave of absence or withdrawal from the program to allow the student to focus on resolving or managing the impairment. Students with long-standing or non-acute impairments may need to provide documentation of readiness for school activities from a licensed mental health or medical professional in order to maintain enrollment and/or return to the program after an absence.

Impairment Policy Procedures

These procedures are not deemed as disciplinary; rather, they serve as a guide to enable a student to actively participate in program requirements and successfully complete the MSW program.

Step 1: If a faculty member, field educator, or staff member is concerned about a potential student impairment, they should meet with the student privately to discuss the matter and provide the student with a copy of the Impairment Policy. If upon discussion, the student and the faculty member agree that impairment is present, the faculty member will provide a written summary of the meeting to the Director of Student Services and the student within 5 academic days of the meeting. The Director of Student Services will consult with the Associate Dean for Academic Affairs and the Director of the MSW Program and will advise the student of next steps within ten (10) academic days of notification.

If a student self-identifies issues of impairment, or if a fellow student observes impairment in a student, the student is to take the issue to the Director of Student Services. The Director of Student Services will meet with the potentially impaired student to discuss the matter and will provide them with a copy of the Impairment Policy. The Director of Student Services will consult with the Associate Dean for Academic Affairs and the Director of the MSW Program. The Director of Student Services will advise the student of next steps within ten (10) academic days of the meeting.

Step 2: If in step one there is agreement that the student's educational pursuits are being affected by an impairment that can likely be remediated in a reasonably short period of time as noted above, then the faculty/staff/field educator who brought forth the issue of impairment, the Director of Student Services, the student's faculty advisor, and one other faculty member from the School of Social Work (as appointed by the Dean of the School of Social Work) will form an Ad Hoc Committee for Student Impairment ("Ad Hoc Committee"). In the event that

the impairment was brought forth by a student, the Dean will appoint a second School of Social Work representative. The Associate Dean for Academic Affairs will be contacted in an ex-officio capacity, as well as the Director of the MSW Program. The Associate Dean for Academic Affairs will appoint a member of the Ad Hoc Committee to serve as chair.

Within thirty (30) academic days of notification to the Director of Student Services, the Ad Hoc Committee will have a formal meeting with the student to discuss the impairment and possible resolutions. The Director of Student Services is responsible for ensuring that all meetings are documented and that procedures and timelines are followed. Documentation, including written notice of the meeting and the concerns observed, will be made available to all parties.

All parties present will discuss the behavior indicating impairment and agree on time-based/outcome-focused goals. Possible methods that could be recommended by the Ad Hoc Committee for the attainment of these goals could include, but are not limited to: personal counseling, group work experiences, self-structured behavioral change, additional course work, field experiences, documentation from a licensed mental health or medical professional indicating readiness to return to classes/field, withdrawal from certain coursework, or a leave of absence if applicable. The student may submit to the Ad Hoc Committee any information and or documentation related to the impairment.

The methods and goals discussed at the meeting will be written on the *Plan of Action Form*, and all pertinent parties will sign the document. This document will be presented to the Associate Dean for Academic Affairs as a suggested course of action and will be implemented upon approval of same. The Action Plan will include a specific timeline to be followed and will specify whether the student is currently capable of continuing in classes or field placement. If the Ad Hoc Committee and student cannot reach a mutually agreeable plan on how to proceed, or if the Associate Dean for Academic Affairs does not approve the suggested course of action, the Associate Dean for Academic Affairs will meet with the Ad Hoc Committee and the student to resolve concerns with the plan. In the event that the parties still cannot agree, the Associate Dean for Academic Affairs will be the final decision maker on the Action Plan.

The Director of Student Services will monitor the plan of action and consult as needed with the Associate Dean for Academic Affairs.

If it is determined by the Ad Hoc Committee that the impairment concern is likely to be a long-term issue, then the impairment process will be discontinued and the committee may recommend to the Associate Dean for Academic Affairs that the student take a leave of absence or voluntarily withdraw from the program until the impairment is resolved or managed. The Associate Dean for Academic Affairs will consult with the Dean of the School of Social Work. If deemed necessary, the Dean may initiate a Student Status Review with the Committee on Students.

Step 3: If sufficient student progress is not made in the time that was set forth in the Action Plan, the student will be notified in writing by the Director of Student Services. The student may submit a written request to the Director of Student Services for a review of the committee's

recommendation in step two within five (5) academic days from receipt. The Ad Hoc Committee and the student will reconvene to review the student's request. A remediation plan may be implemented if it is likely, based on the information available including the students' progress on the Action Plan, that the impairment can be resolved in a time period that would permit the student to successfully continue his or her academic course sequence. A remediation plan will include a time frame for expected remediation and consequences for not rectifying the inadequacies. The student may bring one support person to the meeting; however, the support person is not an active participant in the progress meeting. Students may not bring an attorney to represent them, and if they do so, the meeting will be cancelled and the student and attorney will be referred to the SUNY Office of General Counsel. The options of voluntary withdrawal or termination from the program will be discussed as options should a remediation plan not be feasible or not be successful. The remediation plan will be written on the *Plan of Action Form* and all pertinent parties will sign the document. This document will be presented to the Associate Dean for Academic Affairs as a recommended course of action for approval. If the Associate Dean for Academic Affairs is not in approval of the recommended course of action, the Associate Dean for Academic Affairs will meet with the Ad Hoc Committee and the student to resolve concerns with the plan. The revised remediation plan will be instituted including a time frame for expected remediation and outline consequences for not rectifying the inadequacies. If the student has successfully resolved the issue or voluntarily withdrawn from the program, then the Impairment Procedure is completed. If a remediation plan has been put in place, then Step 4 is to be followed. If the student does not submit a written request for review of the ad hoc committee's recommendation in step 2 or an agreement on the remediation plan cannot be reached, then the Associate Dean for Academic Affairs will make a determination about the student's status.

Step 4: Within the timeframe specified within the remediation plan, a meeting of the student and the Impairment Committee will be held to review the student's progress in achieving the requirements of the remediation plan. If sufficient student progress is not made in the time that was set forth in the remediation plan, the decision at this time may include recommendation for dismissal from the program. All meeting proceedings will be documented, and all documentation will be signed by the student and the committee members. This documentation will be presented with a recommended course of action to the Associate Dean for Academic Affairs. The decision, including recommendations, will be determined by the Associate Dean for Academic Affairs. A letter detailing the decision made by the Associate Dean will be sent to the student within ten (10) academic days of the Associate Dean's receipt of the Committee's recommendations.

Step 5: The student may appeal the decision of the Associate Dean within ten (10) academic days from the date of receipt of the written notification. Appeals must be submitted in writing to the Dean of the School of Social Work. The Dean will render a decision within twenty (20) academic days of receiving the written appeal.

Step 6: If the student is not satisfied with the decision made by the Dean of the School of Social Work, then the appeals procedures of the Graduate School of the University at Buffalo will be available to the student.

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

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

Ad Hoc Committee on Student Impairment Plan of Action Form

Meeting Date: _____

Student in Attendance: _____

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

Name:	Title:

Reason(s) for meeting:

PLAN OF ACTION

Student will:

Faculty Member/Field Educator will:

Ad Hoc Committee will:

Special Notes:

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

Student Name Date

Faculty Advisor/Field Educator Date

Director of Student Services Date

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

Associate Dean for Academic Affairs Date

Director of MSW Program Date

Student Grievance against a Faculty/Staff Member or a Field 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 unfair, inequitable, or discriminatory treatment by a school of social work faculty/staff member or field 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 unfairly or inequitably treated by reason of any act or condition contrary to established policy or practice governing or affecting graduate students;
- (c) They have been discriminated against on the basis of race, gender, ethnicity, religion, age, disability, or sexual orientation by a school faculty/staff member or field educator.

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

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

Grievance Procedures

In cases where a student believes that they have received unfair, inequitable, or discriminatory treatment as described above, the student may initiate a grievance process by expressing her or his intent to open the process. 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) To initiate the grievance process, students should complete the Grievance Worksheet and submit it to the COS chair and the faculty/staff/field member who is the subject of the potential grievance. Questions about the Grievance Worksheet and/or grievance process can be directed to the School of Social Work Student Services staff and/or faculty advisor.

(2) 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 field educator for the purpose of finding means to resolve the problem at hand. The chair or a member of the committee will also inform the faculty/staff member or field educator in writing of the need to meet with the student. **Regardless of both party's previous attempts to resolve the problem, they are required to meet and discuss possible solutions.** Both the student and the faculty/staff or field educator are expected to make a good faith effort to such ends and to report to the committee chair the outcome of their meeting. In cases where it may not be appropriate for the student to have a meeting with the faculty/staff or field educator alone (e.g., charges of sexual harassment), the chair of the committee, or appointed member, will proceed to step "4".

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

(4) 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 unfair, inequitable, or discriminatory treatment in order to initiate the scheduling of the committee review. The student must send the faculty/staff or field educator a copy of the written request, the report, and supporting materials. The student will also receive the faculty/staff or field educator's written response.

(5) 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 field educator may provide additional information. Both the student and the faculty or staff member may bring one person of their choosing from among the University community to assist, advocate for, and support them. **Students may not bring an attorney to represent them, and if they do so, the grievance meeting will be cancelled and the student and attorney will be referred to the SUNY lawyer.** The chair will appoint a minute taker for the meeting.

(6) After reviewing the concerns of the student, the supporting documents, and the responses of the faculty/staff or field 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.

(7) 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 field educator before the committee stipulating the reason(s) for the delay.

(8) 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 field educator of the outcome.

(9) 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:	Last First Middle
Contact Information:	Street: City: State: Zip: Phone #:
UB e-mail:	
Date:	

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

Grounds for Grievance

In the space provided below, please provide your personal testimony of why you believe you did not receive fair treatment:

List of Supporting Documentation - (Example: Syllabi, e-mail communication, paper, evaluation)



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 advisors 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. **Requests for academic withdrawal can only be approved if submitted within one semester of the event.** 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 the Director of Student Services and approved by the Director of the MSW Program. 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 student). 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 the Director of Student Services or the Student Services Advisor.

Leaves of Absence

Students should initially meet with their faculty advisor when requesting a leave of absence and to complete the [Graduate Student Leave of Absence Petition Form](#). Students should then bring the form to and meet with the Director of Student Services to process the appropriate paperwork. At this meeting a plan of study outlining a course plan when they reenter 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 field experiences, internships, or study abroad programs.

Professional schools, such as the School of Social Work, are still obligated to inform field placement 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 field placement application. This will trigger a meeting with a field education staff member who will advise the student on how best to discuss their situation with prospective field placements.

Students who do have a past felony must understand that they may encounter challenges in securing a field placement, depending on the nature of the charge(s). If students are unable to successfully complete field 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.

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 graduation. 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 Field may require a student to take a leave of absence and/or drop below full-time, and will extend the length of his/her program.

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 field coursework, exceptions to this policy may be imposed. Please refer to the field failure policy in the field 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 (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 field 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 Field and must re-register for and repeat Field when they return to the MSW program. Students who fail Field will receive a “U” grade and must re-register for and repeat Field. All field placements 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 field placements 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 field placement at the School. Field education courses are the ONLY courses graded Satisfactory/Unsatisfactory, with "S" indicating credit and "U" indicating no credit. The "S" grade in field will be awarded only in those instances where a student's letter grade would have been equivalent to "B-" or better. "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 field placement. 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 field educator.

The field educator, using the School's learning contracts and performance evaluations as a guide, evaluates Field performance. Grades are assigned by the faculty liaison based on evaluative information from the field 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 field education courses are pass/fail: "S" (Satisfactory) or "U" (Unsatisfactory). The "S" grade in Field is awarded when a student's letter grade would have been equivalent to a "B-" or better. Students must complete the entire year of Field placement to receive a grade. Please see your field handbook for further details.

Grading 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 must meet with their faculty advisor upon receipt of the academic

probation letter. Secondly, students must meet with the Director of Student Services or the Student Services Advisor to compose an 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 notification of termination from the program; ideally prior to the end of the semester in which the student is on probation. 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 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 not 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 M.S.W. Program or the Associate Dean for Academic Affairs regarding any concerns they may have; in addition, the Director of the M.S.W. 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 2020-2021

Total Credits: 60

FULL-TIME

FALL – Semester I <i>15.5 Credits</i>		
SW 500 Social Welfare Policy & History	3	
SW 505 Theories of Human Behavior & Development	3	
SW 510 Scientific Methods in Social Work	3	
SW 520 Interventions I	3	
SW 550 Field Instruction I	3	
SW 555 Field Seminar	.5	

SPRING – Semester II <i>16.5 Credits</i>		
SW 503 Diversity and Oppression	3	
SW 506 Theories of Organizational Behavior and Dev	3	
SW 514 Evaluation in Social Work	3	
SW 521 Interventions II	3	
SW 551 Field Instruction II	4	
SW 555 Field Seminar	.5	

Human Biology Requirement *Must be completed before beginning advanced year	R	
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Advanced Year *** All foundation courses must be successfully completed prior to enrolling in advanced year courses (excluding electives).

FALL – Semester III <i>13 Credits</i>		
SW 542 Trauma & Human Rights	3	
SW ___ Advanced Interventions**	3	
SW 552 Field Instruction III	4	
Advanced Topic Analysis Choose One:	3	
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 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 and their Families		

SPRING – Semester IV <i>15 Credits</i>		
SW ___ Elective(s)	9	
SW 553 Field Instruction IV	3	
Advanced Topic Analysis Choose One:	3	
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 and their Families		

**** Advanced Interventions**

- SW 522 Case Management Interventions
- SW 523 Social Action for Community Change
- SW 524 Interventions with Children & Adolescents
- SW 525 Interventions in 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

PART-TIME

FALL – Semester I <i>6 Credits</i>		
SW 510 Scientific Methods in Social Work	3	
SW 505 Theories of Human Behavior & Development	3	

SPRING – Semester II <i>6 Credits</i>		
SW 514 Evaluation in Social Work	3	
SW 500 Social Welfare Policy & History	3	

SUMMER – Semester III <i>9 Credits</i>		
SW 506 Theories of Organizational Behavior and Dev	3	
SW 503 Diversity and Oppression	3	
SW ___ Elective	3	

FALL – Semester IV <i>6.5 Credits</i>		
SW 520 Interventions I	3	
SW 550 Field Instruction I	3	
SW 555 Field Seminar	.5	

SPRING – Semester V <i>7.5 Credits</i>		
SW 521 Interventions II	3	
SW 551 Field Instruction II	4	
SW 555 Field Seminar	.5	

Human Biology Requirement *Must be completed before beginning advanced year	R	
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Advanced Year*** All foundation courses must be successfully completed prior to enrolling in advanced year courses (excluding electives).

SUMMER – Semester VI <i>6 Credits</i>		
SW ___ Advanced Interventions**	3	
SW ___ Elective(s)	3	

FALL – Semester VII <i>6 Credits</i>		
SW 542 Trauma & Human Rights	3	
Advanced Topic Analysis Choose One:	3	
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 and their Families		

SPRING – Semester VIII <i>7 Credits</i>		
SW 552 Field Instruction III	4	
Advanced Topic Analysis Choose One:	3	
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 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 and their Families		

SUMMER – Semester IX <i>6 Credits</i>		
SW 553 Field Instruction IV	3	
SW ___ Elective	3	

Advanced Standing MSW Programs 2020 - 2021

Total Credits: 35

FULL-TIME

SUMMER – Semester I <i>6 Credits</i>		
SW 540 Advanced Standing Seminar	3	
SW 541 Advanced Standing Research	3	

Human Biology Requirement *Must be completed before beginning advanced year	R	
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Advanced Year *** SW 540 & SW 541 courses must be successfully completed prior to enrolling in advanced year courses (excluding electives).

FALL – Semester II <i>13.5 Credits</i>		
SW 542 Trauma & Human Rights	3	
SW ___ Advanced Interventions**	3	
SW 552 Field Instruction III	4	
SW 555 Field Seminar	.5	
Advanced Topic Analysis Choose One:	3	
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 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 and their Families		

SPRING – Semester IV <i>16.5 Credits</i>		
SW 543 Professional Development Seminar	1	
SW ___ Elective(s)	9	
SW 553 Field Instruction IV	3	
SW 555 Field Seminar	.5	
Advanced Topic Analysis Choose One:	3	
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 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 and their Families		

Advanced Interventions Advanced Intervent

- SW 522 Case Management Interventions
- SW 523 Social Action for Community Change
- SW 524 Interventions with Children & Adolescents
- SW 525 Interventions in Intimate Relationships
- SW 526 Interventions with Families
- SW 527 Interventions with Groups
- SW 528 Interventions with Adults
- SW 530 Interventions with Organizations

PART-TIME

SPRING – Semester I <i>6 Credits</i>		
SW 540 Advanced Standing Seminar	3	
SW 541 Advanced Standing Research	3	

Human Biology Requirement *Must be completed before beginning advanced year	R	
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Advanced Year *** SW 540 & SW 541 courses must be successfully completed prior to enrolling in advanced year courses (excluding electives).

SUMMER – Semester II <i>9 Credits</i>		
SW ___ Advanced Interventions**	3	
SW ___ Elective(s)	3	
SW ___ Elective	3	

FALL – Semester III <i>6 Credits</i>		
SW 542 Trauma & Human Rights	3	
Advanced Topic Analysis Choose One:	3	
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 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 and their Families		

Spring – Semester IV <i>7.5 Credits</i>		
SW 552 Field Instruction III	4	
SW 555 Field Seminar	.5	
Advanced Topic Analysis Choose One:	3	
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 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 and their Families		

SUMMER – Semester V <i>7.5 Credits</i>		
SW 543 Professional Development Seminar	1	
SW 553 Field Instruction IV	3	
SW 555 Field Seminar	.5	
SW ___ Elective	3	

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 1st, 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 field placement 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 five sequences: Policy and Diversity (SW500, SW503); Human Behavior in the Social Environment (SW505, SW506); Research (SW510, SW514), Interventions (SW520, SW521), and Field Education (SW 550, SW551). The advanced curriculum is composed of a menu of required courses and advanced interventions.

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

Sequence Chairs

The Dean designates sequence chairs. They report to the director of the MSW program. The purpose of these roles is to ensure quality and consistency within the MSW curriculum. Their responsibilities include consulting with full and part-time faculty, and doctoral teaching assistants, on their teaching within a sequence; and facilitating coordination and development of course content across the multiple sections of the same course and multiple courses in a sequence.

Foundation Curriculum

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

Foundation Course Descriptions

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

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

SW 503 Diversity and Oppression (3 crs.)

The purpose of this course is to provide students with an opportunity to examine issues of diversity and human rights in social work practice with individuals, families, groups, and social systems. The effects of social locations (e.g., race, class, gender, gender expression, ethnicity, age, sexual orientation, religion, physical or mental disability and national origin) are examined as they relate to interpersonal, intergroup, and structural inequalities. Central to this course will be an examination of the beliefs and values that individuals bring to expectations of self and others as they interact within the context of social locations. The concerns that emerge in multicultural environments are explored to encourage students to understand the historical, political, and sociological realities of perceived and genuine differences, including variations in exposure to and consequences of trauma based on differences in power and privilege. Exposure to content regarding the impact of ethnocentrism, bias, prejudice, discrimination, and human rights violations will be a central aspect of student learning. The contribution of this course to the overall core foundation/advanced curricula will be addressed.

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 classic and current theories of organizational behavior, development and change, the location of organizations within institutions and systems-of-care and how they are impacted by community and societal structures. These theories are assessed for their congruence with the themes of trauma-informed systems of service delivery and the promotion of human rights. A particular focus of this examination is the social, economic, political, and psychological impact that organizations and institutions have on communities and the social relations of families, groups, and individuals. In addition, the course will identify the organizational elements of specific systems of care and how they influence service delivery. Finally, the impact of each theory on current social work practice will be represented. The contribution of this course to the overall core foundation/advanced curricula will be addressed.

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

This course is a general introduction to the theory and practice of social research and particularly to the application of the scientific method to social work practice. This course as designed has a two-fold focus: 1) to give students a working knowledge of issues and techniques of measurement in empirical research, and 2) to acquaint them with commonly used research designs and their underlying logical rationales. The initial emphasis of the course will be predominantly academic and didactic, but it will gradually move into critiquing applications to research problems and issues pertinent to the social work profession. It is anticipated that, at the end of the course, students will be able to make critical evaluations of a study's research design and the validity of the data analysis(es) performed in it. This broad-based objective will be achieved by acquainting the student with the basic constructs and language of scientific research, with the taxonomy of research designs available, with the types of studies generally used in applied social research and with the basic forms of data analysis. The contribution of this course to the overall core foundation and advanced year curricula will be addressed.

SW 514 Evaluation in Social Work (3 crs.)

Professional social workers continually evaluate their own practices as well as the programs in

which they work. Students will learn how to evaluate their practice while being sensitive to the issues presented by culturally diverse populations, those at risk and other vulnerable groups. Students will be able to broaden the empirical knowledge base of the profession and target programs for efficiency, effectiveness and humane and ethical standards. In acquiring the tools to evaluate programs and practice, students will have opportunities to learn how to: (1) apply research methods to conceptualize and measure problems, targets and goals; (2) implement research design and the methods of evaluation; and (3) conduct basic forms of data analyses and interpret the results; and (4) report findings. The contribution of this course to the overall core foundation/advanced curricula will be addressed.

Prerequisites: SW510, Scientific Methods in Social Work at a B- or better.

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

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

1. An on-site supervised field placement 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 Field Education Placement.

A minimum of 434 clock hours (420 on-site hours) is required to complete Field I and II (171 clock hours for Field I, and 263 clock 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 field placements 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 field placement 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 field-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)

Advanced Year Curriculum

The University at Buffalo School of Social Work prepares students for advanced practice with focused, advanced course-work and field-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 field 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.)

This course examines theories and methods of policy development and analyses with a specific focus on social policies that affect socially and economically disadvantaged populations. Emphasis is placed on both qualitative and quantitative analysis approaches in order to equip students with knowledge and techniques essential to policy development and analysis and to enable them to be critical consumers of it. In addition to policy analysis and evaluation tools, this course stresses the political aspects of policy-making and helps students to practice policy analysis from the perspectives of disadvantaged populations. Utilizing a trauma-informed and human rights perspective, students seek to improve the lives of people by developing social policies and programs based on scientific analysis and evaluations.

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.)

As agents of change it is crucial that social workers are able to enter a community or organization and identify how individual actors both influence and are influenced by the environment in which they operate in order to sustain a desired change. This course examines the theories, research and interventions that social workers utilize in community practice. Community practitioners define the scope of their practice in the context of social justice within organizations, neighborhoods and communities applying social values and the concepts of welfare economics in the selection of culturally sensitive strategies and appropriate interventions. Utilizing a trauma informed and human rights perspective they seek to improve

the lives of people through purposeful change in their communities. The context of their practice includes but is not limited to housing, safety, environment (e.g., water, sewage and air), education and employment.

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 Field Placements

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 clock hours are required to complete Field III & IV including 240 hours in the first semester and 240 hours in the second semester. Field III & IV are completed as the Advanced Year Field Placement. Both semesters must be successfully completed consecutively in order to get credit for the Advanced Year Field Placement.

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 530 Interventions with Organizations (3 crs.)

In this course, students will develop skills that enhance their effectiveness as a participant, change agent, or consultant to organizations that provide a range of services including services to people who have experienced trauma and human rights violations. Such practical expertise is necessary given that organizations are under increasing pressure to provide effective services efficiently. This often translates into doing more for more people with less. Social workers are positioned to improve the functioning of organizations and thereby practice by fostering the continual development of the agencies in which they operate. This course examines the dynamic nature of organizational change and development and provides content on interventions that are effective in facilitating development that can be sustained within organizations in order to meet these increased demands. Students will learn about their behavior and the behavior of others in organizational settings, including how these behaviors may be influenced by the diverse and intersecting social locations of participants.

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 543 Professional Development Seminar (1 crs.)

Building on previous course content, this course examines the concepts of resiliency and self-monitoring in the evaluation of strategies that are effective for renewing and sustaining interest in the profession. The opportunities and challenges of post-graduate social work practice and the importance of support from mentors and colleagues are explored. Students will identify how their own learning style informs the development of their professional identity. In particular they will focus on how their practice, professional identity and commitment to the profession can be sustained through life-long learning, use of supervision and self-care.

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 field placements 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 field 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.)

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

SW 582 Multicultural Issues in Social Work (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 586 Responding to Refugees/Immigrants (3 crs.)

Refugees and immigrants are increasingly recognized as populations with issues and concerns of relevance to social workers. This course will cover the distinctions among immigrants, refugees, and newcomers with other immigration statuses, including their differential access to social services. A human rights framework will be utilized to examine international migration issues. The course will examine different reasons for migration (economic reasons, wars, persecution, etc.) as well as the societal context that welcomes or rejects different types of migrants. Policies related to immigration and the value foundation of these policies will be discussed. Additionally, the course will review policies and services related to resettlement in the United States, direct practice concerns, and experiences with and sequelae related to trauma. Many refugees are currently being resettled in Buffalo thus the course will examine locally relevant content as well as look at global issues.

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 588 SW Practice with Lesbian/Gay/Bisexual/Transgender Populations (3 crs.)

This advanced practice course focuses on developing the theoretical and empirical knowledge and practice skills necessary for effective, evidence-based social work practice with gay, lesbian, bisexual and transgender (GLBT) persons and their families. The course will cover five major domains of social work practice with GLBT persons: (a) the theoretical and empirical knowledge relevant to understanding the experiences of GLBT persons across the life span; (b) the assessment of the unique psychosocial concerns and issues presented by GLBT clients and their families-of-choice and families-of-origin, with particular attention to issues of race/ethnicity, culture, age, disability, religion, class, and physical or mental disability as they impact on sexual minority populations; (c) the identification and implementation of empirically-validated, capacity-building interventions with GLBT individuals, couples, and families; (d) the social work values, ethics and social justice concerns involved in working with GLBT persons and their families; and (e) intervention strategies for building inclusive agencies, organizations, and institutions. Students will actively examine their own values and attitudes towards gender, gender identity, gender expression, and sexual orientation, and their professional use of self in their practice with GLBT populations.

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 Public School Social Work (3 crs.)

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

unique role that the school social worker has and how it impacts the lives of children, families, school staff, and communities.

SW 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

The purpose of this course is to examine critical global social issues, policies and social welfare institutions in different regions the world with special attention to human rights and the process of globalization and its effect on social welfare and human need. Specific topics covered include women in developing countries, child welfare and child labor, migration and refugees and the impact of HIV in the developing world. The role of international organizations, such as the World Bank, the International Monetary Fund (IMF), the United Nations (UN), and nongovernmental organizations (NGOs) in shaping international welfare policy and services is also explored. The underlying premise and values within the course is the need to strengthen and enhance social welfare systems in the face of globalization, to recognize social work as a global profession, to associate human rights with social welfare and social work practice and to recognize value conflicts that influence global and international social interventions.

SW 716 Professional Writing and Documentation for SW Practice (2 cr.)

This course assists students in recognizing the difference between academic writing and postgraduate writing in professional social work practice, and in mastering skills needed in a variety of current and post-graduate social work micro and macro settings (e.g., clinical work, research, program evaluation, grant writing, and administration). Strong writing skills with the ability to adapt writing to different tasks and audiences is critical for social work competency and career advancement. In this course, students will also review written work (HIPAA de-identified) from their field placements, as well as papers from coursework for logic and organization; paragraph development; transitional statements; active voice; emotional tone/word choice; and matching writing style to the task such as case notes, professional emails, funding proposals, literature reviews, and client or service provider letters.

SW 717 Human Sexuality for Social Workers (3 cr.) (Online)

This course will focus on integrating human sexuality issues into social work practice. Students will examine current theories, research and evidence based practice(s) in addressing human sexuality issues across the lifespan. The course will explore the historical, political, and cultural contexts of human sexuality, incorporating a trauma-informed and human rights perspective on sexuality. This course is designed to provide students with greater awareness of the diversity in sexual values, attitudes, and behavioral expressions found among client systems, and increased knowledge and skills in assessing and intervening with issues related to human sexuality that may present in social work practice.

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 field placement 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 (2 cr.)

In this class, students will learn and practice restorative justice skills, particularly skills in conducting restorative justice circles in schools and other community settings. Students will identify restorative justice techniques, learn implementation guidelines, and understand how and why the process works. We will explore using proactive circles to create positive communities and reactive circles to manage behavior and engage people in their issues. 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 (2 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 800 - 997 Special Topic Electives

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

SW 998 Social Sector Innovations

We live in a time of rapid change. The structure of social, economic and environmental components of the life of a human being are undergoing rapid changes. Change is also evident in policies, purposes and functions of public and private institutions. Population changes in the world magnify these complex societal problems. For addressing such complex social problems and dealing/coping with the impact of drastic changes in a sustainable manner, traditional responses/interventions/ programs/policies/solutions may not always be effective and sufficient. Hence, as graduates of professional programs, we need to create solutions that are innovative and sustainable— with a focus on triple bottom line where people, profit and planet benefit. Much of innovation comes at the intersection of disciplines, of sectors and from blending ideas originating from multiple sources.

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 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 field placements, in our school, in the university, and in the broader community and societal context.

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 listen, 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 field 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 field 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 field 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 field practicum hours and demonstrate positive progress in the required social work competencies. The [2015 Educational Policy and Accreditation Standards](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx), can be accessed at https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx in the field 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 field agency technology to fulfill the work duties at their field placement 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 University at Buffalo and School of Social Work 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 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, please contact UB School of Social Work Student Services if you are having difficulty in meeting the standards while enrolled in the program.

Field Education

In order for MSW students to receive high quality education, the School, the field placement agency, the field 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 field placement 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 field educator, and the clients.
3. To take the initiative to seek advice and consultation from the agency field educator and/or faculty liaison.
4. To develop a learning contract, jointly with the field 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 field practicum using the opportunities at the field site to integrate theory and practice, increasing their level of knowledge and self-awareness. To share course syllabi with the field educator.
6. To communicate educational needs and interests to the field educator and to notify the faculty liaison if they are not receiving an hour per week of supervision.
7. To discuss with the field educator and/or faculty liaison areas of concern or confusion about the field learning experience.
8. To attend and be prepared for scheduled supervisory meetings with the field educator.
9. To notify the field educator of any necessary absences from field as is expected in professional employment.
10. To maintain a timesheet that documents attendance at field placement.
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 field educator by reviewing, signing, and follow up on delivery of the evaluation forms.

Field Applications

Field Placement Application Forms

Please consult the [Sonia Field Education System](#) for access to the necessary field placement forms.

Declaration of Intent to begin Field Education

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

Further information on Field Practicum can be found in the Field Manual in the Sonia Field 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?

Before they graduate, all MSW students are expected and encouraged to participate in one Fall and one Spring IP Forum, along with completing IPCP modules (Courses on UBLearn). This expectation is embedded in the field education (i.e., task to be completed) and students may earn up to 6 field hours (refer to the section, “How can we earn field hours for participating in IP Forums?”). All students – except those in full-time advanced standing programs – will have at least two chances to register for and participate in both fall and spring forums. If you are in the advanced standing program (either FT or PT), you will have one chance to participate in each Forum.

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 2015 CSWE EPAS and are expected to be included in the 2022 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 session. There will be multiple session times available from which you can choose. Refer to the “Sounds great! How do I sign up?” section on this FAQ page for more information.

Sounds great! 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.

What if I miss either the Fall, Spring, or both IP Forums? Will I still be able to graduate?

You still can graduate on time without completing the IP Forum participation expectation at this time. However, you will not be able to earn Digital Badge 1: Interprofessional Collaborative Practice – Foundations. Having this digital badge in your resume indicates your proficiency to practice in settings that require interprofessional collaboration, which is almost all social work settings.

How can we earn field hours for participating in the IP Forum?

You will need to discuss this with your field educator at the beginning of the academic year as you complete the learning contract for your field placement. Each forum participation can count for up to 6 hours of field. Reviewing learning objectives and activities for Digital Badge 1 (IPCP Foundations) may be useful to understand how this requirement can be incorporated into your field learning contract.

Who should I contact for more information?

Please contact MSW Program Director, Dr. Isok Kim at isokkim@buffalo.edu with any questions related to IP Forum and its expectations.

Student Services

Resources

Academic Tutoring

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

Research Tutor

Erin Bascug, a UBSSW Ph.D. student, is available as a Research Tutor to MSW students to support your academic success in SW 510 Scientific Methods, SW 514 Evaluation in Social Work, and SW 541 Advanced Standing Research. Erin is available to assist students individually and in small groups either in-person or virtually.

To set up a research tutoring time, please contact Erin Bascug at erinbasc@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 to schedule an appointment with a graduate level writing tutor.

Accessibility Resources

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

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

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, field educators, field 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](#). 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 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.

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 or drop the form off at the Student Response Center in 232 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 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

Website: <http://gsa.buffalo.edu/socialwork/>

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 field placements and/or classes. The decision is up to the field 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

Theme for 2018: SDGs, Climate Change and Social Work Practice

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.

These events are coordinated by Patricia Shelly, the Director of Community Relations and Expansion. Contact her at pashelly@buffalo.edu.

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

Campus Safety/University Police <i>Emergencies & Service</i>	Bissell Hall	645-2227
Career Services	259 Capen Hall	645-2231
Dentistry Clinics	Squire Hall Main Street Campus	<i>Patient Information: 829-2821</i> <i>Screening Appointments: 829-2821</i>
Office of Financial Aid	Porter Hall #2, Room 115	645-8232
Accessibility Resources	60 Capen Hall	645-2608 TTY:645-2616
Students' Advocate Program	520 Capen Hall	645-2982
Graduate Student Association	310 Student Union	645-2960 Fax: 645-7333
Student Housing	106 Red Jacket Quad, Ellicott Complex	645-2171 Toll free: (866) 285-8806
Office of the Registrar	1 Capen Hall	645-5698
Student Conduct & Advocacy	9 Norton Hall	645-6154
University Counseling Services	120 Richmond Quad	645-2720
University Health Services	Michael Hall	829-3316
University Libraries	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.

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.

Laina Y. Bay-Cheng - Professor, Associate Dean for Faculty Development. B.A., Wellesley College; M.S.W., M.A., and Ph.D., University of Michigan. **Research interests:** Adolescent Sexuality, Gender, Youth Empowerment

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, Undergraduate Studies Coordinator. B.A., M.S.W., State University of New York at Buffalo and 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, Buffalo, NY, 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.

Diane E. Elze - Associate Dean for Academic Affairs, Associate Professor. B.S., University of Maine, M.S.S.A., MSASS, Case Western Reserve University, Cleveland, OH, and Ph.D., George Warren Brown School of Social Work, Washington University in St. Louis, St.

Louis, MO. **Research interests:** Adolescent Health, Adolescent Mental Health, HIV Prevention Interventions and Adolescents, LGBT.

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, Ithaca, New York, M.S.S.A., Mandel School of Applied Social Sciences, Case Western Reserve University, Cleveland, Ohio, and Ph.D., University of Albany, State University of New York. **Research interests:** Health Access and Outcomes, Health Disparities.

Isok Kim - Associate Professor, MSW Program Director. 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.

Wooksoo Kim - Associate 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.

Laura A. Lewis - Clinical Associate Professor; Assistant Dean for Global Partnerships. **Research Interests:** Community-university partnerships; social work field education; technology in social work practice; adolescent mental health.

Patricia Logan-Greene - Associate Professor. 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 Assistant Professor - Field Education. B.A. SUNY Geneseo, M.S.W. University at Buffalo. **Research Interests:** Field education, social work services in schools, data and technology in social work.

Kathryn McClain-Meeder - Clinical Assistant Professor, Field Education. B.S.W. Gordon College, M.S.W. University at Buffalo. **Research Interests:** field education; trauma and trauma-informed practice; refugees and immigrants; veterans

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.

Yunju Nam - Associate Professor. B.A. Seoul National University, M.S.W. University of Pennsylvania, Philadelphia, M.A. University of Michigan, Ann Arbor., 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.

Maria Y. Rodriguez - Assistant Professor. B.A., M.S.W., University of Pennsylvania; Ph.D., University of Washington - Seattle. **Research interests:** Applied demography, computational social science, social policy.

Melanie Sage - Assistant Professor, B.S.W. University of North Carolina Pembroke, M.S.W. East Carolina University, Ph.D., Portland State University. **Research interests:** Child welfare culture; Indian Child Welfare Act; social work technology; family-centered child welfare practice; technology in social work; distance education.

Todd Sage - Clinical Assistant Professor. B.S.W. California State University San Bernardino, 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; Dean Emerita. 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, and 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 - Assistant 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 - Assistant 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 - Assistant 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 Field 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; field education

Paul R. Stasiewicz - Professor. 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.

Deborah P. Waldrop - Professor. B.A., Pennsylvania State University; M.S.W., Syracuse University; Ph.D., Oklahoma State University. **Research interests:** Bereavement Outcomes, End-of-Life Decision Making, Gerontology.

Hilary N. Weaver - Associate Dean for Diversity, Equity and Inclusion, Professor,. B.A., Antioch College; M.S., D.S.W., Columbia University. **Research interests:** Indigenous Populations, Multicultural Social Work, Refugees.

Administration

Keith Alford – Dean

Richard Amantia – Director of Technology Services & Network Administrator

Louanne Bakk – DSW Program Director

Laina Bey-Cheng – Associate Dean for Faculty Development

Anna Cerrato – Assistant to the Dean

Filomena Critelli – Undergraduate Studies Coordinator

Catherine Dulmus – Associate Dean for Research and Research Center Director

Diane Elze – Associate Dean for Academic Affairs

Kathleen Heim – Director, Office of Continuing Education

Maureen Hammett – Vice Dean/Chief of Staff

Joshua Hine – Director of Student Services

Kathryn Kendall – Sr. Assistant Dean for Enrollment Management and Online Programs

Isok Kim – Director, MSW Program

Denise Krause – Associate Dean for Community Engagement and Alumni Relations

Laura Lewis – Assistant Dean for Global Partnerships

Lauren McGowan – Director of Admissions & Recruitment

Irene F. Mucci – Associate Dean for Resource Management

Shaanta Murshid – Interim Associate Dean for Diversity, Equity and Inclusion

Annette Semanchin Jones – PhD Program Director

Patricia A. Shelly – Director of Community Engagement and Expansion

Katie Stalker – Director of Field Education

Leah Walsh – Director of Academic Processes & Data Operations

Hilary Weaver – Associate Dean for Diversity, Equity and Inclusion

Staff

Ashley Allen – Academic Processes Coordinator

Richard Amantia – Director of Technology Services & Network Administrator

Rachel Blane – Staff Assistant, Resource Management

Maria Carey - Admissions Processor

Anna Cerrato – Assistant to the Dean

Darleen Ford – Main Office Coordinator

Kathryn Griswold – Administrative Field Coordinator

Maureen Hammett – Vice Dean/Chief of Staff

Kathleen Heim – Director, Office of Continuing Education

Deborah Hill - Client Support Specialist

Joshua Hine – Director of Student Services

Kathryn Kendall – Sr. Assistant Dean for Enrollment Management and Online Programs

Trisha Mahar – Training Coordinator, Office of Continuing Education

Lauren McGowan – Director of Admissions & Recruitment

Melissa Miller – Grants Administrator, Research Center

Amy Monin – Center Manger; Research Administrator Research Center

Irene Mucci – Associate Dean for Resource Management

Denise Panza – Office Manager, Research Center

Meghan Phipps – Senior Staff Assistant, Resource Management

Marjorie Quartley – Assistant Director of Field Education

Patricia Shelly – Director of Community Engagement and Expansion

Steve J. Sturman - Instructional Support Specialist

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

Leah Walsh – Director of Academic Processes & Data Operations

Sarah J. Watson – Associate Director of Communications

Trevor Wilson – Client Support Specialist

Yue Wu – Fiscal Coordinator, Office of Continuing Education

General Information

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 6th 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). It is essential for you to enable your account, learn to use it, and maintain its functionality at all times. During orientation, the School provides training in how to enable access to and maintain your account. Information about central email and maintenance can be found [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.