



MASTER OF SOCIAL WORK

Student Handbook

2019 - 2020

September 2019

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 2019

Dates	Event
Monday, August 26	Classes begin
Monday, September 2	Labor Day Observed
Wednesday, November 27 – Saturday, November 30	Fall Recess
Monday, December 2	Classes Resume
Friday, December 6	Last Day of Classes
Saturday, December 7 – Sunday, December 8	Reading Days
Monday, December 9 – Monday, December 16	Semester Final Examinations
Tuesday, December 17	Winter Recess Begins

Winter Session 2019

Dates	Event
Thursday, January 6	Classes Begin
Monday, January 20	Martin Luther King, Jr. Day Observed
Wednesday, January 24	Last Day of Classes

Spring Session 2020

Dates	Event
Monday, January 27	Classes begin
Monday, March 16 – Saturday, March 21	Spring Recess
Monday, March 23	Classes Resume
Friday, May 8	Last Day of Classes
Saturday, May 9 – Sunday, May 10	Reading Days
Monday, May 11 – Saturday, May 16	Semester Final Examinations
Friday, May 15 – Sunday, May 17	Commencement Weekend

Summer Sessions 2020

Start and End Dates	Session
Tuesday, May 26 – Friday, July 3* (6 weeks)	Summer Session I (J)
Monday, June 22 – Friday, July 31** (6 weeks)	Summer Session II (K)
Monday, July 6 – Friday, August 14** (6 weeks)	Summer Session III (M)
Tuesday, May 26 – Friday, July 24* ** (9 weeks)	9 Week Sessions (L)
Tuesday, May 26 – Friday, July 31 * ** (10 weeks)	10 Week Sessions (A)
Tuesday, May 26 – Friday, August 14 * ** (12 weeks)	12 Week Sessions (I)
Dates Vary	Session X (Non-Standard)

* May 27th – Memorial Day holiday observed

** 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, he or she 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, he or she will consider it in the context of the student's other endeavors as well as the student's classroom and field environments.

Students 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.

Social Impact Fellows Program

The Social Impact Fellows (SIF) program is a unique summer fellowship open to advanced year MSW students (those students who will be entering their advanced year of the MSW program in the fall immediately following their participation in the SIF program).

The Fellowship is an eight-week summer program, during which student teams – comprised of one MSW student and one MBA student – work collaboratively to explore and implement innovative solutions in local organizations working to address a variety of social issues troubling our region. Each student team will be matched to a local organization for the duration of the fellowship period (note that organizations are selected through a competitive application process).

Students completing the program will receive credit for a 3-credit elective. Tuition and fees for the affiliated course are paid for on behalf of the SIF students. Fellows also receive a modest stipend. Note that completing the SIF program *will not* satisfy any field education requirements for the MSW program.

Interested students may contact Thomas Ulbrich, Assistant Dean for Entrepreneurship and Social Innovation Initiatives, at tulbrich@buffalo.edu.

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 Assistant

Dean for Student & Academic Affairs 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 Assistant Dean for Student & Academic Affairs.
- 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 Assistant Dean for Student & Academic Affairs and the Director of the MSW Program. The student will be notified by the Assistant Dean for Student & Academic Affairs regarding the decision to accept transfer credits towards the degree. Students requesting acceptance of transfer credits must complete a [Transfer-Credit Form](#) and submit it to the Assistant Dean for Student & Academic Affairs with a copy of the appropriate syllabus. The School of Social Work does not grant social work course credit for life experience or previous work experience.

Students who transfer into the Advanced Year Curriculum from an accredited MSW program must demonstrate that the program from which they transferred links the equivalent of Interventions I (SW520) and Interventions II (SW 521) with a 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 Assistant Dean for Student & Academic Affairs 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 M.S.W. 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 Assistant Dean for Student & Academic Affairs of those students whose status requires a review. The COS makes findings and develops recommendations, which are then communicated to the Dean. The COS also oversees student awards and special prizes.

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

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

Class Attendance

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

Attendance on Religious Holy Days

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

In the event that a student absence situation cannot be resolved between the student and the

class instructor, or either party is aggrieved by the process, appeal shall proceed to the Office of Equity, Diversity and Inclusion (EDI).

Ethical Standards of Behavior

The University at Buffalo School of Social Work (UBSSW) expects that all students will model behaviors as described within the NASW Code of Ethics while representing the program and institution (this includes coursework, field placement, and events/conferences) and follow University Student Code of Conduct. Students will need to familiarize themselves with these by downloading them at the [NASW Website](#) and the [University Student Code of Conduct](#).

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. Students are expected to follow the NASW Code of Ethics and University standards of behavior at all times, 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.

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 3 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 certified 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

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 UB IT 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. **Warning.** Provide written notice to the student that he/she has violated a university academic integrity standard and that the repetition of the wrongful conduct may be cause for more severe sanctions.

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.

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 he or she 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 department chair, School/College dean's office, 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 he or she is 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 department chair, the Academic Integrity Office, and the school/college 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.

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 Assistant Dean for Student & Academic Affairs. Students should take appropriate action by seeking professional help, taking a voluntary leave of absence from the School, making voluntary adjustments in workload, or taking any other steps necessary to protect clients. Students who do not take remediative action or whose remediative action does not result in improvement may be referred to the Ad Hoc Committee on Student Impairment.

Returning to school after a medical event

Students who are granted an academic withdrawal due to medical issues will need to provide the School of Social Work documentation from their medical provider indicating that they are fit to return to graduate school and are able to meet the minimum educational competencies associated with academic and 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, Pfof, 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 Assistant Dean for Student & Academic Affairs and the student within 5 academic days of the meeting. The Assistant Dean for Student & Academic Affairs 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 Assistant Dean for Student & Academic Affairs. The Assistant Dean for Student & Academic Affairs will meet with the potentially impaired student to discuss the matter and will provide them with a copy of the Impairment Policy. The Assistant Dean for Student & Academic Affairs will consult with the Associate Dean for Academic Affairs and the Director of the MSW Program. The Assistant Dean for Student & Academic Affairs 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 Assistant Dean for Student and Academic Affairs, 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 Assistant Dean for Student & Academic Affairs, the Ad Hoc Committee will have a formal meeting with the student to discuss the impairment and possible resolutions. The Assistant Dean for Student & Academic Affairs 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 Assistant Dean for Student & Academic Affairs 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 Assistant Dean for Student & Academic Affairs. The student may submit a written request to the Assistant Dean for Student & Academic Affairs 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

 Assistant Dean for Student & Academic Affairs 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 he/she has not received fair treatment because of unfair, inequitable, or discriminatory treatment by a school of social work faculty/staff member or field educator. Reviews are to be conducted in confidence and without publicity, and all members of the School will be expected to cooperate with the Committee on Students as it seeks information. The committee will have the prerogative to determine if it chooses to refer such claims or grievances to other bodies within the University for review. All persons involved in the process will be expected to adhere to strict rules of confidentiality.

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

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

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

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

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

Grievance Procedures

In cases where a student believes that she or he has received unfair, inequitable, or discriminatory treatment as described above, the student may initiate a grievance process by expressing her or his intent to open the process. 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 she or he needs 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 she or he wants to proceed to a full committee review with the Committee on Students, she or he 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 certified 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.

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, he/she 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 [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 Assistant Dean for Student & Academic Affairs 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 Assistant Dean of Student & Academic Affairs 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 Assistant Dean for Student & Academic Affairs to process the appropriate paperwork. At this meeting a plan of study outlining a course plan when he/she reenters 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, he/she 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 found in the [My Field Education Portal](#).

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). 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 Assistant Dean for Student & Academic Affairs 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, he or she 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. This form must be submitted to the Associate Dean for Academic Affairs and can be found [here](#).
- 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" or "S" 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
MSW PROGRAMS 2019-2020

Traditional
 Total Credits: 60

FULL-TIME

FALL – Semester I		15 Credits
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	

SPRING – Semester II		16 Credits
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	

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		13 Credits
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		16 Credits
SW 543 Professional Development Seminar	1	
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 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		6 Credits
SW 510 Scientific Methods in Social Work	3	
SW 505 Theories of Human Behavior & Development	3	

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

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

FALL – Semester IV		6 Credits
SW 520 Interventions I	3	
SW 550 Field Instruction I	3	

SPRING – Semester V		7 Credits
SW 521 Interventions II	3	
SW 551 Field Instruction II	4	

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		6 Credits
SW ___ Advanced Interventions**	3	
SW ___ Elective(s)	3	

FALL – Semester VII		6 Credits
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 VIII		7 Credits
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		7 Credits
SW 543 Professional Development Seminar	1	
SW 553 Field Instruction IV	3	
SW ___ Elective	3	


University at Buffalo
School of Social Work
MSW PROGRAMS 2019-2020

Advanced Standing

Total Credits: 35

FULL-TIME

SUMMER – Semester I		6 Credits
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		13 Credits
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		16 Credits
SW 543 Professional Development Seminar	1	
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 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

PART-TIME

SPRING – Semester I		6 Credits
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		9 Credits
SW ____ Advanced Interventions**	3	
SW ____ Elective(s)	3	
SW ____ Elective	3	

FALL – Semester III		6 Credits
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		7 Credits
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 V		7 Credits
SW 543 Professional Development Seminar	1	
SW 553 Field Instruction IV	3	
SW ____ Elective	3	

- 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

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 alleviating poverty and achieving other specified social goals. Students will be introduced to content on the impact of globalization on the American social welfare system and how the U.S. social welfare system compares with the systems in other countries. The contribution of this course to the overall core foundation/Advanced Year curricula will be addressed.

SW 503 Diversity and Oppression (3 crs.)

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

influence access to and utilization of social systems and agency services. The contribution of this course to the overall core foundation/Advanced year 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.

(Receiving a grade lower than a B- in this course will prevent students from continuing in their Foundation field placement. See the description of SW 550-551 for details.)

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

This course will focus on the theories and empirical knowledge of organizational behavior, development and the change exemplified by theories of bureaucracy, conflict theory, human relations theory and decision making theory.

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.

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. *Prerequisite:* SW 510 Scientific Methods in Social Work

SW 520 Interventions I (3 crs.)

Interventions I introduces students to professional social work practice that is evidence-based, trauma-informed, and incorporates a human rights perspective. The course focuses on: (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:* SW 550. ***(Receiving a grade lower than a "B-" in this course will prevent students from continuing in their Foundation field placement. See the description of SW 550-551 for details.)***

SW 521 Interventions II (3 crs.)

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. *Co-requisite:* SW 551. *Prerequisite:* SW 520

SW 540 Advanced Standing Seminar (3 crs.)

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

SW 541 Advanced Standing Research (3 crs.)

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

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

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.

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.

Advanced Topic Analysis

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

This advanced year special topics course provides an overview of the problem of substance abuse and dependence and an introduction to intervention in these problems. The course content will cover theory and research related to etiology of substance abuse and dependence, basic pharmacology of alcohol and other drugs of abuse, substance abuse and dependence in diverse populations, an overview of the recovery process, relapse, the impact of substance abuse, dependence and recovery on family systems, domestic violence, and an introduction to treatment process and service systems.

SW 561 Dual Disorders (3 crs.)

This course covers interviewing, assessment, and interventions with people who have coexisting psychiatric and substance abuse disorders, with a special emphasis on practice with addicted survivors of trauma. This course is included because of the high rates of mental disorders among people with alcohol or drug problems.

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

This course will examine the development and analysis of specific policies that impact rural and urban centers with high concentrations of poverty. Emphasis will be placed on the interaction effects of federal policies regarding crime, education, employment and housing, and federal and state income maintenance programs for the poor. This course will build on the student's knowledge of policy, its implementation through public programs and its implications for social

work practice. The strengths and weaknesses of various approaches to policy development and analysis will be discussed in order to foster an understanding of the research techniques used to analyze policies and their impact on communities and individual behavior and well-being. Students will apply the basic techniques of cost-benefit analysis to an evaluation of a specific federal policy.

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 course examines 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 569 Community Social Work (3 crs.)

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. They seek to improve the lives of people through purposeful change in their communities. The context of their practice includes but is not limited to housing, safety, environment (e.g., water, sewage, air), education and employment. As agents of change it is crucial that social workers are able to enter a community or organization and identify how individual actors both influence and are influenced by the environment in which they operate for in the end community practice is all about sustaining a desired change. To that end, this course is designed to build on the student's knowledge of policy, its implementation through public programs and its implications for social work practice.

Neighborhood models, the assessment of these and their influence on selection of appropriate interventions are discussed.

SW 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 policy-guided service provision in a variety of health settings utilizing trauma-informed, human rights perspectives when relevant. The course illustrates multiple roles that social workers take across settings when working with those with acute and chronic health problems. Central to this course is an understanding of historical policy formations at national, regional and local levels, particularly as they influence current practice. Students will examine multiple levels of response to deterioration in health and adaptive abilities. Students will develop evidence-based knowledge and skills associated with direct practice as well as critical advocacy roles to ensure access to services, reasonable accommodations, and legal remedies related to discrimination, oppression, and human rights violations for those with health related disabilities. The effect of social location and situation 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 in 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 and disabilities across the life span. The course focuses on problem definition and service provision in mental health settings within the context of social policies and practices, including the multiple roles social workers take across settings when working with people with acute or severe and persistent mental health problems. Central to this course will be an understanding, from a trauma-informed, human rights perspective, 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 be provided with evidence-based knowledge and skills associated with direct practice and critical advocacy roles to ensure access to services, reasonable accommodations, and legal remedies related to discrimination, oppression, and human rights violations for those with mental health disabilities. The effect of social location and situation will be examined as they relate to access to mental health services. This advanced year course will provide students with the knowledge and skills to be effective as practitioners in a variety of 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. The role of social work in assessing and intervening in situations involving child maltreatment will be examined from a broad perspective, including the role of child protection, differing etiologies of abuse and neglect in families, practice implications in defining and intervening when child maltreatment is suspected or documented, the role of multi disciplinary casework and the social, political, and legal contexts of practice.

SW 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.)

These are required field placements together totaling 480 hours. Ongoing field placements resume before classes begin in the following semester. See the [Field Manual](#) for dates. Students must complete the entire year of Field to receive a grade. After successfully completing 552, students will receive an "L" grade (meaning work continuing). This "L" grade will only be converted to an "S" grade upon successful completion of 553. Students who do not receive a successful evaluation at the completion of 552 will receive a "U" grade at that time and will not be permitted to continue in 553. Students should consult the Grading section in this handbook to learn the consequences of receiving a "U" in Field.

Advanced Interventions Courses

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

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

This advanced intervention 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 need assessment, systematic observation, selection and initiation of interventions and services, and outcome evaluation.

SW 525 Interventions in Intimate Relationships (3 crs.)

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

SW 526 Interventions with Families (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.)

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

SW 531 Crisis Interventions (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 bio-psycho-social factors that exacerbate crisis as well as those that contribute to resolution and adaptation. Crisis intervention is viewed as an essential skill that promotes healthy resolution of traumatic life events and is supportive of basic human rights. Differential skill development will be integrated within each domain, providing participants with a broad understanding of intervention techniques. This course will begin with a theoretical overview of crisis intervention and then involve consideration of specific crises in each domain. Crisis situations will be considered from the perspective of target systems at intersecting social locations. Agency collaboration will be integrated throughout the course, offering students opportunities to understand crisis intervention from individual, family, organizational and community perspectives. Students will be provided with current empirical support for intervention strategies with specific at-risk populations.

Electives

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

Students may take Advanced Topic Analysis courses as electives as long as they have met the course prerequisites. Students may also substitute the following for elective credits: additional interventions courses, up to six credits of course work from outside the School of Social Work (with advance approval by the academic advisor and MSW Program Director), and approved Independent Study courses.

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

SW 554 Motivational Interviewing and Assessment (3 crs.)

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

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. 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.

SW 559 Trauma Theory and Treatment (3crs.)

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

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

SW 573 Solution Focused Practice (3 crs.)

Solution focused practice has been widely used in the counseling, medical, education and business fields. This hybrid course will present the origin, principles, theory, research and application of solution focused work through both online course material and classroom instruction. 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 (both in class and online) in case discussions, experiential exercises, role plays and simulations which integrate theory with practice.

SW 578 Gender Issues (3 crs.)

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

SW 580 Psychopathology (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 and on assessment, intervention, and the termination process will be discussed. Students will learn the importance of recognizing and working with informal support networks and indigenous helpers as part of the social work process.

SW 584 Personality Disorders (3 crs.)

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

SW 586 Responding to Refugees/Immigrants (3 crs.)

Refugees and immigrants are increasingly being recognized as populations with issues and concerns of relevance to social workers. This course will cover issues such as distinctions between immigrants, refugees, and other immigration statuses, reasons for migration (economic reasons, wars, persecution, etc.), the societal context that welcomes or rejects different types of migrants, policies related to immigration and the value foundation of these policies, resettlement issues, advocacy, direct practice issues, and trauma. Many refugees are currently being resettled in Buffalo thus the course will examine locally relevant content as well as looking 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 will provide participants with a traumagenic conceptual framework for working with survivors of sexual abuse. Assessment techniques and treatment strategies for individuals, couples, and families will be presented, as well as self-care strategies for therapists when working with this population.

SW 591 Spirituality in Social Work (3 crs.)

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

SW 593 EMDR (3 crs.)

This course focuses on the origin, theory, components, research and application of Eye Movement Desensitization and Reprocessing, a treatment method originally developed for treating trauma and now being applied to a range of client problems. Students will acquire the

knowledge and skills necessary to utilize this method appropriately and effectively with diverse client populations and problems. Such use is based on an understanding of the theoretical bases of EMDR, client safety issues, integration with a comprehensive treatment plan, and supervised practice with the components of EMDR as well as its various applications. Prerequisite: Participants should be either students who have completed at least the first year of a graduate level professional human-services degree program (e.g. MSW foundation year), or licensed/ certified mental health professionals.

SW 595 Agency Grant Writing (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 behavior problems of childhood. A particular emphasis will be placed on differentiating among the many associated labels (i.e. behavioral disturbances, behavior problems, mental illness, developmental disorder, maladaptive behavior, and dysfunctional behavior) with this category of disorders. The course will review classification and etiology of major mental health disorders within the context of normal and abnormal mental and emotional development of children. Children's behavior disorders will be examined in the contexts of family, peer group, school, and community. The ethical considerations associated with this topic as well as the impact of culture on children and their families will be highlighted. Strategies employed to treat children and their families will also be addressed.

SW 599 Public School Social Work (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.)

The goal of Assessing Lethality is to introduce students to the characteristics of a person (or

persons) having suicidal/ homicidal/self harm ideation. This is a skill-focused experiential course in assessing lethality as well as learning strategies and tools for intervention. The course will focus on risk factors and triggers of lethality as well as examining the role of confidentiality, ethics and documentation in professional social work practice with diverse populations across multiple social work settings.

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 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 752 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 800 - 899 Special Topic Electives

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

SW 997 Community Social Work in Action

Students participating in this course will work on a community-based project under the supervision of a faculty member. Sites have included the Lighthouse Clinic and the Town Square for Aging.

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.

Expectations for Professional Decorum

An important part of students' socialization into the social work profession is the practice of professional decorum in the classroom, field placement and the larger campus. By learning and demonstrating professional and ethical behaviors, students will be better prepared to achieve success as professional social workers as they practice.

The University at Buffalo School of Social Work expects students to build upon their strengths and accomplishments that they bring into the program, and to be their best professional selves while interacting with peers, staff, administrators, supervisors, agency personnel, consumers/clients and all other persons. Throughout the UBSSW and in all our professional interactions, we strive to foster safety, collaboration, choice, trustworthiness, and empowerment, which are the principles of trauma-informed service delivery.

1. Integrity

- Practice honesty with self, peers, instructors, supervisors.
- Practice academic integrity (e.g., properly cite the work of others to avoid plagiarism).
- Accept constructive feedback from colleagues (i.e., peers, faculty, staff, administrators, field supervisors).
- Provide constructive feedback to colleagues, such as on course evaluations and in class discussions.
- Use feedback to enhance your performance.

2. Communication

- Practice professional communication skills. Be assertive, positive, constructive, respectful and non-judgmental.
- Be respectful of colleagues in all electronic and web-based communications.

3. Accountability

- Arrive on time for classes and field and return promptly from breaks.
- Observe deadlines and complete assignments on time.
- Actively participate in class.
- Dress according to the professional expectations of the field placement.
- Report any violations of academic integrity that come to your attention.
- Keep appointments and communicate in advance when schedule changes must occur.

4. Respect

- Show positive regard towards peers, faculty, staff, administrators, and all persons.
- Practice active listening skills.

- Advocate for self and use appropriate channels of communication for resolving conflicts (e.g., professors, field liaisons).
- Practice empathy and compassion.
- Observe instructors' guidelines around appropriate use of laptops, ipads and cell phones in class.

5. Competence

- Exhibit a conscientious attitude towards school work and field.
- Apply knowledge and research findings to professional performance.
- Respect deadlines.
- Prepare for class in advance (e.g., reading assigned materials).
- Seek academic support when needed (e.g., research & writing tutors).
- Prioritize responsibilities.
- Assume responsibility for the quality of your work.
- Be self-aware and self-monitor personal issues that could impede effectiveness with clients.

6. Diversity

- Be open to and appreciative of new ideas, beliefs and people that are unfamiliar to you.
- Demonstrate a willingness to learn about different cultures and populations.
- Be open to discussion and constructive feedback about the impact of stereotyping, biases, language, values and beliefs on individuals and groups.

7. Confidentiality, Self- Care and Boundaries

- Respect professional expectations around confidentiality.
- Exercise discretion in disclosing personal information during class and field.
- Seek help when personal issues may interfere with school performance.
- Integrate self-care into your weekly routine.
- Uphold professional boundaries between yourself, peers, faculty, staff, supervisors and other professionals.

These expectations are congruent with the ethical values and standards laid down by the [NASW Code of Ethics](#), the academic integrity policies and procedures that are found in the [UB Graduate School Policies and Procedures Manual](#) and the [University at Buffalo Student Code of Conduct](#). Students should also consult and be familiar with the UBSSW's Impairment Policy and procedures related to referring students to the Committee on Students for violations of professional ethics and behaviors. The School of Social Work will not consider ignorance of these expectations and the above policies as a defense for unprofessional and unethical behavior.

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 [My Field Education portal](#) 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 My Field Education portal.

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 both writing and research academic tutors.

Writing Tutor

Lizzie Finnegan

Contact: ehfinnegan@gmail.com Days

of availability: Varied

Preferred tutoring approach: e-mail, google docs, gmail “live” chats, or in- person.

Lizzie is available 15-20 hours per week for writing assistance. To schedule an appointment with her, please e-mail her several days in advance of your desired meeting. Including your appointment request e-mail, please confirm the following: a) when the paper is due; b) when you expect to submit a rough draft of the paper to her; c) the approximate length of the paper; d) the assignment details.

Please contact sw-studentservices@buffalo.edu for further information.

Research Tutor

Andrew Irish, 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. Andrew is available to assist students individually and in small groups either in-person or virtually.

To set up a research tutoring time, please contact: Andrew Irish

airish2@buffalo.edu

Students with Disabilities

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

<u>Campus Safety/University Police</u> <i>Emergencies & Service</i>	Bissell Hall	645-2227
<u>Career Services</u>	259 Capen Hall	645-2231
<u>Dentistry Clinics</u>	Squire Hall Main Street Campus	<i>Patient Information: 829-2821</i> <i>Screening Appointments: 829-2821</i>
<u>Office of Financial Aid</u>	Porter Hall #2, Room 115	645-8232
<u>Accessibility Resources</u>	60 Capen Hall	645-2608 TTY:645-2616
<u>Students' Advocate Program</u>	520 Capen Hall	645-2982
<u>Graduate Student Association</u>	310 Student Union	645-2960 Fax: 645-7333
<u>Student Housing</u>	106 Red Jacket Quad, Ellicott Complex	645-2171 Toll free: (866) 285-8806
<u>Office of the Registrar</u>	1 Capen Hall	645-5698
<u>Student Conduct & Advocacy</u>	9 Norton Hall	645-6154
<u>University Counseling Services</u>	120 Richmond Quad	645-2720
<u>University Health Services</u>	Michael Hall	829-3316
<u>University Libraries</u>	Health Science Library Lockwood Library	829-3900 645-2814

School of Social Work Faculty and Staff

Full-Time Faculty

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

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

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.

Gretchen Ely - Associate Professor, Associate Dean for Academic Affairs. B.A. University of Tennessee, Knoxville, M.S.W. Washington University in St. Louis, Ph.D. University of Tennessee, Knoxville. **Research interests:** Health disparities; sexual and reproductive health; cancer prevention; partner violence; social justice; social work education.

Diane E. Elze - 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 - Associate Professor, PhD Program Director. 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:** Ethnic Minorities, Mental Health, Psychological Empowerment, Substance Abuse.

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; Director of Field Education

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 - Assistant 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.

Thomas H. Nochajski - Research Professor. B.A. State University at New York, Ph.D. State University at New York. **Research interests:** Practice Evaluation, Program Evaluation, Research Methods, Screening Assessment and the Criminal Justice Population, Substance Abuse, Treatment and the Criminal Justice Population.

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.

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 - Dean, Professor. 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.

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

Administration

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

Tracey Eastman – Director of Communications

Gretchen Ely – Associate Dean for Academic Affairs

Kathleen Heim – Director, Office of Continuing Education

Maureen Hammett – Vice Dean/Chief of Staff

Dana Horne – Assistant Dean for Student & Academic Affairs

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; Director of Field Education

Lauren McGowan – Director of Admissions & Recruitment

Irene F. Mucci - Associate Dean for Resource Management

Annette Semanchin Jones – PhD Program Director

Patricia A. Shelly – Director of Community Engagement and Expansion

Nancy Smyth – Dean

Thomas Ulbrich – Assistant Dean, Entrepreneurship and Social Innovation Initiatives

Lina Vinder – 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

Mary Civiletto – Fiscal Coordinator, Office of Continuing Education

Tracey Eastman – Director of Communications

Darleen Ford – Main Office Coordinator

Kathryn Griswold – Administrative Field Coordinator

Maureen Hammett – Vice Dean/Chief of Staff

Kathleen Heim – Director, Office of Continuing Education

Debbie Hill - Client Support Specialist

Joshua Hine – Assistant Director of Student Services

Dana Horne – Assistant Dean for Student & Academic Affairs

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

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

Margie Quartley – Assistant Director of Field Education

Patricia Shelly – Director of Community Engagement and Expansion

Jenell Spitale – Student Services Advisor

Steve Sturman - Instructional Support Specialist

Tami Tobias – Associate Director, Office of Continuing Education

Thomas Ulbrich – Assistant Dean, Entrepreneurship and Social Innovation Initiatives

Lina Vinder – Director of Academic Processes & Data Operations

Sarah J. Watson – Communications Officer; Senior Project Manager

Trevor Wilson – Client Support Specialist

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 and, most importantly, the School of Social Work Student Lounge.

The administration of the School of Social Work is committed to enforcing and upholding University policy. For more details, see the [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. Also check out the news and events to be found there.

E-Mail

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.