



STUDENT HANDBOOK

BACHELOR OF SOCIAL WORK PROGRAM

DEPARTMENT OF
SOCIAL WORK

2011 - 2012

SOUTHERN CONNECTICUT STATE UNIVERSITY
UNDERGRADUATE SOCIAL WORK PROGRAM
STUDENT HANDBOOK

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2010-2011

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SOUTHERN CONNECTICUT STATE UNIVERSITY

UNDERGRADUATE PROGRAM STUDENT HANDBOOK

This handbook contains information about the Undergraduate Social Work Program in the Department of Social Work. Relevant policy and procedural information is included as well as resource material to facilitate successful completion of program requirements consistent with accreditation standards established by the Council on Social Work Education.

**DEPARTMENT OF SOCIAL WORK
PAULINE R. LANG SOCIAL WORK CENTER**

August, 2010

Dear Social Work Student:

Welcome to our Social Work program! You will be entering a profession over a century old that has made helping human beings a cornerstone of its value system and Code of Ethics. The next two years will be instrumental in your development as a professional social worker. Take advantage of the learning opportunities available to you through our program, through the University, and from the social work faculty, who are a talented group of people with many years of experience as advisors and role models.

Please take the time to familiarize yourself with the contents of this handbook. Inside you will find information that will be useful, practical and important. Your rights, as well as your obligations, as a student are spelled out. Please note the timetables and deadlines that need to be adhered to in order to plan for and maximize your educational experience. I would like to draw your attention to our mission statement on page 6. This is our commitment to the profession, to the community, and to our students. We hope you will be able to take on these principles as part of your professional identity.

We urge you to meet your faculty advisor at least once a semester. This person will be able to help you with course selection, academic and professional issues and problems, and professional career choices.

We wish you success as a social work student.

Sincerely,

Elizabeth Keenan, PhD
Coordinator, BSW Program

Todd Rofuth, DSW
Chairperson, Department of Social Work

OVERVIEW

The baccalaureate social work program of Southern Connecticut State University is a 42 credit program leading to the Bachelor of Science degree in Social Work. One of five accredited undergraduate social work programs in Connecticut; it is designed to prepare students for beginning generalist social work practice and/or for graduate social work education in an accredited school of social work throughout the United States. Based on a liberal arts foundation, the program provides for a basic knowledge of the social welfare system and the essential knowledge and skills required for beginning social work practice.

MISSION AND GOALS

BSW Program Mission

As a result of ongoing strategic planning the department's mission statement was revised in 2004 and adopted by the department on March 11, 2004. Our mission statement is:

Southern Connecticut State University is one of four universities in the Connecticut State University system and the Department of Social Work at Southern Connecticut State University is the only program in this system and state that offers both undergraduate and graduate programs in social work. The program curriculum emphasizes a perspective that views people as having the capacity to change and adapt while in continuous and reciprocal interchange with all elements of their environment. The academic and field practicum components are designed to teach professional social work values in all educational activities and practice. The purpose of undergraduate education is to prepare students to work in entry level agency based social work positions. The focus of graduate education is professional education for students who will provide clinical or management services.

The mission of the Department of Social Work is to provide quality social work education to undergraduate and graduate students and to advance knowledge through study, practice, and research. Further, the Department is also committed to preparing social workers to promote system change to achieve economic and social justice in the life of communities impacted by rapid economic and social shifts. We are committed to students in the program being able to engage in practice with diverse populations in metropolitan settings. In addition, the Department is committed to educating social workers to be effective practitioners and leaders in the public and private sectors. The Department is also committed to developing partnerships with the community to further both the Department's and the university's commitment to scholarship and professional preparation.

Social Work Department Program Goals

The following program goals evolve from the mission statement. These goals are designed to give greater emphasis to the department's commitment to educate social work students who are competent to bring about change. The Social Work Program intends:

1. To provide students with quality education which will prepare students to function as beginning social work practitioners at the generalist level in a variety of systems.
2. To provide students with quality education that will prepare students to practice within the framework of the values and ethics of the profession.
3. To engage in the formulation and implementation of social policies, services and programs that meet basic human needs and support the development of human capacities.
4. To develop and apply knowledge and skill to promote social justice and social change that will better address poverty and oppression.
5. To develop and apply practice within the context of diverse cultures.
6. To educate social workers to be effective practitioners and leaders in the public and private sectors.
7. To promote partnership between the department and the community to enrich the quality of life in the community and enrich professional preparation and opportunities for our students.
8. To advance social work knowledge through research, scholarship and community activities.

BSW Program Objectives

To prepare students for generalist social work practice, the program maintains the following objectives in the development of the BSW curriculum:

1. To conduct agency-based generalist practice from the person in environment perspective recognizing that intrapersonal, interpersonal, biological, and social environment factors contribute toward client system functioning.
2. To practice social work at a beginning level that will: enhance the biopsychosocial functioning of individuals, families, groups and communities; restore client and community capacity for effective adaptation; enhance client or community ability to bring about social change; and reduce and prevent social problems and social breakdown.
3. To deliver quality services to the urban poor, minority communities, and populations at risk.
4. To understand the historical, philosophical, value and ethical base informing social welfare and social work and to practice using the NASW Code of Ethics as a guide for social work intervention.
5. To practice without discrimination and with respect, knowledge, and skill related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation.
6. To implement a problem solving approach to address particular problems or issues of individual, family and group client systems.
7. To promote individual and collective economic and social justice and the elimination of oppression and discrimination.
8. To apply critical thinking skills within the context of professional practice.
9. To demonstrate the use of theoretical frameworks supported by empirical evidence to understand individual and family development and behavior across the life span.
10. To demonstrate knowledge of the influence of historical, moral, political, and social and economic contexts on local, state, and national social welfare policy; apply this knowledge to analyze, formulate, and influence state social policy legislation.
11. To demonstrate knowledge of how social policy impacts service allocation, service delivery, benefits, finance and organizational structure.
12. To demonstrate the ability to evaluate research studies, apply research findings to practice and to use methods to evaluate their own practice.
13. To demonstrate the ability to use communication skills differentially across client populations, colleagues, and communities.
14. To use supervision and consultation appropriate to social work practice.

SOCIAL WORK PROGRAM GOVERNANCE AND STUDENT PARTICIPATION

Governance of the Department of Social Work

The Department of Social Work is one of six departments under the School of Health and Human Services. The others include Public Health, Communication Disorders, Nursing, Marriage and Family Therapy (graduate), and Recreation and Leisure Studies.

The formal structure of the Department of Social Work is governed by an established set of by-laws approved by full-time members of the faculty who serve as the governing body for the Department. All policies and procedures as set forth in this manual are, therefore, authorized by the faculty as a collective.

Student Participation

Student participation in the day-to-day operations of the Department is reflected in the formal organization of the Department. Direct student participation is, therefore, encouraged and fostered.

Students are formally represented on the following standing committees:

1. Regular faculty meetings – one BSW student representative and one alternate will be invited by the Department Chairperson to serve on the Department Faculty Committee.
2. BSW Core Faculty Meetings – one BSW student representative and one alternate will be invited to serve on the committee.

The Department Chairperson, BSW Coordinator and Field Education Director also meet with BSW students at least once a year to listen to student feedback regarding the BSW program. In addition, students complete an exit survey just prior to graduation where they provide feedback on their experience in the BSW program.

SOCIAL WORK STUDENT ORGANIZATION

In addition to participation on Standing Faculty Committees, a separate organization for students exists to ensure broad student participation in the affairs of the Department of Social Work. Referred to as the Social Welfare Organization (SWO), this is a student-based organization recognized by the Southern Connecticut State University Office of Student Affairs with its own separate budgetary and operating procedures. Through SWO, undergraduate students have the opportunity to enhance their own educational opportunities through planning and implementing activities consistent with their own interests and needs. Faculty advisors assist SWO in its on-going deliberations and activities. It is essential that SWO leaders work in collaboration with the Office of Student Activities within the broader University to ensure support and legitimacy by the larger university system.

STUDENT RIGHTS

- The Right to Organize

The Department of Social Work adheres to the University Student Affairs Policies which provide the opportunity for students to organize in their own interests in matters concerning academic and student affairs as evidenced in the Social Welfare Organization.

COMPLIANCE STATEMENT

The Bachelor of Social Work program at Southern Connecticut State University is intended to serve the needs of students without discrimination on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital or military status, sexual orientation, disability, genetic background, or criminal record in admission to, access to, treatment in, or employment in its programs and activities. Inquiries regarding the University's compliance with state and federal laws regarding discrimination may be directed to the Office of Diversity and Equity Programs, (203) 392-5491 or (203) 392-5899 at Southern Connecticut State University, the Commission on Human Rights and Opportunities, 21 Grand Street, Hartford, CT 06106, or the Office of Civil Rights, United States Department of Education, Region I, John W. McCormack Post Office and Courthouse, Room 222, Post Office Square, Boston, MA 02109.

ADMISSIONS STANDARDS AND PROCEDURE

Students interested in majoring in social work must complete a **two-step admission process**:

1. Students must be accepted into the University by the Admissions Office.
2. Application is made for admission to the Department of Social Work in the spring semester prior to the fall semester in which students anticipate enrolling in 300 level social work courses. Applications are available on the department website.

The Department of Social Work *priority admissions deadline is March 1*. The final application deadline each year is June 1.

ALL students who plan to apply to the program **MUST** notify the BSW Coordinator of their intent to apply prior to the March 1 deadline to: 1) review prerequisite and application requirements, and 2) receive optimal consideration of their application. For current Southern students, this can be part of the advising appointment for the spring semester courses. For transfer students, the intent must be made by email, followed by a phone or in person appointment with the BSW Coordinator.

To be accepted into the program and given permission to enroll in 300 level and above social work courses, all social work prerequisites must be completed:

1. Completion of 57 credits of university requirements and cognate courses
2. A minimum grade point average of 2.50 and good standing with the University.

3. Successful completion of SWK 200 or its equivalent with a minimum grade of B.
4. Successful completion of ENG 112 and MAT 107 or course equivalents.

Admission is competitive, with a GPA of 2.5 being the minimum considered for acceptance. Qualified applicants may not be accepted because enrollment caps are based on Social Work Department resources. Applications are accepted once a year.

GPA, as well as other pre-admission criteria, will be used as a way of evaluating students for acceptance into the social work program. These may include, but are not limited to: completion of prerequisite courses, personal essay, and an evaluation of the student's program plan for completion of remaining university requirements. Consistent with SCSU admission requirements, preference is given to those candidates who, in the judgment of Social Work Department faculty, present through academic and personal qualifications the greatest potential for program success. Those students who meet eligibility criteria at the time of the priority admissions deadline will be accepted provisionally so long as those criteria continue to be met at the end of the spring semester.

After a determination is made concerning the student's readiness to enter the program, a formal letter of acceptance is forwarded to the student. Each student is then assigned to a faculty advisor and a planned program is established.

Students interested in entering the BSW program but who do not meet the minimum academic standards are encouraged to reapply.

TRANSFER STUDENTS

Transfer students must be admitted to the university as well as to the Social Work Department. Transfer students who plan to apply to both SCSU *and* the BSW Program for a Fall semester start date may need to complete both admissions processes simultaneously in order to meet the BSW Program application deadline.

Students wishing to transfer to the BSW Program from other academic institutions are required to submit official transcripts of their previous college work to the University Office of Admissions. The University will accept a maximum of 63 transfer credits from two year institutions and a maximum of 90 transfer credits from four year institutions. After a review of transfer credits is completed by the Admissions Office, a separate review of previous college work is conducted by the BSW Program Coordinator for consideration of additional transfer credits within established BSW Program requirements. Transfer credits may be awarded for BSW courses for equivalent courses completed in other accredited BSW programs. Transfer credit is awarded for SWK 200 and applies only to specific human services courses which include a field internship and are taught by a faculty member or field instructor with an MSW degree. Articulation agreements with community and technical colleges reinforce this policy. Academic credit is not given for life experience or previous work experience for any social work courses. In all cases, requests for transfer credits are evaluated on an individual basis. After transfer credits are awarded the University Registrar is notified to enter the credits in the student's official academic record. A copy of the approval is also placed in the student file.

The Department of Social Work welcomes transfer students from the community and technical colleges and four year institutions. Pre-admission academic advisement is available to students interested in transferring into the BSW program. Our goal is to facilitate the transfer process and assist students in their adjustment to the program.

Admission Deferral Policy

A student who is provisionally accepted into the BSW program and decides to postpone enrolling in Junior Social Work courses in order to complete remaining university requirements can choose to defer acceptance into the BSW Program for one year. The student will be accepted for the following academic year as long as he or she continues to meet the eligibility requirements. The student will need to indicate his or her intent to enroll in social work courses for the following year by completing the cover sheet of the BSW application by the priority admissions deadline for that year.

CURRICULUM

NOTE: Southern Connecticut State University is currently in a transition period where students follow either the All University Requirements OR the Liberal Education Program. The university academic advisors make this determination.

The BSW program is divided into four types of courses:

	All University Requirement Program (AUR)	Liberal Education Program (LEP)
AUR or LEP Credits	41	48
Social Work Cognate Credits	24	18
Social Work Credits	42	42
Elective Credits	15	15
Total Credits	122	123

All University Requirement Program

To ensure all students the opportunity to pursue the objectives of a liberal education, a common core of courses, known as the University Requirements is required of all students. Although each student must satisfy the number of credits prescribed for each of the University Requirements, the individual has many course options available within those disciplines chosen to meet these requirements. [See the 2009-2011 university catalog for more details.]

In the AUR, social work students complete **24 cognate credits:**

- PSY 100 Introduction to Psychology
- PSY 210 Infant and Child Development
- PSY 228 Personality
- PSY 321 Abnormal Psychology
- SOC 211 Social Problems in the U.S.
- SOC 310 Racial and Ethnic Relations*
- SOC 322 Sociology of the Family*
- CSC 101 Introduction to Computers and Applications

IF students are NOT able to register for SOC 310 and/or SOC 322, a student may register for **ANY 200 level and above Sociology course**. After a student registers for a substitute course, the student **MUST** email his/her advisor AND Dr. Keenan to notify us that this is happening. The email must include the following: Student's name, Student ID, course number and title. After receiving this email, Dr. Keenan will email the registrar's office notifying them that the course substitution has been approved so it can be recorded in your transcript and cc you in the email so that you have a record of this transaction.

Liberal Education Program

The Liberal Education Program (LEP) is designed to help each student become an educated person in the contemporary world. It focuses on competencies (What should an educated citizen be able to do?), areas of knowledge (What should an educated citizen know?), and discussions of values (How do values inform one's perspective and decisions?). Students in the Liberal Education Program progress through three tiers, each one focusing primarily on one of the three goal groups, while addressing the other two groups as well. Tier 1 provides foundations for learning, Tier 2 expands students' knowledge of the world, and Tier 3 integrates skills, knowledge, and values discussion with high-level critical thinking.

The LEP is a 48-credit sequence of courses in three tiers. Tier 1 (18 credits) emphasizes college-level Competencies that form the foundation of a liberal education. Tier 2 (27 credits) explores nine Areas of Knowledge needed by educated people in the twenty-first century. The Tier 3 (3 credits) capstone seminar emphasizes Discussions of Values in the context of LEP Areas of Knowledge and some related real world issue. [See the current university catalog for more details.]

In the LEP, social work students complete **18 cognate credits**. To fulfill the 18 credits of cognate requirements in the Liberal Education Program, students can choose (in consultation with their advisor) to pursue any minor in the university OR select six (6) courses from the list below:

ANY Anthropology, Psychology, or Sociology courses, AND/OR any of the following***:

- ENG 317 Cross-cultural Literatures and Contexts
- ENG 383 American Women Writers
- ENG 423 Contemporary African-American Novelists
- ENG 462 Gay and Lesbian Film and Literature
- LIT 382 Contemporary Latin American Literature
- GEO 200 Human Geography
- GEO 305 Environmental Economic Geography
- PCH 270 Stress Management and Health Promotion
- PCH 280 Human Sexuality
- PCH 349 Men's Health
- PCH 450 Death, Dying and Bereavement
- PHI 207 The Religious Dimension of Human Experience
- PHI 310 Women and Philosophy
- PHI 355 Philosophy of Religion
- PHI 375 Philosophies of Political and Social Change
- WMS/COM 312 Communication and Gender
- WMS/PSC 320 Gender and Politics
- WMS/PCH 350 Women's Health Consciousness

***** Note: Some cognates have pre-requisite requirements that need to be met prior to enrolling in the course.** Additional courses may be selected with the approval of the advisor

Social Work Courses

SWK 200 – Introduction to the Helping Professions (3 credit course). This course must be completed by all social work majors prior to their acceptance into the BSW program, and students must achieve a grade of B or above. Transfer students from community colleges or other comparable institutions may be able to transfer credit for an equivalent course. In the LEP, social work majors will take this course to fulfill their Tier II Social Structure, Conflict and Consensus requirement.

The social work curriculum is divided into five types of courses: Human Behavior and the Social Environment (HBSE); Social Welfare Policy; Social Work Research; Social Work Practice; and Field Instruction. Once accepted into the BSW Program, the following courses must be completed in proper sequence (exceptions can be made in certain circumstances). Failure to complete courses in sequence may result in a delay of one’s program by one or two semesters.

Junior Year

Fall Semester	Spring Semester
SWK 320 Human Behavior in the Social Environment I	SWK 321 Human Behavior in the Social Environment II
SWK 330 Social Welfare Institutions and Policies I	SWK 390 Interviewing Skills in Social Work Practice
SWK 376 Methods of Intervention I	Optional: SWK 380, 381 or 382 SWK Field of Practice Elective

Senior Year

Fall Semester	Spring Semester
SWK 350 Social Work Research Methods	SWK 378 Methods of Intervention III
SWK 377 Methods of Intervention II	SWK 430 Social Welfare Institutions and Policies II
SWK 490W (6 credits) Field Practice Seminar I	SWK 491W (6 credits) Field Practice Seminar II

Electives

Students must complete a minimum of 15 elective credits that may be taken during any of the four semesters prior to graduation.

ACADEMIC ADVISEMENT

The purpose of academic advisement is to provide students with guidance regarding course registration, program planning, issues related to or affecting learning, and career planning. Upon acceptance to the program, students are assigned to the same academic advisor until graduation. Students may request a new advisor.

All BSW students are expected to develop a professional working relationship with their assigned faculty advisor. This is considered an essential component of professional social work development.

It is very important to meet with your assigned faculty advisor at least once a semester. This meeting should take place in the middle of the semester to plan courses for the subsequent semester (including possible summer courses) and to prepare for pre-registration.

Your advisor must give you your alternate PIN number before you will be allowed to register. It is recommended that you also meet with your advisor toward the end of each semester to put closure on that semester's activities. Students should not under ANY circumstances go to another faculty member for advisement.

Responsibilities of the Advisor:

- Confer with students during the semester to review performance
- Confer during pre-registration period
- Maintain a current profile of the student's academic progress
- Work closely with advisee in the event of academic probation
- Counsel advisee about academic, professional and career issues
- Maintain regular office hours
- Initiate meetings with advisee

Responsibilities of Advisee:

- Inform advisor of academic progress and standing (includes course work and field work)
- Maintain current profile of progress towards degree completion
- Initiate meetings with advisor in a timely fashion
- Confer with advisor about program and course selection
- Secure advisor approval and alternate PIN number in order to register for courses
- Provide current information (address, phone numbers, name changes, etc.)

Items for discussion with an assigned faculty advisor:

- Guidance on course selection
- Dropping or adding courses
- Career and academic goals
- Educational planning, professional development including participation in professional activities both in and out of class

- Academic or field work problems/issues
- Obtain and share information about courses, field work, university life, career planning, student activities
- Initiate process for graduation
- Socialization in the program
- Time management

Note: Academic advisement is intended to be available as a source of support to students throughout their educational experience. It is an opportunity to discuss academic concerns as well as information about courses, field work, extracurricular activities and future career goals.

PART-TIME PROGRAM

A program for part-time study is offered. Interested students should contact the BSW Program Coordinator for further information.

CHANGE OF COURSE SCHEDULE OR PROGRAM PLAN

A student may drop a course by following the university procedures outlined by the Registrar and obtaining approval of the advisor. Adding a course or changing a selection of a social work course must have the approval of the advisor and the Program Coordinator. Students may modify their original program plan by obtaining permission from the advisor.

WITHDRAWAL OR LEAVE OF ABSENCE FROM THE UNIVERSITY

Students who find it necessary to withdraw or take a leave of absence should arrange a conference with their faculty advisor and then present a written notice to the BSW Program Coordinator. Students must also complete the necessary documentation at the Registrar's office.

RE-ADMITTANCE TO THE BSW PROGRAM

A student who leaves or withdraws from the BSW program after beginning social work courses at the 300 level or above may request to be readmitted to the BSW program.

Re-admittance will be based on the following:

- 1) no more than six years will have transpired between the end of the last semester of enrollment and the anticipated semester for return; and
- 2) the student meets the current criteria for admittance *and* continuation in the BSW program.

If more than six years have transpired *and* the student meets the current criteria for admittance, the student will be required to retake those social work courses already completed.

INDEPENDENT STUDY

It is recognized that some students may not complete all of the social work requirements due to scheduling difficulties or other similar reasons. In these cases, independent study may be used to fulfill the particular requirement. Students in this situation must confer with their faculty advisor to determine the appropriateness of this option and to pursue such independent study consistent with University guidelines and procedures.

HONORS PROGRAM

Juniors and seniors with exceptional motivation and potential in Social Work may wish to pursue a rigorous path to graduation with departmental honors. The production of a high quality thesis or performance completes the requirement for departmental honors. Students wishing to participate should contact the BSW Program Coordinator.

ACADEMIC STANDARDS FOR CONTINUANCE

Continuation in the undergraduate program is contingent upon positive ongoing faculty evaluation of the student on four distinct yet related areas:

1. Classroom achievement as reflected in an overall cumulative grade point average for university coursework AND a cumulative grade point average for social work coursework.
2. Essential abilities and attributes for admission and continuance in the Department of Social Work.
3. Ethical, professional, and legal conduct as embodied in The NASW Code of Ethics, and University standards for student conduct.
4. Performance in field as reflected in ongoing faculty and supervisor evaluation, including a minimum grade of C in field seminar courses.

1. CLASSROOM ACHIEVEMENT

- Students must maintain an overall cumulative grade point average of 2.50 for university coursework.
- Students must maintain a cumulative grade point average of 2.75 in social work coursework.

Classroom Achievement Probationary Status and Procedures

If a student's overall grade point average drops below 2.50 and/or the social work coursework grade point average drops below 2.75, the student shall be placed on probationary status. The probationary period shall last one semester and shall begin the next full semester following the determination of the student's insufficient grade point average (not summer or winter sessions). The student's overall and social work grade point averages must both meet continuation requirements by the end of the probationary semester or the student will be dismissed from the program. The student will be informed of their probationary status in writing by the program coordinator no later than the first week of the probationary semester.

If a student is dismissed from the program, the student will be notified in writing by the program coordinator. The student will be encouraged to meet with the faculty advisor or the program coordinator to discuss other options for completing an undergraduate degree at the university, and appropriate referrals will be provided.

BSW Incomplete Grade Policy

When an instructor gives a student an incomplete grade for a course, students in the undergraduate social work program will have up to two weeks after the day grades are due to complete and turn in incomplete work. Exceptions will be made on a case by case basis.

The BSW Coordinator is to be given the names of those students who have received a grade of "Incomplete" for a course.

BSW Class Attendance Policy

Each instructor determines the attendance policy for a specific course, with the exception of social work practice courses (SWK 376, 377, 378, 390, 490W, and 491W).

BSW Practice and Field Practice Seminar Course Attendance Policy

The following courses are social work practice courses: SWK 376, 377, 378, 390. The following courses are field practice seminar courses: SWK 490, SWK 491. The attendance policy for all of these practice and field practice seminar courses is as follows:

All students are expected to attend every class. The minimum consequence for missing more than 3 classes will be a grade of C for the course.

Participation Rubric

Social work instructors will use the BSW participation rubric in ALL BSW courses. Instructors will use the rubric to provide feedback to all students enrolled in each course at midterm and final. At the end of the course the instructor will turn the feedback into a participation grade.

Instructors will also use this rubric to document concerns regarding a student's participation at any point in the semester. When an instructor uses the participation rubric to document a concern, the instructor will give a copy of the rubric to the student and send a copy to the BSW Coordinator, who

will determine whether a review by the Student Assistance Team (SAT) is warranted. If an SAT review is warranted, one will also be scheduled. A copy of the rubric will be placed in the student's file whether or not an SAT review is scheduled.

2. ESSENTIAL ABILITIES AND ATTRIBUTES FOR ADMISSION AND CONTINUANCE

The following standards, in addition to accepted academic standards, describe the physical, cognitive, emotional, and character expectations that the Department of Social Work of SCSU requires of its students. These characteristics coupled with academic standards provide reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and practice.

Acquisition of competence as a social worker is a lengthy and complex process that will be undermined by significant limitations of the student's ability to participate in the full spectrum of the experiences and the requirements of the curriculum.

Students in the Department of Social Work at SCSU are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom, in their practice, and elsewhere. Attention to these standards will be part of evaluations made by faculty responsible for evaluating applications for admission as well as by faculty responsible for evaluating students' classroom and practicum performance and continuation in the program. In the event that a student is perceived as not meeting these standards, they will be referred to the Student Assistance Team (SAT).

Motor Abilities

The social work student must have sufficient motor abilities to attend class and practicum placement with or without technical accommodation. Reasonable accommodation through technology for limitations in motor abilities will be allowed. The Office of Disability Services will be consulted regarding reasonable accommodations.

Sensory Abilities

The social work student must have the ability through his/her senses to participate in classes and practicum placement. Students must acquire and integrate data through use of their senses with or without technical accommodation. Reasonable accommodation through technology for limitations in sensory abilities will be allowed. The Office of Disability Services will be consulted regarding reasonable accommodations.

Communication Skills

The social work student must communicate effectively and sensitively with other students, faculty, staff, clients and other professionals. Students must express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They must have sufficient skills in spoken and written English to understand the content presented in the program.

Professional Commitment

The social work student must have a strong commitment to the goals of social work and to the ethical standards of the profession. The student must be committed to the essential values of social work, which are the dignity and worth of every individual and his/her right to a just share of society's resources.

Self-Awareness

The social work student must know how his/her values, attitudes, beliefs; emotions and past experiences affect his/her thinking, behavior and relationships. The student must be willing to examine and change his/her behavior when it interferes with his/her working with clients and other professionals and must be able to work effectively with others in subordinate positions as well as with those in authority.

Knowledge Base for Social Work Practice

The professional activities of social work students must be grounded in relevant social, behavioral and biological science, knowledge, and research. This includes knowledge and skills in relationship-building, data-gathering, assessment, interventions and evaluation of practice.

Objectivity

The social work student must be sufficiently objective to systematically evaluate clients and their situations in an unbiased, factual way.

Empathy

The social work student must endeavor to seek to comprehend another individual's way of life and values. He/she must be able to communicate this empathy and support to the client as a basis for a productive professional relationship.

Energy

The social work student must be resistant to the undesirable effects of stress, exercising appropriate self-care and developing cooperative and facilitative relationships with colleagues and peers.

Acceptance of Diversity

The social work student must appreciate the value of human diversity. He/she must serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender, ability, sexual orientation, and value system.

Interpersonal Skills

The social work student must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients and other professionals. These include compassion, altruism, integrity, and the demonstration of respect for and consideration of others.

Professional Behavior

The social work student must behave professionally by knowing and practicing within the scope of social work, adhering to the profession's code of ethics, respecting others, being punctual and dependable, prioritizing responsibilities, and completing assignments on time.

3. ETHICAL, PROFESSIONAL AND LEGAL CONDUCT

The department expects students to adhere to the standards of conduct defined by NASW Code of Ethics and standards of conduct established by SCSU and the Board of Trustees of Southern Connecticut State University. Violation of these standards can result in immediate suspension. Students who are thought to have violated standards for conduct are subject to the Department's Student Assistance Team (SAT) procedures.

The following are illustrations of conduct or behavior which may result in termination after due process by the SAT:

- A. Knowingly falsifying application for admission to the program.
- B. Deliberate destruction of property of the school, agency, colleague or client.
- C. Theft of property of the school, agency, colleague, or client.
- D. Any type of physical, mental, or verbal abuse of clients or colleagues.
- E. Unauthorized possession of or any infraction related to intoxicants or drugs on school or agency property or reporting to classes or field under the influence of intoxicants or drugs.
- F. Lewd or obscene conduct or expression on school or agency property.
- G. Possession of any weapon, with or without permit, on school or agency property.
- H. Breach of ethics concerning the confidentiality of clients.
- I. Threatening, intimidating, or coercing fellow students, faculty, or agency personnel on school or agency premises at any time.
- J. Sexual harassment, defined as any unwelcome sexual advance, request for sexual favors, or another verbal or physical contact of sexual nature, when accompanied by intimidating or coercive pressure to comply with the same.
- K. Sexual assault as defined as any unwanted physical contact of a sexual nature.
- L. Conviction of felony in state or federal court.
- M. Repetition of conduct which resulted in prior probation or suspension or written warning.

Please refer to the NASW Code of Ethics (<http://www.socialworkers.org/pubs/code/default.asp>) and the SCSU Student Handbook (<http://handbook.southernct.edu/>) for further elaboration of these standards.

4. PERFORMANCE IN FIELD PRACTICE

Field Work Manual—Background Checks

Students may be required by the agency in which they are placed to have a health physical, be finger printed, have a drug test, do a writing sample, etc. Students are asked to self report any history of charges of a crime (felony or misdemeanor) to the field office so that appropriate internship planning and preparation can occur. Failure to disclose criminal history can lead to dismissal from the program.

Students must demonstrate competency in field work practice, as evidenced by seminar class assignments and field evaluations.

Performance in field practice courses is evaluated in terms of educational objectives. The program expects the student will demonstrate competency in the objectives necessary for beginning-level social work practice. Demonstrating competencies in the field is considered to be an academic question. For this reason, the field liaison assigns final grades to field practice courses. Failure to earn a minimum grade of C in a field practice course indicates that the student has not demonstrated achievement of required competencies for practice.

When a student's performance falls below departmental standards, the student is referred to the Student Assistance Team (SAT) for review.

PROCEDURES FOR DEALING WITH FIELD EDUCATION RELATED PROBLEMS

The following policies have been established to guide students and faculty in situations that have arisen in field work practice or in the classroom. They have been established for the benefit and protection of students. They provide due process for the review of student performance. This process can be initiated by all parties involved in field education: the student, the advisor, the field instructor, or the faculty liaison. (Please note: If the performance in question is of a legal or ethical nature, please refer to the prior section titled, Ethical, Legal, and Professional Conduct).

If during the field work placement the faculty liaison, the field work instructor, or the student determines that the student may not be able to reach appropriate levels of competence or that the agency is not providing an educationally sound experience, the following procedures need to be followed:

1. A three-way conference needs to be held including the student, field liaison, and field work instructor. Concerns should be made explicit.
2. A written contract will be drawn up detailing the concerns to be addressed and the expectations for change. A time period for subsequent review should be set which is timely and appropriate to the situation. During this time, there should be frequent communications among the parties involved. All concerns must be put in writing with copies given to:

- a. The student
 - b. The field instructor
 - c. The faculty liaison
 - d. The Field Education Director
 - e. The BSW Coordinator
 - f. The faculty advisor
3. If, at the end of the stated period, the student demonstrates progress or the field work situation is remedied, by agreement of the field instructor, faculty liaison and the student, the matter is deemed to be resolved.
4. If the student does not show progress or the agency-based problem continues, the faculty liaison, Field Education Director, and BSW Coordinator will convene to determine appropriate action.
- a. If the problem is agency based, reassignment may be necessary.
 - b. If the student's performance is in question, the SAT will review the student's record and, having reached a consensus, will make one of the following decisions:
 - to place the student in a new agency
 - to extend the time for the student to resolve the problem.
 - to extend the period of time that the student is in placement
 - to give the student a failing grade
 - If having received a failing grade the student wishes to continue in the program, the student may request that the Student Review Committee (see below) consider the request.

STUDENT APPLICATION PROCEDURES FOR FIELD EDUCATION

*Students should refer to the Field Education Manual and the Field Education Office for instructions.

ACADEMIC REVIEW AND THE STUDENT ASSISTANCE TEAM (SAT)

An academic review process is in place to facilitate the identification and assessment of each student's academic progress, program and future goals. It is also an educational activity designed to ensure that academic standards consistent with accreditation guidelines are maintained.

Beginning in 1997-1998, a Student Assistance Team (SAT) was constituted to review and discuss students with academic and/or professional difficulties. The composition of this review team consists of the members of the BSW Core faculty, including the faculty advisor, BSW Program Coordinator and Field Education representative. Full and part-time faculty and field supervisors may be invited to participate. Meetings of the SAT will take place when needed throughout the academic year.

Specifically, the objectives for academic review are:

1. To develop and monitor the program plan for each student
2. To provide consultation to any faculty member who desires a forum for discussing individual student issues
3. To evaluate student progress
4. To implement and monitor the results of the SAT decisions

ONGOING ACADEMIC REVIEW PROCESS

During each academic year, a review will be conducted at the end of the following time intervals:

- A. During pre-registration immediately prior to the first semester of the Junior year. This period reflects the student's successful completion of SWK 200, or, in some instances, the point at which time credit for SWK 200 is granted for transfer students. Purpose: Development of educational goals and individualized program plan for each student.
- B. In the middle of the second semester of the Junior year. Purpose: Refinement of student goals and assessment of academic and field performance.
- C. In the middle of the first semester of the Senior year. Purpose: Continued assessment of student performance and professional career goals including emphasis on future employment and/or graduate level study.

The first review will be completed by the program coordinator and will include a description of a program plan. The second and third reviews will be completed by the faculty advisor. Information for the second and third reviews will be based upon the following data sources:

- A. Discussion with the student;
- B. Course grades provided by the University Registrar;
- C. Written reports from other faculty or appropriate agency personnel; and
- D. Field instruction evaluations supplied by the Office of Field Education.

The BSW Coordinator and faculty advisors refer those students who are not meeting academic performance standards for review by the Student Assistance Team (SAT).

STUDENT ASSISTANCE TEAM PROCEDURES

The Student Assistance Team follows two different sets of procedures based on the reason for the referral.

When the reason for referral is because:

- a student is not meeting the academic grade point average continuation requirements, OR
- the BSW Coordinator, faculty advisor or any faculty member request a consultation to discuss a student issue.

The following procedures are followed:

1. The BSW Coordinator notifies the SAT committee members of the meeting time and date.
2. The BSW Coordinator contacts other faculty, including the faculty advisor, to obtain information pertinent to the review. When faculty are not able to attend the meeting, the BSW Coordinator is responsible for presenting such information.
3. At the SAT meeting, the person making the request reports the reason for the referral and relevant information. Other faculty members then report additional relevant information.
4. SAT members discuss the issue and make a decision. If the decision requires notifying the student, the BSW Coordinator and/or the faculty advisor are responsible for such notification. If the decision requires notifying faculty members who are not in attendance, the BSW Coordinator is responsible for such notification.
5. All discussions and deliberations are to be carried out in accordance with professional standards of confidentiality. Minutes will be kept but not distributed.

When the reason for referral is because a student:

- Is suspected of violating the NASW Code of Ethics
- Appears to be seriously harmful to clients
- Has committed a criminal act
- Is not meeting essential abilities and attributes (as outlined in this manual) required for continuance in the Department of Social Work

The following procedures will be followed:

1. The appropriate faculty member (e.g., advisor, classroom instructor, or field instructor) must make a written request to the BSW Coordinator for a status review by the Student Assistance Team (SAT).
2. The BSW Coordinator sets the time and date for the SAT meeting and advises the student of his/her rights at least one week in advance.
3. The appropriate faculty member prepares a report for review. The report will be available to the student and committee members at least one week in advance of the Status Review meeting.

4. The student and/or the advisor can provide additional information at the Status Review meeting. The student can ask to be accompanied by another student, this student can provide a “student perspective.”
5. The SAT committee meets in closed session to make decisions regarding the student's continuation in the program.
6. Decisions are forwarded in writing by the BSW Coordinator to the student and advisor, and copies are placed in the student's file.
7. If the decision is that the student continues in the program, it is the responsibility of the BSW Coordinator and the advisor to monitor whether the recommendations have been implemented and followed and whether the identified problem has been satisfactorily resolved.
8. If the decision is made that the student shall not continue in the program, the student shall be notified of dismissal in writing by the Chairperson of the Department. A copy of the chair’s letter shall be sent to the Dean of the School of Health and Human Services, BSW Program Coordinator and the student's advisor.
9. Should the student choose to continue the process, they are advised to follow the grievance procedure listed in the BSW Student Handbook.
10. Each faculty advisor will have the ultimate responsibility to inform the student of a contractual plan for resolving issues related to academic or professional difficulties.
11. All discussions and deliberations are to be carried out in accordance with professional standards of confidentiality. Minutes will be kept but not distributed.

Program Dismissal Procedure

If a student is dismissed from the program for poor academic performance, failure to meet the standards for essential abilities and attributes, and/or personal conduct in violation of the NASW Code of Ethics, the student will be notified in writing by the Chairperson of the Department. The student will be encouraged to meet with the faculty advisor or the BSW Program Coordinator to discuss other options for completing an undergraduate degree at the university, and appropriate referrals will be provided.

Student Records

Each student has an academic file in which the above evaluations are placed. The advisement worksheet and other pertinent information and correspondence are also placed in this file.

ACADEMIC HONESTY, STUDENT GRIEVANCE AND GRADE APPEAL PROCEDURES

The Department of Social Work abides by the University policies and procedures for undergraduate students, including academic honesty, student grievances and grade appeals. Please see the university Student Handbook for more information.

PHI ALPHA HONOR SOCIETY: BETA RHO CHAPTER

Beta Rho is SCSU's chapter of Phi Alpha, The National Social Work Honor Society. We have been fortunate to be part of this national network of honor societies since July of 1989. In order to be considered for membership, undergraduate social work majors must have junior status, completed a minimum of 9 credits of social work courses and have achieved an overall GPA of 3.0 (3.25 in social work courses).

Each year new members are inducted and the faculty advisor announces when nominations will be accepted. Dr. Dana Schneider is the current faculty advisor.

BSW SENIOR STUDENT AWARDS

The Social Work Department presents five BSW Senior Awards that are awarded each year at the university's Honors Convocation. Full- and part-time faculty and students are all eligible to nominate students for any of the awards. Students may self-nominate or nominate another student. The BSW Coordinator distributes nomination forms and award criteria to faculty and students at the beginning of the spring semester of each academic year. Awards may not be given if qualified nominations are not received for a particular award in any given year.

Social Work Department Service Award

A student demonstrates two or more of the following criteria:

- Participated in BSW program activities
- Provided leadership for BSW students through one or more of the following:
 - Represented student interests at department meetings or activities
 - Organized one or more activities for the Social Welfare Organization (SWO)
 - Served as an elected SWO officer
- Demonstrated an interest in enhancing the experiences of all BSW students

Class Leadership Award

A student demonstrates criteria from at least one of the following two categories:

- Class project leadership
 - Demonstrated initiative in organizing a group of students for an assigned class project
 - Demonstrated a collaborative spirit when working with other students
 - Assumed responsibility for one's tasks and supported the efforts of other group members as they completed their tasks
- One's participation in one or more courses. . .
 - Consistently reflected preparation for each on-ground class
 - Consistently reflected respect for other students' viewpoints
 - Supported and encouraged the active participation of other students throughout the course(s)
 - Enlivened the experience and learning of other students

Senior Internship Award

A student demonstrates criteria from at least one of the following two categories:

- Creativity and innovation
 - Created a client activity that has been adopted for use by other social workers
 - Designed a group curriculum that has been adopted by the agency for future use
 - Created resources that are being used by other social workers
- Initiative and collegiality
 - Took the initiative to engage in relationships with other agency colleagues
 - Took the initiative to seek out assignments that benefited the agency (within the bounds of the field placement contract)
 - Consistently contributed to the agency in relationship with other agency colleagues

Social Justice Advocate Award

A student demonstrates two or more of the following criteria:

- Identified one or more social justice issue(s) at one's field placement or in one's community
- Used several course assignments to learn more about the issue and social change options
- Advocated for social change with those in positions of power to effect change
- Led an initiative with other students to advocate for social justice at the local, state, or federal level
- Organized an SWO project to advocate for social change regarding a specific social justice issue

Social Work Writing Award

A student demonstrates the following criteria in one piece of writing from any social work course (the paper must be submitted with the nomination form):

- Creative and accurate development of social work concepts throughout the paper
- Clarity and development of the key points of the paper
- Evidence of critical thinking
- Application of social work knowledge to a social issue or specific scenario
- Accurate use of APA style throughout the paper

SCHOLARSHIPS

There are two scholarships for undergraduate social work students who have been accepted into the BSW program:

1. Derry Lynn Kitchell Memorial Scholarship

This scholarship is awarded to an undergrad student who is entering the final semester of the BSW program. Students must show financial need. Additionally, there is a cash prize that is awarded to students who complete an honors thesis.

2. The MSW Classes of 1988 & 1989 Scholarship Fund for Single Parents

Open to full-time undergraduate and graduate social work students who are in good academic standing, and who are single parents in financial need.

DEPARTMENT COMMUNICATION

The Department of Social Work uses email as the primary form of communication. Students' University email addresses are used to communicate all information throughout the academic year. Students need to check their email on a regular basis. Additional information can also be found on the department website.

Student Mailboxes

Faculty may leave mail for students to pick up in students' mailboxes which are located in the entrance hall of the Lang Social Work Center.

Each letter of the alphabet has a box. Since a number of persons share a mailbox, it is suggested that each piece of mail or announcement should be placed in an envelope with the person's name on it to ensure privacy and confidentiality.

APPLICATION FOR GRADUATION

All students must apply for graduation in order to receive a diploma. Students should check the Registrar's website for the application deadline. Any student who does not apply for graduation by the application deadline will not graduate. The University will not provide the student with a diploma unless application is made and all requirements are met. Students initiate the graduation process by completing the online application. Go to the SCSU website, click on Academics and then go to Registrars Office.

Job Placements

Information regarding social work employment, job outlook, and job search websites can all be found on the department's website. The university's Center for Career Services in Schwartz Hall, Room 102, has additional resources and assistance in preparing for, seeking, and obtaining employment.