



Department of

Social Work & Youth Services

Bachelor of Social Work (BSW)

**Bachelor of Social Work Policy Manual &
Student
Handbook**

Updated February 2021

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INTRODUCTIO N

This manual provides information about the Department of Social Work & Youth Services. This material is provided to assist students in successfully completing their program of study in the department. Students should familiarize themselves with the information and policies contained in this document. Questions about these policies may be directed to the chair of the Department of Social Work & Youth Services, or the student's assigned faculty advisor.

The Department of Social Work & Youth Services is committed to preparing students to serve vulnerable populations and to be leaders in health and human services agencies in the region and across the United States. Our primary mission is to prepare students for beginning professional social work practice (at the bachelor and master levels) and for graduate education in human services. Our graduates are prepared to help clients deal with problems and obstacles in their lives, have healthier relationships, and meet their full potential. Alumni from our programs include those who work with adoptions, advocacy, child abuse, child and family services, community organization, foster care, gerontology, hospice, juvenile justice, mental health, public benefits programs, research, schools, and substance abuse.

Mission

Consistent with the mission of the University and requirements of the Council on Social Work Education EPAS (2015), the mission of the Social Work department at SVSU is to promote social welfare and well-being for residents of Great Lakes Bay Region, the state of Michigan, and beyond through generalist education about evidence-based social work practice and advancement of knowledge about social problems. We seek to educate ethical, effective, and diversity-competent generalist social workers who are prepared to provide interprofessional services that promote human rights and social, economic, and environmental justice to the oppressed peoples and institutions that reside in rural, suburban, and urban areas. Graduates from our program will be prepared for leadership in direct and indirect practices that empower individuals, families, groups, and communities. (Adopted by the faculty May 9, 2016)

BSW Program Goals

With the liberal arts as its foundation, BSW graduates are prepared to engage in evidence-based, entry- and graduate-level, generalist social work practice. Students are prepared for continuing their formal education in social work or another graduate discipline. As such, it is our goal that by completion of the program, students will be prepared to:

- Engage in evidence-based, entry- and graduate-level, generalist social work practice with individuals, families, groups, communities and organizations within a diverse and multicultural society.
- Practice according to the principles, values, and ethics that guide the social work profession within an interprofessional context.
- Influence social policies with the goals of alleviating poverty, oppression, and social injustice as well as advocating for human rights.
- Identify and assess the bio-psycho-social, spiritual, and cultural functioning of people.
- Engage in practice from diversity-positive and culturally-sensitive perspectives, particularly with those who differ from one's own background or culture.

- Provide the community with professional social work services in a manner that reflects a commitment to the historic mission of social work and addresses issues of social justice.

The mission and goals of the department are published on our website:

<https://www.svsu.edu/socialwork/about/>

Accreditation

BSW - The Bachelor of Social Work (BSW) program is fully accredited by the Council on Social Work Education (CSWE). Students who graduate from our program are eligible for licensure at the LBSW level with the State of Michigan, and for admission to advanced standing, accredited Master of Social Work programs at SVSU and across the country.

As an accredited program, our curriculum is aligned with the Educational Policy and Accreditation Standards (EPAS) of CSWE. Thus, students matriculating with a Bachelor of Social Work degree will demonstrate competency in these nine areas:

- 1 –Demonstrate Ethical and Professional Behavior
- 2 –Engage Diversity and Difference in Practice
- 3 –Advance Human Rights and Social, Economic, and Environmental Justice^{[[SEP]]}
- 4 –Engage in Practice-informed Research and Research-informed Practice^{[[SEP]]}
- 5 –Engage in Policy Practice
- 6 –Engage with Individuals, Families, Groups, Organizations, and Communities^{[[SEP]]}
- 7 –Assess Individuals, Families, Groups, Organizations, and Communities
- 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities^{[[SEP]]}
- 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Each of these competencies is linked with specific practice behaviors that are measured throughout the program.

A complete list of the program goals, competencies and practice behaviors can be found at:

<https://www.svsu.edu/socialwork/about/programobjectives/>

All aspects of the social work program are congruent with the National Association of Social Workers Code of Ethics: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English> as well as the policies of Saginaw Valley State University.

Other Programs offered by the Department

At the undergraduate level, the department offers the following programs of study:

- Interdisciplinary Major: This major is available only to BSW students and fulfills the university graduation requirement for a minor or second major.
- Youth Services Minor: This minor is available to any undergraduate student on campus who seeks to enhance their awareness of human needs and services relevant to children and youth.

This minor includes a required field experience in an approved agency setting.

- **Child Welfare Certificate:** This certificate is available only to BSW graduates. The certificate requires both directed coursework and field experience in an approved child welfare agency. The purpose of the certificate is to prepare graduates for a career in child welfare, including foster care, adoption, and protective services. Completion of the certificate with an acceptable field placement will qualify students to waive most of the training requirements for child welfare staff at the Michigan Department of Health and Human Services (DHHS) and at agencies that contract with DHHS for these services.
- **Juvenile Delinquency Certificate:** This certificate is available to any undergraduate student who seeks to prepare for a career in settings serving juvenile delinquents, status offenders, and youth at risk of becoming delinquents such as juvenile courts, residential programs, runaway programs, and diversion programs. This certificate requires a field experience in an approved agency setting.

Detailed information about all program offered by the department is available in the Saginaw Valley State University catalog: <http://svsu.edu/catalog/>

History

Social work courses were first offered in the Department of Sociology in 1970. A full social work major began in 1973. In 1983, the Bachelor of Social Work program at SVSU was fully accredited by the Council on Social Work Education (CSWE), and has been continuously accredited since that time, most recently in 2012. Over 1,500 BSWs have graduated from SVSU. In 2017, the Department admitted its first cohort of MSW students. The MSW program has expanded and graduated its first cohort of MSW's in 2019.

Over the past 40 years, the Department of Social Work & Youth Services at SVSU has established an excellent reputation in the human services community throughout the region. Graduates find that the quality of the social work program at SVSU is unsurpassed and that they are well prepared for professional social work practice and for graduate education. Employer surveys indicate an overwhelmingly positive view of graduates from SVSU. Graduate schools describe students from the social work program at SVSU as being second to none in their preparation for graduate education.

Non-Discrimination Policy

Saginaw Valley State University and the Department of Social Work & Youth Services are committed to a policy of equal employment opportunity, equal education opportunity and nondiscrimination in the provision of educational and other services to the public.

The University's anti-harassment / nondiscrimination policy is found in the University's Operations Manual:

Saginaw Valley State University ("University") is committed to providing work and learning opportunities without regard to age, color, disability, gender identity, genetic information, height, marital status, national origin, race, religion, sex (including pregnancy), sexual orientation, veteran status, weight, or on any other basis protected by state, federal, or other applicable law, and to achieving its objectives in compliance with applicable federal, state and local laws and regulations that prohibit discrimination.

Details of the policy can be found at:

<http://www.svsu.edu/operationsmanual/legalcompliance/anti-harassmentdiscriminationpolicy25-2/>

The Department of Social Work & Youth Services non-discrimination policy is:

The Department of Social Work does not discriminate on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, veteran status, or mental or physical disability. This policy applies to students, employees, volunteers, field placement supervisors, faculty members, Community Advisory Committee members and anyone else who may have contact or business with the program on any basis.

Reporting Incidents of Discrimination or Sexual Harassment

Any student who experiences discrimination or harassment in any activity related to the University should immediately report the incident to her/ his faculty advisor, program director, or the University Title IX coordinator at (989) 964-4397.

Social Justice Policies Adopted by the Department

Land Acknowledgement

As the Department of Social Work & Youth Services at Saginaw Valley State University, we collectively acknowledge that the University occupies the ancestral and traditional land of the Anishinabewaki, Mississauga, and Sauk people. Specifically, Saginaw Valley State University occupies land ceded in the 1819 Treaty of Saginaw. As a Department, we commit to recognizing, supporting, and advocating for the sovereignty of Michigan's Indigenous nations and reaffirm our obligation to the struggle against hegemonic systems of oppression that have dispossessed Indigenous people of their lands and denied their rights to self-determination. By offering this Land Acknowledgment, we pledge to hold the Department Social Work & Youth Services and Saginaw Valley State University more accountable to the needs of the Indigenous people of Michigan

EXPECTATIONS OF SOCIAL WORK STUDENTS

Admission and Retention Criteria

The department has established the following criteria for admission and retention of BSW majors:

1. **Stability and autonomy:** Students will demonstrate the capacity to deal effectively with emotional stress, both in themselves and in relation to others, as demonstrated through a satisfactory evaluation of the volunteer component, a grade of “C” or better in “Introduction to Social Welfare/Social Work,” and performance as a social work major in a variety of courses throughout the student’s career.
2. **Verbal and writing ability:** Students will be able and willing to communicate thoughts and feelings effectively, both orally and in writing, as demonstrated in part by passing the English Basic Skills examination or receiving a grade of “C” or better in English composition courses, through satisfactory performance on the writing sample required for admission to the major, and continuous satisfactory achievement of written and oral communication skills throughout the Junior and Senior year.
3. **Identifying and handling conflicting values:** Students will be able to function within the context of value conflict, respecting the values of others even when different from their own, as demonstrated by acceptance of others with different backgrounds in their volunteer placement and field placement. Acceptance is noted in the evaluation from the volunteer supervisor, field instructor, faculty instructor, or faculty advisor.
4. **Academic achievement:** Student will maintain a minimum of a 2.5 cumulative GPA in all courses, a minimum of a 2.5 cumulative GPA in the interdisciplinary prerequisite courses, including SW 215 and SW 300, and a minimum of a 2.5 cumulative GPA in the professional foundation requirements. Students must have a grade of “C” or better in the interdisciplinary courses, including SW 215 and SW 300 and the professional foundation requirements.

- **Emergency use of Pass/No Credit (Approved April 2020)**

The Department of Social Work & Youth Services requires that students pass all core Social Work classes with a letter grade of "A", "A-", "B+", "B", "B-" or "C". A grade of "P" will not be accepted for core social work classes, which include:

SW215	SW300
SW316	SW318
SW320	SW329
SW330	SW401
SW402	SW403
SW483	SW484
SW485	

A grade of "P" for all prerequisites (other than core Social Work classes) will be accepted. A grade of "P" for all electives for the Social Work Major, Interdisciplinary Minor, and Youth Services Minor will also be accepted.

Students who chose the “No Credit” or “N” for Winter 2020 can do so for any Social Work or Youth Services course. Please note – the “N” or “No Credit” option will count toward the policy regarding retaking Social Work courses:

“Students who chose the “No Credit” or “N” option for a course under these emergency procedures will be assumed to have received a failing grade. The “N” or “No Credit” option will count as one of the two attempts noted in the policy above. Students will not be allowed to continue in the major if they have any combination of two course failures: receiving a “D” or “F” or “N” (or any combination of these) twice for the same required course.”

- 5. Capacity for continued growth in professional education and commitment to the code of ethics of the social work profession:** Students will assume increasing responsibility for their own learning and make use of educational experience oriented toward peer learning. Violations of the canons of ethical responsibility of the social work profession are unacceptable.

The Department of Social Work & Youth Services Admission and Retention policy states that any social work major who fails to maintain the admission and retention criteria can be removed from the major. Students who are removed from the major are entitled to due process in any appeal of the probation or suspension decision, as outlined in the SVSU Student Handbook: <https://www.svsu.edu/studenthandbook/>

Academic Integrity

Social work students are expected to demonstrate integrity in their conduct as students and beginning professionals. Plagiarism is one form of academic dishonesty that carries severe penalties in higher education. Some forms of plagiarism are familiar to students, such as copying others’ work, or submitting the work of another under the student’s own name. Other forms of plagiarism are less well- known and include using ideas from classes or readings in papers or presentations without reference to the source of the ideas. Any ideas, *even when paraphrased by the student*, which are unique to the source, or which you would not be expected to know unless you had access to those ideas, must be given credit by citing the source of the ideas. Students who submit plagiarized work will not be given credit for that work and will be referred to the student conduct process.

Critical thinking is a closely related issue, and is particularly relevant when completing papers, projects, and reports in the Social Work program. Critical thinking is a requirement of the social work program and requires that students demonstrate the ability to think independently and to synthesize material. Students who string together lengthy quotations throughout a paper, even when appropriate reference citations are used, are not completing original work. Social workers are expected to think about and evaluate written and spoken material, integrate ideas with social work knowledge and values, and make decisions independently.

Students who demonstrate academic dishonesty may be referred to the College of Health & Human Services Professional Conduct Committee, or to the University Office of Student Conduct Programs. Please refer to the SVSU student handbook for other responsibilities regarding academic work:

<http://www.svsu.edu/academicprograms/academicintegrity/studenthonorcode/>

Professional Conduct in the Academic Setting

Students are expected to demonstrate professional conduct in all aspects of the academic setting, including in the classroom and community settings. Professional conduct encompasses interpersonal communication, fair and respectful treatment of others, demonstrated responsibility in meeting program requirements, and honesty. Students who violate the professional ethical standards set by the Department of Social Work or the National Association of Social Work may be subject to referral to the University or College of Health & Human Services Professional Conduct Committee review processes. Professional conduct is part of the academic program, and a student's success in the program depends, in part, on her/his understanding of and adherence to the NASW Code of Ethics, as well as the University's conduct policies.

Faculty and administrative staff in the Department of Social Work & Youth Services continuously monitor and evaluate student conduct, with the aim of identifying and assisting students who are struggling with professionalism. The Rubric for Assessing Professional Behaviors is included in Appendix A and is one tool that may be used in this monitoring process. Students must demonstrate the ability to maintain scores of 3 or 4 in each of the 15 professional behavior areas listed on the rubric to be considered for a field placement, as these are the expected professional behaviors of social work interns and professional social workers.

Conduct Review Process

Whenever a student is found to be in violation of department standards for ethical behavior and/or University conduct standards, including academic integrity, the department may

- Require the student to meet with a faculty advisor, or the department faculty
- Develop a behavior plan for the student addressing the violation
- Refer the student to the College of Health & Human Services Professional Conduct Committee review processes
- Remove the student from the major

The Department of Social Work & Youth Services' Admission and Retention policy states that any social work major who fails to maintain the admission and retention criteria can be removed from the major. The faculty reserves the right to remove the status of social work major from any student who does not satisfactorily fulfill the requirements of any of these criteria; however, this procedure will require a hearing for the student and provide all the protection inherent in the rights of due process. The interests of both the student and the profession will be considered in reaching a final decision. Students who are removed from the major are entitled to due process in any appeal of the probation or suspension decision, as outlined in the SVSU Student Handbook:

www.svsu.edu/studentaffairs/studenthandbook/

In addition to the formal process for suspension from the major, the social work faculty maintains the right to counsel students and/or refer students to the College of HHS Professional Conduct Committee, when student behavior demonstrates a lack of suitability for the social work profession. The Professional Conduct Committee, comprised of representatives from the College of HHS, is designed to consider and make recommendations to faculty and staff concerning possible ethical breaches. The purpose of such

actions is to assist and redirect students who are not making a positive and appropriate adjustment within the social work curriculum.

Ethical Misconduct Policy

The Department of Social Work & Youth Services has adopted an ethical misconduct policy. Details of the policy can be found in Appendix E (adopted by the Department January 2022)

Leave of Absence

Students may take a leave of absence from classes for a variety of reasons. The following policies apply to students who take a leave of absence:

- Any student who does not enroll for courses at SVSU for six consecutive semesters will be required to reapply to the University.
- Any BSW major who does not enroll for social work classes for an entire academic year may need to reapply to the major.

Students considering a leave of absence should contact their faculty advisors prior to the leave to discuss their plans and get appropriate advising.

Attendance Policy

It is the policy of the Department of Social Work & Youth Services that missing more than 25% of class sessions will result in a failing grade regardless of whether the absences are excused or unexcused. Students who miss more than 25% of class sessions will be asked to withdraw from the course or will receive a failing grade in the course.

For Fall and Winter - per department attendance policy, the following calculations will be used to determine the 25% requirement (these calculations are based on 15 weeks):

For sections that meet one time per week: 25% will equal 3.75 classes

For sections that meet two times per week: 25% will equal 7.5 classes

For hybrid and on-line sections, the 25% calculation will be determined by the course instructor.

For Spring and Summer - per department attendance policy, the following calculations will be used to determine the 25% requirement (these calculations are based on 7 weeks):

For sections that meet one time per week: 25% will equal 1.75 classes

For sections that meet two times per week: 25% will equal 3.75 classes

For hybrid and on-line sections, the 25% calculation will be determined by the course instructor.

The Department of Social Work & Youth Services recognizes that there are some circumstances where attendance accommodation is necessary. These occasions are ones which have been communicated to the instructor by the student and through formal documentation with the Office of Disability Services. Students are responsible for discussing the need for accommodation as soon as the need arises. Students will complete a Flexible Attendance Agreement (available from the Department Chair) in conjunction with the instructor.

Communication Policy

The Department of Social Work & Youth Services exclusively uses SVSU email to communicate with students for admissions decisions, program announcements and other department business. Students will

also receive important information via the communication function on the University's course management system. Students are responsible to monitor their own SVSU email for these important communications.

Up-to-date contact information is important for efficient communication between the University, the Department and students. Students are responsible to inform the SVSU Registrar of a change of name, address, and telephone number.

Students who are in field placement are responsible for updating changes in personal information with the field office. Updates should be sent via email to swfield@svsu.edu.

REQUIREMENTS OF THE BACHELOR OF SOCIAL WORK DEGREE

CURRICULUM

Students who intend to complete a Bachelor of Social Work (BSW) must meet all the degree requirements outlined by the university catalog. All students must complete 124 credits to graduate, which includes Basic Skills, General Education requirements, the BSW major, and a minor or Interdisciplinary major.

The Bachelor of Social Work degree requires 51 credits of social work courses. The curriculum includes:

Pre-SW	SW 215 & SW 300	6 credits
Core SW	Human Behavior in the Social Environment	6 credits
	Social Welfare Policy	6 credits
	Social Work Research Methods	3 credits
	Social Work Practice	9 credits
	Field Education	12 credits
	Senior Seminar	3 credits
SW electives	student selections	6 credits

Many courses in the BSW program require that student's complete pre-requisite and/or co-requisite courses. Careful planning is required to move through the degree requirements efficiently. Students should consult with their faculty advisors frequently as they move through the program.

A suggested course sequence for completion of the Bachelor of Social work program in four years (8 semesters) is included in Appendix B.

All requirements for the BSW major are listed on the program's website:

<http://www.svsu.edu/socialwork/bsw/programrequirements/coursesequence/>

Pre-Social Work Curriculum

Students interested in earning a degree in social work should select a "pre-social work major." Freshmen and sophomores should obtain advising from the Academic Advisement Center or the HHS academic advisor for information on transfer of courses, basic skills requirements, and general education courses and requirements. Pre-social work majors who have specific professional questions or concerns or need advising for social work courses and requirements should see the social work faculty advisor assigned by student last name. See the department website for social work faculty assignments.

*NOTE: Students who wish to request transfer credit for courses taken at another institution will complete a Course Petition from SVSU. Any course that is not already included in an agreement with partner institutions (see the SVSU Transfer website) must provide a copy of the full syllabus from the transferring

institution along with the completed Course Petition to the Department Chairperson.

- Emergency decision-making regarding pre-requisite courses (approved February 2021)

During or immediately following an emergency (University, Local, State, Federal, or Global) the program may consider, on a case-by-case basis, requests by students regarding pre-social work curriculum course requirements and taking those courses as co-requisites or other accommodations as needed.

Electives

In addition to core program requirements, each BSW student is required to complete six credits of social work electives. Social work electives are courses that the department believes will enhance students' preparation for field education, employment in the field of social work, and graduate education. Many social work electives are focused on specific populations, social problems, or policy concerns relevant for the families we serve. Social Work electives include the following: SW302, SW303, SW304, SW305, SW306, SW311, SW313, SW314, SW390, SW394, SW490, and all Youth Services (YS courses). Other electives may be added. Students should communicate with their faculty advisor for an updated list.

Courses taken as social work electives may not 'double count' for your chosen minor. Social work electives may "double count" toward a Child Welfare or Juvenile Delinquency certificate.

Students are encouraged to speak with their assigned faculty advisor for assistance in selecting social work elective courses that meet their interests and academic goals.

Failure of Courses in the Major

The SVSU catalog states that courses in which students receive a grade of "D" or "F" may not be used to meet requirements for majors. The catalog also states that a course may be repeated only once to raise a grade. The policy of the social work department is that students who receive a "D" or "F" twice for the same required course will not be allowed to continue in the major.

- Emergency Use of Pass/No Credit: (approved April 2020)

Students who chose the "No Credit" or "N" option for a course under these emergency procedures will be assumed to have received a failing grade. The "N" or "No Credit" option will count as one of the two attempts noted in the policy above. Students will not be allowed to continue in the major if they have any combination of two course failures: receiving a "D" or "F" or "N" (or any combination of these) twice for the same required course.

Students who fail to receive a "C" or better in senior social work courses should be aware that these courses are offered only once per year and are designed to be taken concurrently with field education. Thus, students who need to repeat a required course offered in fall semester (SW 401, SW 403 or SW 483) will be required to wait until fall semester of the following year to proceed in the program. Students who need to repeat a required course offered in winter semester (SW 402, SW 485 or SW 484) will be required to wait until winter semester of the following year to re-take the course.

Further, the senior level practice courses (SW 401 & SW 402) are designed to be taken concurrently with agency field placement, thus course assignments are dependent upon active participation in a supervised field experience. Students who are repeating either SW 401 or SW 402, therefore, will be required to be enrolled in field courses (SW 483 or SW 484) or to complete a minimum of 100 hours of volunteer experience in an agency approved by the field office during the semester in which the course is repeated.

Credit Load per Semester

The Bachelor of Social Work degree is a professional degree, which requires 124 credits for graduation. Students may choose to proceed through the program at either part-time or full-time status during their freshman through junior years. It is not possible to finish the BSW program in four years if a student elects to complete only 12 credits per semester during fall and winter semesters. If a student plans to graduate in four years, his/her credit load per semester should include 30-36 credits per academic year during their freshman, sophomore, and junior years.

A course load of 12 credits per semester is required during the fall and winter semesters of a student's senior year, as the senior curriculum includes several co-requisite courses including a field education placement. Generally, students in field placement may not take more than 12 credits in fall and 12 credits in winter semester. Thus, students must complete all degree requirements except for senior field placement co-requisites prior to entering the senior year (at least 100 credits).

Students are strongly discouraged from taking more than 12 credits of core Social Work classes per semester (fall, winter, spring/summer). Therefore, students should plan a course schedule that includes program pre-requisites, core social work courses, and courses for the declared minor distributed throughout her/his academic schedule. In the Spring / Summer semester prior to entering field placement, students should not plan to take more than 6 credits of core social work courses in Spring semester and 6 credits of core social work courses in Summer semester. Please refer to the section on Field Education in this manual for additional information about this requirement.

Students should meet with their faculty advisors to plan for an appropriate credit load each semester. Students may also refer to the recommended course sequence for the BSW program for guidance on credit load per semester found on the department website:

<https://www.svsu.edu/socialwork/bsw/programrequirements/coursesequence/>

Credit for Experience

No academic credit will be given, in whole or in part, for any professional or other life experience. This applies both to experiences prior to admission to the major as well as life experiences after major admission. Only volunteer work approved by the department will be credited towards partial or complete fulfillment of the 40- credit volunteer component required in SW 215, Introduction to Social Work/Social Welfare. Only field work approved by the department and undertaken as part of SW 483-484, Field Instruction I and II, will be credited for the major.

MINORS / INTERDISCIPLINARY MAJOR & CERTIFICATES AVAILABLE

Minors / Interdisciplinary Major

Every undergraduate student graduating from Saginaw Valley State University must complete a minor or a second major, in addition to the student's declared major. Students may choose a minor from any department on campus. The following information provides an overview of the minor and dual major offered by the department:

Interdisciplinary Major

BSW students must complete a minor or second major to graduate from Saginaw Valley State University. Social work majors may select the Interdisciplinary Major, which requires just 12 credits beyond the BSW requirements. Credits for the Social Work Interdisciplinary Major must be taken from two separate departments, not including social work course. Follow the following link and scroll to the bottom of the page for more information:

http://catalog.svsu.edu/preview_program.php?catoid=33&poid=4173&hl=%22Interdisciplinary%22&returnto=search

Youth Services Minor

Courses in youth services may be relevant to your career goals. Youth Services courses are offered regularly and include Child Welfare, Child Abuse and Neglect, Group Work with Youth, Problems of American Youth, and Social Services for Youth. Social work majors may obtain a minor in Youth Services. Follow the following link for more details:

http://catalog.svsu.edu/preview_program.php?catoid=33&poid=4187&hl=%22youth+services%22&returnto=search

Certificates

Students may choose to obtain a certificate in order to enhance career options upon graduation. The following information provides an overview of certificates that may be relevant to BSW majors:

Child Welfare Certificate

A Child Welfare Certificate is available to BSW graduates. Completion of the certificate may allow students to waive certain training requirements for child welfare staff at the Michigan Department of Health and Human Services, including child protective services, foster care and adoption. The Certificate will also indicate qualifications for employment at private agencies that provide child welfare services such as foster care and adoption. Students are still required to complete a minor or the Interdisciplinary major. Credits toward meeting either of these, as well as the requirement of two social work electives, can be double counted toward earning the Child Welfare Certificate. Students who complete this certificate will need to complete a field education placement in an approved child welfare setting. Follow the following link for more details:

http://catalog.svsu.edu/preview_program.php?catoid=33&poid=4193&hl=%22child+welfare+certificate%22&returnto=search

Juvenile Delinquency Certificate

A Juvenile Delinquency Certificate is available to students and to graduates. Completion of the certificate will prepare students for a career in settings serving juvenile delinquents, status offenders, and youth at risk

of becoming delinquents such as juvenile courts, residential programs, runaway programs, and diversion programs. Students are still required to complete a minor or the interdisciplinary major. Credits toward meeting either of these, as well as the requirement of two Social Work electives, or credits toward a major or minor in Criminal Justice and Sociology can be double counted toward earning the Juvenile Delinquency Certificate. Students who complete this certificate will need to complete a field placement in an approved juvenile delinquency setting. Follow the following link for more details:

http://catalog.svsu.edu/preview_program.php?catoid=33&poid=4195&hl=%22juvenile+justice%22&return%20to=search

ADVISING

Degree Audit

Students and faculty advisors are able to review student progress toward graduation through the student's degree audit found on Cardinal Direct. The degree audit should be reviewed regularly to assist in selecting courses that fulfill specific degree requirements, check on GPA, review number of credits needed for graduation, and other information. The degree audit is the primary tool used for advising in the Department of Social Work & Youth Services.

Students are responsible for declaring their program of study, in order for the correct information to appear on the degree audit. Social work majors should declare a 'Pre-SW' major prior to admission to the program. The department is responsible for contacting the Registrar to switch students from pre-SW majors to BSW majors upon admission to the program.

Students should also declare their desired minor (or Interdisciplinary Major) and certificate programs by contacting the SVSU Registrar's office at registrar@svsu.edu.

Educational Plan

An educational plan is a document that can be completed by the student while consulting with a faculty advisor. The purpose of the educational plan is to provide direction to the student for course registration and efficient completion of the BSW major, Interdisciplinary Major, Youth Services minor, or the certificates offered by the Department of Social Work & Youth Services.

Students are encouraged to meet with faculty advisors several weeks prior to course registration periods in order to ensure their questions about what courses to take are answered prior to their registration deadlines.

Faculty advisors will provide students with a copy of the completed educational plan and will upload the plan into the department's shared electronic drive for review on future advising visits. A template for the department's educational plan is provided in Appendix C.

Social Work Faculty Advisors

Pre-SW and BSW majors are assigned faculty advisors according to the student's last name. The advising roster is on the department website: <http://www.svsu.edu/socialwork/bsw/advising/>

Students should meet with their faculty advisors on a regular basis to discuss course selection, academic progress, career goals, and other professional concerns. The department strongly encourages students to speak with a faculty advisor prior to applying for admission to the program.

Office hours for all social work faculty advisors are posted on the faculty members' office doors and are available from the HHS secretaries. Faculty may also be available to meet with students via phone, email or other technologies. Students are strongly advised to make an appointment for advising, as faculty may not be able to provide adequate time for advising during posted office hours.

Students are strongly encouraged to bring relevant academic records, including a printed copy of the degree audit, to all advising appointments.

Health & Human Services Advisor

Pre-SW and BSW students who need advising related to transfer courses, general education requirements, or other concerns should contact the Health & Human Services advisor. The advisor's office is H 255. The office phone is 989-964-4517.

ADMISSION TO THE BSW MAJOR

Admission to the BSW major is a formal process that occurs during the fall, winter, and spring semesters of each year. Students are encouraged to apply for admission as soon as they meet the following eligibility requirements:

- 2.50 GPA
- Completion of SW 215 (or equivalent) with a grade of C or better
- Satisfactory completion of 40 hours of volunteer work in a human service organization (normally part of the course requirements for SW 215)
- Completion of 40 college credits
- Completion of all SVSU Basic Skills requirements

No student will be considered for admission to the BSW major if they do not provide evidence of these eligibility requirements.

Students must be admitted to SVSU and have an SVSU username and password in order to apply for admission to the BSW major.

Please note: In an emergency situation or at the suggestion of the faculty, additional admissions periods may be offered.

More information about the admissions process is found at

<http://www.svsu.edu/socialwork/bsw/applynow/socialworkmajor/>

Informational Meetings

In fall, winter, and spring semesters, the department will hold informational meetings for all students interested in applying for admission to the BSW major. Students who have declared a pre-SW major will be informed about the meetings via announcements posted to the University's course management system. In addition, department instructors will announce the meetings in SW and YS courses, and flyers will be posted in the HHS building.

The following information will be covered at the meetings:

- Criteria for admission to the BSW major
- How to access the application site
- On-line application process
- Information and documents required to complete the application
- Selection criteria

Students will be given an opportunity to ask questions at the informational meetings. Students with concerns not addressed at the informational meetings are encouraged to meet with their faculty advisors prior to completing an admissions application.

On-line Application

Application for admission to the BSW major is completed electronically. In fall, winter, and spring semesters, the on-line application site is enabled during the application period. Students must complete applications during these periods in order to be considered for admission.

The on-line application program requires students to use their SVSU user name and password to sign in. Students will also need to provide basic contact information, names and email addresses of three professional references, and copies of their SVSU degree audit, transcripts of college courses from other academic institutions and verification of a minimum of 40 hours' social service volunteer activity. In addition, the application requires students to acknowledge the program expectation of adherence to the NASW Code of Ethics.

The application for admission to the BSW program requires students to complete a timed, on-line writing sample. Instructions and information about the writing sample are provided at the informational meetings held each semester.

Students with documented disabilities who cannot complete the application, including the timed writing sample, on-line must request accommodation from the Chair of the Department of Social Work & Youth Services. These requests must be made prior to or during the application period, and applications must be completed by the deadline set by the department.

Criminal Records & State/Federal Registries

The social work department does not conduct background checks on students. However, students will be asked to read and acknowledge the department policy regarding criminal records and state/federal registries. This policy is intended to inform students about potential challenges in obtaining a social work field placement and/or social work licensing after graduation. Students should be aware that many social services agencies require background checks before approving students for field placement. Some types of convictions and/or appearance on a state or federal registry will make field placement, as well as social work licensing and employment after graduation, very difficult or unlikely.

Students are asked to report any history of criminal conviction or registration on a state or federal registry at the time of the admission application to the social work faculty. Students will also be required to disclose this history to the Director of Field Education before entry into field placement. Students should be truthful in reporting on their backgrounds; **failure to report this information may be grounds for dismissal from the program.**

Students with criminal records or who are on state/federal registry, will be individually advised. Faculty advisors will direct students to information that will clarify what opportunities and obstacles they will likely encounter. The Michigan Department of Licensing and Regulatory Affairs determine if individuals are eligible for social work licensure. Students with questions about the impact of a criminal record or appearance on a registry on licensing should contact that office directly at (517) 335-0918 or at

http://www.michigan.gov/lara/0,4601,7-154-35299_28150_27529_27554---,00.html.

Criminal history and / or appearance on a state / federal registry are not grounds for denial of admission to the BSW major.

Selection Criteria

Students admitted to the BSW major must meet the selection criteria established by the department. If the volume of student applications exceeds the capacity of the program, admission to the major may be a competitive process.

Admission decisions are made by a committee consisting of the full-time social work faculty. This committee reviews the applications, processes all of the information at their disposal, and takes action on the applications.

No application will be considered if it is incomplete. Students who do not provide evidence of eligibility requirements for admission will be asked to reapply in a subsequent semester.

Students with completed applications will be considered for admission. Admissions decisions may be based on the following criteria:

- GPA
- Performance on the writing sample
- Evidence of professional behavior provided by faculty observation and reference letters

A sub-committee of faculty will review submitted writing samples. The writing samples reviewed by the committee do not contain student names or identifying information. The committee uses the Writing Sample Rubric for Social Work Admission to Major (see Appendix D) to score each essay. Students must receive a score of 35 or higher out of 50 possible points on the writing sample to be considered for admission.

Students denied admission on their first application are eligible to reapply in a subsequent semester. Students may not apply for admission to the major more than twice.

Notification Process

Following the admissions committee's deliberations, each applicant is sent an admissions letter electronically, which indicates the outcome of the committee's decisions.

The Chair of the Department of Social Work & Youth Services will notify the Office of the Registrar of the names of students admitted to the BSW major. Admitted students should verify that their student records have been updated by the Registrar's office to reflect BSW major status approximately two weeks following admissions decisions.

Students who are denied admission to the major will be informed of the reason for the denial in the electronic letter sent informing of the admission decision. Students denied admission to the major, who wish to reapply for admission, should meet with their faculty advisor as soon as possible to discuss strategies for addressing the reason for denial.

FIELD EDUCATION

Social work field education is the capstone of the Bachelor of Social Work degree program. Field education entails a two-semester agency-based social work experience in an approved community agency. Students are supervised by an agency staff member who is authorized to provide instruction by the University and the BSW program field director.

All students in the BSW major must complete 225 hours of supervised agency-based field experience in fall and winter semesters, for a total of 450 hours of field education, without exception. In addition to agency-based field experience, all senior students must complete on-campus class meetings, interprofessional education experience, and written assignments submitted to assigned faculty liaison or the Field Office.

Students must begin the field instruction sequence in fall semester and complete it in winter semester. Careful attention to course planning is critical in order to ensure that students are "on track" regarding course sequencing.

Eligibility for Field Education

Generally, students considered eligible for field placement must have completed all requirements for the BSW degree other than the six senior social work courses (SW 401, SW 402, SW 403, SW 483, and SW 484 & SW 485) prior to beginning field placement. Students who have not completed these requirements may not be considered eligible for field education by the Field Office, which has the responsibility to determine which students are offered the opportunity to enter field education each fall. Thus, students entering field must have completed the following prior to beginning field placement:

- University Basic Skills requirements
- General Education requirements
- Program pre-requisites
- Sophomore and junior social work courses, including six credits of social work department electives
- All courses/credits required for the declared minor, Interdisciplinary major, or dual major
- A minimum of 100 university credits

Resources for field placement are limited; in the event that the number of students applying for field placement exceeds department resources, the Field Office, in consultation with the department faculty will determine a rating system for preference for field placement. Students who have demonstrated excellence in academics, professional identity and behavior, and adherence to department policies and deadlines will be given priority in entering field placement.

Field Confirmation Process

Confirmation of eligibility for field education is required prior to enrollment in the fall senior BSW courses (SW 401, SW 403 & SW 483). Students are responsible for submitting all required information for field confirmation to the Field Office by the published deadline; students who miss the deadline will not be considered for field education until the next cycle. Field confirmation requires the following elements:

- Admission to the BSW program
- All General Education, social work pre-requisite, and sophomore/junior core courses completed before the Fall semester in which the student begins field placement
- A minimum of 100 course credits completed before the fall semester in which the student begins field placement
- An identified minor, Interdisciplinary Major, or dual major, with all courses completed before the fall semester in which the student begins field placement

The Field Office will review each student's confirmation course plan form and degree audit to determine if they are eligible to begin Field Education. If the Field Office has questions or concerns, the student will be contacted. Students may request an appointment with the Director of Field Education for review of decisions regarding eligibility for field placement. The Field Office will only contact a student if further review is required; the office will not contact students to confirm the application submission.

In addition to the above requirements, the field office may review supplementary criteria to ensure students will be successful in completing their field experience. Students planning to enroll in more than 12 credit hours during the Spring/Summer period, those with a marginal GPA, and/or any students whose conduct may not meet professional standards could be prohibited from entering field. Students will not be considered for field education if they plan to complete all 5 junior level core SW courses (SW 320, SW 330, SW 316, SW 318, SW 318) in the Spring / Summer semesters just prior to entering field placement.

If the field office has questions or concerns, the student will be contacted with the decision and/or concern. Students may request an appointment with the Director of Field Education if they feel the decision made should be reviewed.

The field confirmation completed by the student during this process is considered a contract between the student and the Field Office. Students who do not follow through on their confirmation course plan will be considered to have breached their contract, and the Field Office may then remove the students' eligibility for field education placement. If the Field Office determines that a student is not eligible to begin or continue in SW 483 and/or SW 484, the student will be asked to withdraw from all of the senior level co-requisite courses as well.

Field Placement Process

Beginning in the winter semester prior to field placement, students determined eligible for field placement must attend several mandatory meetings and meet deadlines pertaining to field placement. These meetings/deadlines include, but are not limited to:

- two sessions of Roundup, which explain the field placement process and expectations for professional development in field education
- child abuse/neglect mandated reporter training
- Agency Field Placement Day, in which students and agency partners meet to identify potential field placement matches
- Field Orientation, in which students are familiarized with field education processes, assignments, liaison groups and leaders, and other policies prior to beginning field

placement
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- Submission of a properly completed field placement assignment form, which is the contract between the student and field placement agency

Student attendance at field education meetings is required without exception. Dates for the meetings are provided to students well in advance of meeting dates. Students who miss any of the mandatory meetings or deadlines scheduled by the Field Office indicate their intention to withdraw from field education and the co-requisite courses.

The department policy is to arrange for eligible students to meet with approved field placement agencies in a job fair atmosphere. Students and agency representatives mutually determine interest in potential placement matches. Students are responsible for following up with agencies of mutual interest for interviews and other agency procedures. Ultimately, students are responsible for securing a field placement. The Field Office does not place students independently, nor can the Field Office require an agency to accept a student who does not meet agency standards.

Field Education Policies

- Field experience hours are within an all-day format. Students follow the agency's schedule of regular hours, lunchtime, breaks, etc. Any change or adjustment in hours requested must have agency and Field Office approval.
- Attendance is required; it has no substitute. The Department of Social Work & Youth Services supports the agency in holding students to responsible, professional behavior. When absence from the agency is necessary due to illness, inclement weather, holidays, or other valid personal reasons, it is the student's responsibility to notify the agency and the faculty liaison. The agency is asked to assist us by noting any absences. No student may receive a passing grade in this course unless they have completed the required 225 hours of field experience each fall and winter semester.
- Responsibility for making up missed sessions, including those missed through illness, inclement weather, holidays, etc. is the student's, in consultation with the field instructor.
- Where the need emerges, or where an interest has developed, students are encouraged to participate in agency activities held outside the regular field experience schedule. The field instructor should feel free to suggest that the student attend significant programs, activities, meetings, etc., if it can be arranged, that might provide an added or different learning experience.
- The Department of Social Work & Youth Services has no budget to provide financial reimbursement for students to travel to agencies, or on agency business. Travel within the placement, where possible, can be assumed by the agency and may be assumed by the student, while travel to the placement is the student's responsibility.

- Students are required to write reports for the faculty liaison and information will be needed on the agency setting for these reports. Students should take appropriate precautions to disguise the identities of service recipients and to protect the confidentiality of clients in the field setting.
- Transportation and use of personal vehicle policy is guided by the agency in which a student is placed. The agency may ask students to use a personal vehicle to transport a client within the community. It is the student's responsibility to understand the agency's policy regarding client transportation as well as any use of the personal vehicle during field education. Saginaw Valley State University, the College of Health and Human Services and the Department of Social Work & Youth Services is not liable for students' personal vehicle or expenses incurred.
- Changes in field instructor must be reported to the Field Office immediately. It is the student's responsibility to contact the Field Office immediately if there is a change in field instructor or field supervision while in placement during the fall and winter semesters. Each student, even if there is more than one student in the agency who is affected, will need to email the Field Office as well as his or her faculty liaison to report a change. The student should include the name of the instructor who is no longer supervising as well as the name and contact information of the new field instructor.
- Field Instructor supervision in field education: Students must have face-to-face supervision a minimum of one hour per week, which may be all at once or in smaller sessions, based on the needs of the student and/or the field instructor. Field supervision should occur with the field instructor (the individual responsible for signing your contract and field evaluations). The Field Office has vetted the agency field instructor and has deemed that person qualified to supervise you in field education. That individual will be the person who ultimately gives you a grade, by completing your field evaluation, in the fall and winter semester.
- Task supervision in field education: The student may have more than one individual in the agency with which he/she is working. Often a student will have task supervisors who are agency colleagues with whom they work on projects or client cases, as well as their field instructor. Students should expect that feedback and direction may be given by these task supervisors, and that the task supervisor will provide feedback on the student's performance to the field instructor for consideration during weekly supervision and final evaluation.
- Students must follow the direction of the field instructor during the field education placement. The field instructor is professionally and legally responsible for student work in the agency. If the student believes that following the field instructor's direction would create risk of harm to the client, agency, or student, the student should immediately contact the faculty liaison or the Field Office for direction.
- In the event of an accident, or any incident involving injury, property damage, or risk to the student or agency client, or any incident of discrimination or sexual harassment, the student must immediately report to their field instructor. The student is responsible to also report the incident to her/his faculty liaison and the Director of Field Education in writing within 24 hours of the incident.

Description of Roles

The following descriptions are intended to aid the student in sorting out the various roles and responsibilities of those involved in social work field education.

Director of Field Education - Monitors the overall operation of the field education program, including approval of qualified placement agencies and field instructors. Approves student readiness for field education, including review of academic and professional preparedness. Conducts orientations for field placement and approves field placement matches. Responsible for approving any changes in student placements during the field experience. Hears grievances regarding the field placement component of the social work program. Completes reviews of student conduct related to field education and co-requisite courses and prepares behavioral contracts for students experiencing difficulty in field placement year. The Director of Field Education works with the department chair, the department faculty, and the field agencies to coordinate the student's field education experience.

Faculty Liaison - Provides a link between the Department of Social Work & Youth Services, the student, the field instructor, the agency, and task supervisors (if different from the field instructor). Conducts liaison meetings on campus, grades student written work, visits field sites minimum once per semester, ensures consistency and appropriateness of field experiences, and reviews the student performance evaluation. Assigns the final grade for SW 483 & 484. Assists in resolving problems when the student and field instructor are unable to do so. Communicates with Director of Field Education about student progress in placement.

Field Instructor – Agency-based staff who is responsible to supervise the student's field experience to ensure growth and development as a professional general practice social worker. Meets with the student a minimum of 1 hour per week, to review the student's learning agreement, and to facilitate understanding of the application of social work values, methods, techniques, and skills in the field experience. Evaluates the student's performance and recommends the grade for the field work portion of the course to the faculty liaison.

Department Chairperson/Director of the BSW Social Work Program - Coordinates the overall academic program and ensures compliance with university and accreditation standards. Reviews course equivalency requests for transferring social work credits. Represents the department at the college, university, and community level. Chairs department meetings. Maintains department records and oversees its budget. Participates in grievances regarding the academic component of the social work program in accordance with the SVSU Student Handbook and acts in place of the Director of Field Education in cases where the Director of Field Education is also the student's faculty liaison. The Director of the Social Work and the Director of Field Education work together closely to coordinate the student experience in field education.

Faculty Advisors – Faculty from the Department of Social Work & Youth Services assigned to students by student's last name. Advise students regarding course selection in the major and minor. Assist students in planning for admission to major, readiness for field education, and selection of elective courses. Work with students to address concerns about student academic performance and/or concerns about professional behaviors in the classroom, field education, and other activities related to student social worker role. Advise students regarding career options and planning, including graduate education, employment searches, and activities to enhance student development of career-related interests.

ADDITIONAL DEPARTMENTAL LEARNING EXPERIENCES

The social work department encourages students to become involved in the policies and programs that affect academic life. Active membership in the Student Social Work Organization (SSWO) allows social work students and pre-majors to contribute to the operation and organization of the social work department. Social work students are entitled to attend all meetings of the department (except in cases where specific student concerns are under discussion) and are encouraged to take advantage of the opportunity to voice their concerns, ideas and suggestions. Please contact the social work department chair for meeting times and dates. In addition, social work student representatives serve on the department's Community Advisory Committee and on other committees and task forces as the need arises.

Independent Study & Faculty-led Research

Students interested in directed research and independent study opportunities are encouraged to meet with their faculty advisors to discuss their interests. Department faculty may have opportunities for student-involved research projects. In some cases, student research and independent study may be used for elective credit or may be applied to student minor or Interdisciplinary major requirements. The field office may also offer independent study opportunities for students interested in directed field study beyond the required hours for field education.

Interprofessional Education

The mission of the College of Health & Human Services includes a focus on preparing professionals for interprofessional practice. The Department of Social Work & Youth Services is committed to teaching students about interprofessional practice, and to developing graduates with competencies in interprofessional roles and responsibilities, values/ethics for interprofessional practice, teamwork, and communication in interprofessional settings. Students will be required to participate in interprofessional simulations and other experiences as part of their course requirements. In addition, students are encouraged to take advantage of the many interprofessional opportunities offered by the College of Health & Human Services each semester.

Service Learning

Service learning is an approach to education that provides students with the opportunity to apply knowledge, values and skills in real-life settings as part of the class experience. In keeping with the focus on interprofessional practice in the College of Health & Human Services, the Department of Social Work & Youth Services offers interprofessional service learning opportunities throughout the academic year. These opportunities include brief, informal experiences as well as formal courses offered for academic credit. The settings for service learning include international travel, domestic travel experiences across the United States, and immersion in local communities with diverse client populations. Students interested in service learning should refer to the department website for more information.

Student Organizations

Student Social Work Organization

The Student Social Work Organization (SSWO) exists to allow an outlet for student service, to inform students of meetings, workshops and conferences of interest to them, to supplement the formal educational experience, to provide for fellowship for those pursuing common goals, and to

serve as a liaison with the social work department. SSWO sponsors forums, fundraisers, social events, and service and social action projects in the area.

SSWO is a registered student organization with its own officers and Constitution and has representation on the Community Advisory Committee to the Department of Social Work & Youth Services. All students who are in the social work program, or who have an interest in social and service action programs, are eligible to participate. Students are encouraged to become involved in this organization. More information is available at

<https://www.svsu.edu/officeofstudentlife/connect/>

□ **Phi Alpha, Delta Omega Chapter**

The Department of Social Work & Youth Services hosts the Delta Omega chapter of Phi Alpha, the national leadership honor society of Social Work. The purpose of Phi Alpha is to promote high standards of education for social workers, facilitate bonds between social work students and promote service. Criteria for admission to Phi Alpha include:

Undergraduate students shall be enrolled in the institution represented by the chapter, have declared a major in social work, have completed 9 semester hours of required social work courses or at least 37.5% of the total hours/credits required for the degree, whichever is later achieved, and rank in the top 35% of their class.

Induction into Phi Alpha is held in winter semester at the annual department meeting.

□ **National Association of Social Workers**

Students are strongly encouraged to join the Michigan Chapter of the National Association of Social Workers (NASW), the professional organization for social work professionals. Student members receive a discount on membership and are entitled to a number of benefits outlined on the chapter website (<http://www.nasw-michigan.org/>). Each year, a student leader for the department is selected to act as a liaison between NASW and SVSU through a program called ULINK. Students interested in serving in this capacity should indicate their interest by contacting their faculty advisor.

Volunteer Experience

Students enrolled in SW 215 – Introduction to Social Work / Social Welfare are required to complete 40 hours of volunteer work in a social service agency approved by the course instructor. Students will be evaluated by the agency supervisor for this volunteer experience and must receive a satisfactory evaluation to pass SW 215 with a grade of C or better. Students who do not successfully complete this volunteer requirement cannot receive a passing grade in the course.

The volunteer experience for SW 215 must be completed in a social service agency that provides appropriate introduction to the social service systems, client populations, policies, and practices used by social workers. Students will be expected to arrange these placements on their own, and the volunteer work will be done outside of class time. A list of approved potential placement opportunities will be provided by the course instructor. Students may petition the instructor to arrange a placement with an agency not included on the provided list. Unless specifically permitted by the instructor, the entire 40-

hour experience must be completed in a single agency setting.

Students in volunteer placements will likely spend a majority of their time observing and shadowing agency staff, participating in training, and providing basic services with direct supervision. Under no circumstances should students in the volunteer experience be given primary responsibility for direct client services without appropriate on-site supervision.

Questions or problems with the volunteer experience should be directed to the student's course instructor for SW 215.

Department Honors Committee

Each year the Department recognizes student leadership and other accomplishments during Winter semester. Peer engagement in the process of determining students to recognize is one opportunity for service in the Department. Students who volunteer for this Committee are recognized for their service during the Honor event. The following outlines the responsibilities of the Department Honors Committee Members:

1. The Department asks students to nominate themselves for the Honors Committee at the start of the Fall semester.
 - a. All Seniors are invited to participate in the nomination process
 - b. SSWO is asked to nominate one junior level student to serve for two years (once during their junior year and again during their senior year)
2. The Faculty of the BSW program choose the Committee members
 - a. The MSW Field Student will serve as the Department representative on the Committee
3. The Department Honors Committee will seek nominations in January for the Honors already established by the Department (see below). The Committee can also suggest additional honors categories.
 - a. NASW Student of the Year
 - b. Outstanding University Undergraduates
 - c. BSW Program Leadership
 - d. Field Instructor of the Year
4. The Honors Committee chooses the recipients for each category and gathers information about the honorees to be included in the Department Honors event in Winter semester.

IMPORTANT POLICIES & RESOURCES

Accessibility Resources and Accommodation

This office works with students and faculty to ensure that all students with disabilities can participate in all aspects of University life. Students with disabilities should contact the Disability Services office to consult about their needs. Appropriate accommodations and support services for students are coordinated through Disability Services.

More information at <https://www.svsu.edu/access/>

Campus Financial Services Center

Information about cost of attendance, and financial aid / scholarships is available from the Financial Services Center. Several scholarships specifically designed for social work and youth services students are offered annually; students are strongly encouraged to apply for these opportunities.

Information regarding financial aid and scholarships can be found at <http://svsu.edu/financialaid/>

Career Services

This office provides assistance to students and alumni of SVSU in career information, job search skills, and linking with employers. Students can use Career Services for assistance with resume development, interview skills, and job searches.

More information is available at <http://www.svsu.edu/careerservices/>

Counseling Center

The Student Counseling Center offers free, confidential services to support student wellness, and provides referral to community resources. All services are provided by or supervised by licensed professionals. Walk-in services are available.

More information at <http://www.svsu.edu/studentcounselingcenter/servicesforstudents/>

Course Petitions

Students wishing to petition to have an alternative course count for a program requirement can complete a course petition to submit to the Chair of the Department of Social Work & Youth Services. Students should contact their faculty advisors for more information about whether SVSU courses can be petitioned to substitute for program requirements.

Syllabi, course descriptions, and student transcripts may be required for evaluation of course equivalency if the course being petitioned was completed at another institution. Social Work courses taken through non-accredited programs may be transferable as electives. Likewise, Social Work courses from CSWE accredited programs that are not comparable to the required courses in our curriculum may be transferred in as electives, although every effort is made to match another accredited curriculum to SVSU's. Students should meet with the University admissions office and their social work faculty advisors prior to transferring from another institution for evaluation of transfer course work.

Course petitions are available at

<https://www.svsu.edu/officeoftheregistrar/servicesforms/>

Course Withdrawals

The automatic withdrawal period at the beginning of each semester, which is listed on the Cardinal Direct website (<http://cardinaldirect.svsu.edu/>) does not require instructor approval. Late withdrawal must be completed in-person at the Registrar's office. Financial refunds are not available after the last day to withdraw with a 25% refund.

Student experiencing medical and other conditions requiring withdrawal from courses should contact the Registrar's office to submit required documentation in a timely manner, as tuition refunds may be available for these conditions.

Information about medical withdrawal at

<https://www.svsu.edu/officeoftheregistrar/servicesforms/>

Students who do not complete the official university withdrawal process are financially responsible for course tuition and will be assigned a grade that reflects the work that they completed in the course.

FAST

Fostering an Academic Successful Transition (FAST) is a grant funded program coordinated in the Department of Social Work & Youth Services at Saginaw Valley State University. The FAST Program provides supportive services for SVSU and Delta College Students who have experienced foster care on or after their 14th birthday or who were adopted after age 16.

More information at <http://www.svsu.edu/socialwork/about/fastprogram/>

FERPA

The Family Educational Rights and Privacy Act of 1974 determines the types of records kept about students, their location, the person who controls them, policies governing access to them, and the mechanism that exists for their correction should that be necessary.

Students should familiarize themselves with this important policy at

<http://www.svsu.edu/operationsmanual/legalcompliance/privacyactakaferpa65-1/>

Graduation

Students should complete an application for graduation in the fall semester of their senior year. Application deadlines are posted on Cardinal Direct each semester.

Applications are available from the Registrar's Office at <http://www.svsu.edu/registrar/>

Grievances and Appeals

Students have the right to grieve any final course grade in which they believe their grade was unfair.

The process for the University grade grievance procedure is detailed in the following link:

<https://www.svsu.edu/studenthandbook/grade grievance policy and procedure/>

In addition, the University Ombudsman helps students resolve concerns, problems, or conflicts concerning University policies, procedures, and decisions.

Student questions or concerns may be directed to the University Ombudsman at

<http://www.svsu.edu/ombudsman/>

Honors Program

This program allows academically talented students to pursue their major / minor degree work while providing enriched academic experiences in Honors courses, seminars, research projects and extra-curricular activities. Students wishing to participate in the Honors Program need to apply as freshman; the program selects 80 students each year.

More information at <http://www.svsu.edu/honorsprogram/>

Incompletes

An Incomplete contract may be completed when students who are making satisfactory progress in a course are unable to complete course requirements prior to the end of the semester. Social Work & Youth Services faculty reserve the right to deny assignment of the incomplete grade. Assignment of incomplete grades requires discussion between faculty and student, including construction of a plan to complete the course by the deadline established by the Registrar's Office.

Information Technology Support

A wireless network and access to computers in labs and kiosks throughout the campus provide access to the technology needed in the program. Internet access, printers, copiers, scanners, and study areas are available for student use. The Information Technology Office on campus is available to assist with hardware and software problems, difficulty with passwords, use of the online course management system, and questions about IT issues on campus and at home.

Contact SVSU IT Services at <http://svsu.edu/its/>

Library

Zahnow Library provides information and resources to support teaching and research needs of faculty and students on campus. Reference librarians are available to assist with student projects, including through a chat function on library website. Social work and social sciences databases provide access to most materials needed for program courses. Interlibrary loans are available for materials not held in the campus library.

The Zahnow Library website is <http://www.svsu.edu/library/>

Military Student Affairs

This office is dedicated to the needs of all military-affiliated students, and provides academic counseling, benefits advising, priority registration and certification for VA education benefits.

More information at <http://www.svsu.edu/militarystudentaffairs/militarystudentaffairsoffice/>

PRIDE Center at SVSU

The Pride Center is a resource for students, faculty and staff who identify as LGBTQ+ and allies. The Center offers support, education, social events, community outreach and resources to members of the campus community and regional partners.

More information at <http://www.svsu.edu/thepridecenteratsvsu/>

Registration for Courses

Students are strongly encouraged to meet with their assigned faculty advisors prior to registration deadlines to plan their course schedules. Whenever possible, students should prepare a tentative schedule of courses prior to meeting with the advisor by using the flow chart showing course sequencing and the list of courses required for the major.

Social Work and Youth Services courses often fill quickly. Students who find that a desired course is already filled during the registration period should complete the Course Request form on Cardinal Direct. The link for Course Request is found at the top of the registration screen on Cardinal Direct.

Students have the opportunity to drop/add courses shortly after pre-registration periods. This drop/add period is also held during the first week of classes. After registration periods, Cardinal Direct shows course enrollment numbers, and indicates course sections with seats available.

Social Work Licensure

Licensing for social workers in Michigan is governed by the State of Michigan Department of Licensing and Regulatory Affairs. State licensing is available for graduates of accredited BSW programs and accredited MSW programs.

More information about social work licensing in Michigan at

http://www.michigan.gov/lara/0,4601,7-154-72600_72603_27529_27554---,00.html

Student Records

Faculty and staff of the university must abide by the Family Educational Rights and Privacy Act (FERPA). Student records, including information about your progress in the program, will not be released to anyone without the student's express written permission. Academic records housed in the social work department are available for student inspection and review, except for materials where the student has specifically signed away right of access to those materials.

Students should be aware that the department's capacity to store and access records is limited. The

department maintains some student records for a period of no more than 7 years following the student's graduation from the program. Students should keep and store their own copies of important documents, including field education evaluations, certificates and papers.

Transfer Students

Courses completed at other institutions are evaluated for transfer equivalency by the Registrar's Office (<http://www.svsu.edu/registrar/>). Each department sets guidelines for course equivalencies in that department.

To be considered for transfer credit, general social work courses, other than SW 215 – Introduction to Social Work / Social Welfare and SW 300 – Interviewing and the Helping Relationship as well as some elective courses must have been completed at an institution accredited by Council on Social Work Education (CSWE). Students should meet with the University admissions office and their social work faculty advisors prior to transferring from another institution for evaluation of transfer course work. Students should discuss with their faculty advisors whether courses taken at institutions other than SVSU can be petitioned for program credit.

Writing Center

The Writing Center assists students in the writing process, including help with organization, formatting, documenting sources, and reviewing drafts. The Writing Center is staffed by peer tutors and walk-in service is available. In addition, the Center provides helpful written and video resources on their website.

More information at <http://www.svsu.edu/writingcenter/>

APPENDIX A
Rubric for Assessing Professional Behaviors

Students must demonstrate the ability to maintain scores of three or four in each of the 15 professional behavior areas listed below to be considered for a field placement, as these are the expected professional behaviors of social work interns and professional social workers.

Professional Behaviors	1 Unacceptable	2 Needs Improvemen	3 Acceptable	4 Outstandin g	Score
1. Attendance: Attends classes and related meetings	Student has missed 20% or more of total class time in one or more classes	Student missed class for reasons that are not related to allowable emergencies, but for convenience; and/or student has skipped one	Student attends all classes except in truly rare or unusual circumstances that are considered excusable by the professor	Student attends all classes	
Comments:					
2. Punctuality: Is punctual and present	Student has been late to class or left early from class 3 or more times in the semester	Student has occasionally been late to class or left early from class, but no more than once in the semester	Student is on time to class and stays until the end except in truly rare or unusual circumstances that are	Student is always on time and stays until the end of class	
Comments:					
3. Communication: Manages communications and	Student does not usually contact the instructor to	Student contacts the professor to inform of tardiness or	Student contacts the professor prior to the	Student always contacts the professor prior to the beginning	

contacts	absence from class and/or student provides no reason for absences	does it after already missing a class or meeting	(at least 90%) to inform of tardiness or absence. In the very rare instances when this is not done, the student contacts the	class to inform of anticipated tardiness, illness, etc. except in true emergencies and then contacts the professor immediately	
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Comments:

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
4. Respect: Demonstrates respect and support in relationships	Student is frequently disrespectful to and non-supportive of classmates, staff and/or	Student is occasionally disrespectful to and non-supportive of classmates, staff and/or	Student is usually respectful to and supportive of classmates, staff and/or faculty	Student is always respectful to and supportive of classmates, staff, and/or faculty	

Comments:

5. Self-Awareness: Demonstrates self-awareness	Student rarely shows self-awareness about the impact of verbal and non-verbal communication	Student only occasionally shows self-awareness about the impact of verbal and non-verbal communication	Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communication	Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communication	
---	---	--	--	---	--

Comments:

6. Diversity Awareness: Demonstrates awareness and responsiveness to diversity	Student's classroom or other student related interactions rarely reflect respect for and appreciation of diverse opinions, experiences,	Student only occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or	Student's classroom or other student related interactions almost always reflect respect for and appreciation of diverse opinions, experiences,	Student's classroom or other student related interactions always reflect respect for and appreciation of diverse opinions, experiences,	
Comments:					
7. Collegiality: Demonstrates collegiality and collaborative interactions	Student has not demonstrated collaborative skills in work with others and/or student has poor relationships	Student is reluctant to collaborate with others and/or struggles with maintaining positive	Student almost always works collaboratively with team members and/or student almost always engages positively with	Student always works collaboratively with all team members and/or student always relates positively with others	
Comments:					

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
8. Oral Expression: Strives for a high level of oral expression	Student consistently gets feedback from instructor that	Student often gets feedback from instructor that oral expression	Student frequently displays appropriate oral expression	Student consistently displays appropriate	

	expression is unprofessional and does not make efforts to correct	unprofessional and rarely makes adjustments and/or efforts to correct	when necessary, makes clear effort to correct errors when provided	professional oral expression	
Comments:					
9. Written Expression: Strives for a high level of written expression	Student consistently gets feedback from instructors that written expression is unacceptable or unprofessional and/or grades on papers are reduced	Student's written work lacks clarity and has some errors and/or grades on papers are reduced somewhat because of writing	Student almost always expresses ideas or concepts clearly, with very few errors; and/or grades on papers are reduced only slightly because of writing	Student always expresses ideas or concepts clearly, with an absence of errors and/or grades on papers are reduced minimally because of writing	
Comments:					
10. Initiative & Reliability: Demonstrates initiative, reliability and dependability	Student rarely takes initiative to plan work and complete it in a timely manner &/or student rarely gets assignments done	Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class	Student almost always takes initiative to plan to work and complete it in a timely manner and/or work is almost always	Student always takes initiative to plan and complete work in a timely manner and/or work is always submitted on time	
Comments:					
11. Responsiveness to Feedback: Demonstrates	Student has not demonstrated receptiveness	Student is usually receptive to suggestions	Student is almost always receptive to suggestions or	Student is always receptive to suggestions	

of motivation to improve oneself	suggestions and feedback from others and, therefore, make no effort to adjust performance	feedback, but does not adjust performance accordingly	feedback and adjusts performance accordingly	feedback from others, and adjusts performance accordingly	
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Comments:

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
12. Compliance with Professional Requirements: Demonstrates compliance with the professional conduct policy in the Social Work Program and Field	Student demonstrates significant problems in complying with the Social Work Program requirements	Student only moderately demonstrates compliance with the Social Work Program requirements	Student almost always demonstrates compliance with the Social Work Program requirements	Student consistently demonstrates compliance with the Social Work Program	

Comments:

13. Compliance with the NASW Code of Ethics: Demonstrates compliance with the Code of Ethics in its entirety	Student is consistently non-compliant with one or more components of the Code of Ethics	Student is only moderately compliant with components of the Code of Ethics	Student is almost always compliant with the Code of Ethics in its	Student consistently demonstrates compliance with the Code of Ethics in its entirety	
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Comments:

14. Responsiveness to Communication: Uses departmental communications	Student never checks email and/or does not respond to emails sent by fellow group mates or the professor	Student rarely checks email and/or does not regularly respond to emails sent by fellow group mates or the professor	Student consistently checks email looking for correspondence from classmates and the professor and is usually	Student always checks email looking for correspondence from classmates and the professor and is always prompt	
Comments:					
15. Professional Appearance: Displays professional appearance that does not interfere with professional relationships/responsibilities	Student's professional attire and presentation are consistently inappropriate for professional and classroom	Student's professional attire and presentation are frequently inappropriate for professional and	Student's appearance is routinely appropriate for classroom and professional settings	Student's appearance is consistently appropriate for classroom and professional settings	
Comments:					

(Adapted from the University of Vermont Department of Social Work, created 6/17/10)

Professor's signature: _____ Date: _____

Student's signature: _____ Date: _____

Appendix B

Suggested Course Sequence for Bachelor of Social Work Program (Four Year Model)

Students are also responsible for completing any necessary basic skills requirements* and all General Education Categories, including communication Intensive (CI) requirements. Make sure that the courses you choose satisfy the requirements in these categories. Basic Math, Reading, and English course must be completed (student may test out of basic skills courses through the University).

Freshman Year					
Fall Semester			Winter Semester		
PSYC 100	Program Prerequisite and Category 6	4 credits	PS 118 OR PS 123	Program Prerequisite	3 credits
SOC 111	Program Prerequisite and Category 7	3 credits	BIOL 104B, 105A, 105C, 111A	Program Prerequisite and Category 4	3-4 credits
General Education	Category 1,2,3,4,5,8,9,10, CI	3-4 credits	General Education	Category 1,2,3,4,5,8,9,10, CI	3-4 credits
General Education	Category 1,2,3,4,5,8,9,10, CI	3-4 credits	General Education	Category 1,2,3,4,5,8,9,10, CI	3-4 credits
General Education	Category 1,2,3,4,5,8,9,10, CI	3-4 credits	General Education	Category 1,2,3,4,5,8,9,10, CI	3-4 credits
Total Credits	15-18 credits		Total Credits	15-18 credits	

*Category 4 requires seven credit hours- BIOL 104B, 105A, 105C, 111A are included in this category. One additional Category 4, non-biology, class must be selected. At least one of the courses selected must be a laboratory course.

Sophomore Year					
Fall Semester			Winter Semester		
ECON 125 OR ECON 221	Program Prerequisite	3-4 credits	SW 300	Program Prerequisite	3 credits
General Education	Category 1,2,3,4,5,8,9,10, CI	3-4 credits	Major or Minor Elective or General University Credit		3-4 credits
Major or Minor Elective or General University Credit		3-4 credits	Major or Minor Elective or General University Credit		3-4 credits

SW 215	Program Prerequisite	3 credits	Major or Minor Elective		3-4 credits
General Education	Category 1,2,3,4,5,8,9,10, CI	3-4 credits	Major or Minor Elective		3-4 credits
Total Credits 15-18 credits			Total Credits 15-18 credits		

Admission into the Social Work Program: Students should apply for admission into the program as soon as they meet the eligibility requirements. Admissions information is available online: www.svsu.edu/socialwork or contact your social work faculty advisor.

Junior Year					
Fall Semester			Winter Semester		
SW 316	Major	3 credits	SW 330	Major	3 credits
SW 320	Major	3 credits	SW 318	Major	3 credits
SW 329	Major	3 credits	Major or Minor Elective		3 credits
Major or Minor Elective		3 credits	Major or Minor Elective		3 credits
Major or Minor Elective		3 credits	Major or Minor Elective		3 credits
	Total	15-18 credits		Total	15-18 credits

SW 316, 318, 320, 329 & 330, and selected SW elective / YS courses are offered in the spring and Summer Semesters as well as fall and Winter.

Students must apply to field education through on-line field confirmation process in the winter semester prior to their senior fall semester.

Senior Year					
Fall Semester			Winter Semester		
SW 403	Major	3 credits	SW 485	Major	3 credits
SW 401	Major	3 credits	SW 402	Major	3 credits
SW 483	Field	6 credits	SW 484	Field	6 credits
	Total	12 credits		Total	12 credits

*Basic skills course requirements for mathematics, reading, and writing must be satisfied before moving into General Education requirements. Placement into or exemption from the required courses (MATH 081, 082; ENGL 082, 103, 104; ENGL 080, 111) will be determined at your freshman or transfer orientation and registration program.

APPENDIX C Educational Plan

Saginaw Valley State University: Department of Social Work Program: Educational Plan

Student:	Date:	GPA:
Advisor:	Current Semester:	Current Total # of Credits:
Basic Skills:	Gen Ed:	SW PreReq:

Social Work Core Course Work

SW 215 C IP P SW 300 C IP P	SW 316 C IP P SW 318 C IP P SW 320 C IP P	SW 329 C IP P SW 330 C IP P	SW Elective C IP P _____ SW Elective C IP P _____
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Semester:	Courses:	Credits:
Semester:	Courses:	Credits:
Semester:	Courses:	Credits:
Semester:	Courses:	Credits:
Semester: FALL _____	Courses: SW 401 Practice II SW 403 Policy II SW 483 Field Instruction I	Credits: 3 3 6
Semester: WINTER _____	Courses: SW 402 Practice III SW 485 Senior Seminar SW 484 Field Instruction II	Credits: 3 3 6

Minor: _____ (12 or 18 credits)

_____ C IP P	_____ C IP P
_____ C IP P	_____ C IP P
_____ C IP P	_____ C IP P

Total Number of Credits Toward Graduation: _____/124 (required)

Notes:

(C) Complete (IP) In process (P) Planned

APPENDIX D

Sample Rubric for Social Work Admission to the Major

NAME: _____

Rank each category on a scale of 1-5.

(5 = very strong; 4 = strong; 3 = average; 2 = poor, 1 = very poor)

Clarity: Answers the questions chosen completely; utilizes specific examples

Q1___ Q2___

Comments:

Content: Represents understanding of social work values, ethics, and practice

Q1___ Q2___

Comments:

Critical Thinking: Demonstrates critical, creative thinking about concepts

Q1___ Q2___

Comments:

Construction: Displays logical and comprehensible organization/structure

Q1___ Q2___

Comments:

Correctness: Uses grammar and mechanics well

Q1___ Q2___

Comments:

TOTAL ___/50

I recommend that the faculty set up an interview with this student for the following reason(s)

Reviewer Name:

APPENDIX E

Ethical Misconduct Policy

The Department of Social Work and Youth Services faculty at Saginaw Valley State University recognize professional, ethical behavior as an integral component of the curriculum. Students are expected to meet the Admission and Retention Criteria, as described in the SVSU Catalogue and the Student Handbook, in both the field and the classroom. In addition, students are expected to abide by the *NASW Code of Ethics* and adhere to Competency #1 of the CSWE 2015 EPAS:

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and • use supervision and consultation to guide professional judgment and behavior

To assist faculty and staff in incorporating the above into their work, the following steps are recommended when an ethical or professional behavior concern arises in the classroom or field:

STEP ONE

The faculty/staff member privately raises the concern with the student. See the following “Coaching Conversations” document (from Westchester University’s Department of Social Work) as a guide for this conversation:

Phase 1: Identifying the Behavior

It is important that faculty are specific in describing the behavior. Data (if appropriate) should be used to support the identification of the problem (attendance logs, emails, etc.). The goal is to work with the student to understand that a problem exists. In this case, you need to be explicit in the behavior while monitoring your interactive communication style and adjust your style based on verbal and nonverbal cues received from the student. It is encouraged that the meeting is conducted in private. ***In some situations, it may be appropriate to invite another colleague (the student’s faculty advisor or Department Chair, for e.g.) to support the dialogue.***

The following prompts may help in the initial phase of the conversation:

- Address the specific behavior and connect to competencies outlined by CSWE regarding Professional Behavior:
 - “You have missed a total of 3 days. According to the syllabus...”
 - “I am concerned about your email response on September 5th. In response to my...you responded by saying...”
 - “I observed...(describe the behavior). What is your take on what happened?”
 - “I am concerned about the way you handled (or approached)...”
- Provide concrete examples (if this was not clear above):
 - “You missed class on September 5th, 12th, and 17th...I was notified on September 5th of your absence which is...According to the syllabus missing 3 days of class...”
- Illustrate why it is a problem: If relevant, you should discuss how this can impact their academic progress in class but equally important how this relates to the profession (refer back to the professional behaviors as much possible).
 - “Missing class can impact your ability to...”
 - “Let’s review (professional behavior)...How do you think this relates to the profession?”

Phase 2: Actively Listen

In this phase, you should actively listen to probe why the above occurred. In this phase do not offer solutions but ask questions to get to the root of the issue. The following questions may help facilitate this step of the process.

- Why do you think (insert behavior) is important?
- Could you expand upon that point (state the point) further?
- What caused you to react in that way? Avoid exaggeration or statements that can pull the conversation in a different direction. “You always...” “You never...” “Every time...” “I have to always remind you to...”

Phase 3: Mutually Agree a Problem Exists and on an Appropriate Solution

In this phase it is important to transition the conversation to mutually agree upon actions to change the behavior. The following questions could drive the conversation.

- “Let’s take some time to discuss alternatives to support your development.”
- “What can you do differently moving forward?”
- “What is an alternative approach?”

The conversation should end with deciding upon a date/time that both faculty/staff member and student can follow up on the matter. The faculty/staff member should document the above conversation, including the student’s response, in an informal narrative, which should be kept in a private location.

STEP TWO

The faculty/staff member monitors the identified behavior during the two-to-three-week period after the meeting with the student. A follow-up conversation, initiated by the faculty/staff member, should occur at the time designated during the initial meeting. The faculty/staff member should document the above conversation,

including the student's response, in an informal narrative, which should be kept in a private location.

*If the faculty/staff member deems the matter **not** resolved at that meeting, they move to STEPS THREE and FOUR.*

STEP THREE*

The faculty/staff member arranges a meeting with the student, the student's advisor, and/or another affected individual that either the faculty member or student deems important to be present. A behavior contract might be created (See Sub-Appendix A.)

The conversation should end with all parties deciding upon a date/time that they can follow up on the matter. The faculty/staff member should document the conversation, including the student's response, in an informal narrative, which should be kept in a private location.

STEP FOUR*

The faculty/staff member monitors the identified behavior during the two-to-three-week period after the meeting. A follow-up conversation, initiated by the faculty/staff member, should occur at the time designated during this second meeting. The faculty/staff member should document the conversation, including the student's response, in an informal narrative, which should be kept in a private location.

*If the faculty/staff member deems the matter **not** resolved at that meeting, they move to STEP FIVE.*

STEP FIVE

The faculty/staff member makes a referral to the CHHS's Professional Conduct Committee. At this point, the matter is out of the hands of the faculty/staff member and the PCC process takes precedence. See Sub-Appendix B for the most recent policies and procedures related to CHHS's PPC.

*It is possible that a referral to CHHS'S Professional Conduct Committee (Step Five) supersedes Steps Three and Four, particularly if the matter is serious and/or the student may not respond favorably to a meeting with his/her advisor and/or Program or Department Head.

Sub-Appendix A: Professional Behavioral Accountability Contract

I, _____, have familiarized myself with SVSU's classroom/field professional behavior policies and have identified the following area(s) for me to pay attention to:

- 1. _____

- 2. _____

- 3. _____

A future infraction of any of the above, as determined by my field instructor, a faculty/staff member, my advisor, and/or the Program or Department Head, will result in the following action:

I have identified the following individuals as supports I can turn to throughout the semester: _____

As a student in SVSU's Department of Social Work and Youth Services, I understand the importance of abiding by the NASW Code of Ethics in my work behavior and ethic. My signature below attests to my understanding and agreement with this document.

Student _____ Date _____

Faculty/Staff Member _____ Date _____

Faculty/Staff Member _____ Date _____

Faculty/Staff Member _____ Date _____

Sub-Appendix B: CHHS Professional Misconduct Committee Policies and Procedures

PURPOSE: As future members of a profession, and also current and future representatives of Saginaw Valley State University, it is vital that students understand as well as demonstrate professional behaviors, such as maintaining confidentiality, demonstrating respect, and being receptive to constructive criticism. Students must recognize that behaviors both in and out of a classroom or clinical setting reflect on them as individuals and professionals.

Recognizing that determination of unprofessional behaviors may be subjective, this committee assists in looking at circumstances and context to provide an objective interdisciplinary analysis of the situation. The goal of this committee is ultimately to facilitate the integration of professional growth and transition to the students' chosen professions.

COMPOSITION: (Note: "Faculty" as contained herein refers to both Faculty and Administrative/ Professional staff.) The Professional Conduct Committee ("PCC") shall consist of faculty and student representatives from each department within the College. Faculty will serve on a voluntary basis. Students will be solicited by faculty within their department, and must be within one year of anticipated graduation.

One faculty representative will agree to serve as PCC Chair on an academic year basis.

Hearings will consist of a minimum of three faculty, representing at least two different departments, and two students (only one of these five shall be from the involved department). Faculty directly involved with a situation will not serve as members at the hearing for that situation. At the discretion of the PCC Chair, additional professionals (community or university) may be asked to attend, dependent on each situation.

PROCESS:

1. Upon identification of an unprofessional behavior, it is expected that faculty will discuss this situation with the student involved. Faculty will use his/her discretion in deciding if the incident warrants either an anecdotal note be written and retained by faculty, and/or a referral be made to this or any other university committee (ie. University Student Conduct). If a repetition of that same unprofessional behavior, or another unprofessional behavior is identified, a referral to the committee is initiated. Referral forms are to be sent to the PCC Chair within three (3) working days of faculty becoming aware of the behavior. The faculty member will designate if the referral is "minor" or "major."
 - a. Minor referrals are either those unprofessional behaviors which the faculty has previously addressed (and written up as an anecdotal note), but have now recurred; or, the faculty has deemed that a minor referral to the Committee is warranted (this determination is based on the individual unprofessional behavior, the context in which it occurred, and the student's status in the program [early, mid-way, close to graduation]). In any of these situations, the faculty is confident the unprofessional behavior will be resolved and non-repetitive (examples: tardiness, inappropriate language, etc.). A minor referral will involve completion of the referral forms (see attachments) by faculty and the student. The faculty form is then sent by the faculty member to the PCC chair in a sealed envelope or secure email, with the student's name, program, date, and "PCC: MINOR" written on the outside of the envelope or subject line via email. The student is responsible for sending the student form to the PCC Chair.
 - b. Major referrals are those unprofessional behaviors which need to be addressed by the committee as soon as possible (examples: HIPAA violations, repetitive behaviors, safety issues, community

partner involvement, etc.). A major referral will involve completion of the referral forms (see attachment) by faculty and the student. The faculty form is then sent by the faculty member to the PCC chair in a sealed envelope or secure email, with the student's name, program, date, and "PCC: MAJOR" written on the outside of the envelope or subject line via email. It is also suggested that the faculty send an email to the PCC Chair notifying them of the major referral. The student is responsible for sending the student form to the PCC Chair.

- c. If the involved student indicates they will refuse to complete their portion of the referral form, the faculty will forward their form along with a notation of the student's intended refusal to complete the student portion. (Student refusal to complete their form will not interfere with the processing of the referral.)
2. The student is aware of all referrals, and faculty will notify students of the designation (minor/major).
3. The PCC Chair, upon receipt of a:
 - a. Minor referral, will place the sealed envelope in a locked file. Envelopes are filed alphabetically by student name. If a file already exists for that student, the PCC Chair shall convene a Committee hearing within 5 working days. If this extends beyond the end of a semester, every effort will be made to meet prior to semester-end.
 - b. Major referral, will review the enclosed material and convene a Committee hearing within 5 working days. If this extends beyond the end of a semester, every effort will be made to meet prior to semester-end. Faculty may decide to withhold the student from clinical placements until the hearing is held.
 - c. Referral in question, will consult University Student Conduct Programs to identify appropriate plan of action.
4. Once the PCC Chair has determined the need for a hearing, they shall:
 - a. Notify Committee members immediately of the need for a hearing, including the time and place of the hearing. Those members unable to attend shall solicit a replacement from within their department, if available.
 - b. Notify the student and involved faculty of the time and place of the hearing. Both the involved faculty member and the student have the option of submitting additional material to the PCC Chair (including faculty's previous related anecdotal notes); this material must be received by the PCC Chair no less than 24 hours prior to the hearing.
 - c. Distribute copies of all material via sealed mail or secure email to the Committee members, student, and faculty.
5. Hearing
 - a. The faculty will be asked to present his/her case, and Committee members may ask questions of the faculty. The faculty may then be asked to step out of the room.
 - b. The student will be asked to present their case, and Committee members may ask questions of the student. The student may then be asked to step out of the room.
 - c. If the Committee determines the need for more information, the student and/or faculty member may be asked to re-enter the hearing for further explanations.
 - d. The Committee will review and discuss the data.
 - e. The Committee shall reach a decision by a recorded vote. In the case of a tie, the Chair shall cast the deciding vote. The possible decisions of the Committee are:
 - i. Uphold the recommendation of the faculty (as listed on the referral form).
 - ii. Uphold the recommendation of the student (as listed on the referral form).

- iii. Suggest an alternate outcome.
 - iv. Forward documents to University Student Conduct Programs to determine further outcomes.
- f. A written summation of the hearing, including the outcome, is prepared by the PCC Chair and forwarded within one business day to Committee members, the referring faculty member, the appropriate Department Chair, and the student.
 - g. A copy of all submitted materials and the written summation are placed in a sealed envelope, labeled with the student's name, program, date, and "PCC: HEARING," and placed back in the PCC Chair's locked file and the student's permanent file within the department.
6. Response to Hearing Outcome
- a. The faculty and the student both have the right to disagree with the decision of the Committee.
 - i. If the faculty does not agree with the decision of the Committee, he/she may implement their own outcome within the context of the involved course/student and the grading thereof.
 - ii. If the student does not agree with the decision of the Committee, and the implementation of any involved grading, the next step would be referral to the University Grade Grievance Procedure. In the event of a grade grievance associated with this same unprofessional behavior(s), the involved faculty member has the right to request this Committee's file on that student be copied and forwarded to the involved faculty member for inclusion as part of the grade grievance paperwork.
7. Failure by the student to complete the final outcome (as determined by faculty subsequent to the hearing) may result in failure of the course, per the course syllabus. All referrals not tied to a course will be directed to the Dean's office and/or University Student Conduct Programs.
8. At the end of each academic year, the PCC Chair will purge those files which are greater than five (5) years old. Any purged materials will be shredded.
9. The following statement may be placed in the syllabus of any classes within the College, at the discretion of each Department: **"Students within this course are expected to demonstrate professional behaviors. Unprofessional behaviors will be subject to referral to the College of Health and Human Services' Professional Conduct Committee and/or University Student Conduct Programs. Failure to fulfill outcomes of a referral to this Committee may result in failure of this course."**

COLLEGE OF HEALTH & HUMAN SERVICES
PROFESSIONAL CONDUCT COMMITTEE
REFERRAL FORM: FACULTY PORTION

Complete the following as accurately and succinctly as possible:

Faculty: _____ Course: _____ Student: _____

Type of concern (appearance, communication, timeliness, etc.): _____

Brief summation of event(s) which initiated referral (faculty to complete):

Proposed outcome:

Notification of this referral and the Student Referral Form were given to the student on: _____

_____ (Signature of Faculty) _____ (Date)

COLLEGE OF HEALTH & HUMAN SERVICES
PROFESSIONAL CONDUCT COMMITTEE
NOTIFICATION OF REFERRAL

This is notification that your faculty, _____, has referred you to the Professional Conduct Committee. The referral was designated as a:

_____ Minor

_____ Major

The Professional Conduct Policy is attached. Please refer to it for further information.

Please note that also attached is the "Referral Form: Student Portion." This is to be completed immediately by yourself, and forwarded to: _____ (Chair, Professional Conduct Committee). If you want your portion to be included in this referral, it should be received by this Chair within two (2) working days of your receipt of this notification.

COLLEGE OF HEALTH & HUMAN SERVICES
PROFESSIONAL CONDUCT COMMITTEE
REFERRAL FORM: STUDENT PORTION

Complete the following as accurately and succinctly as possible:

Faculty: _____ Course: _____ Student: _____

Type of concern (appearance, communication, timeliness, etc.): _____

Brief summation of event(s) which initiated referral:

Proposed outcome:

_____ (Signature of Student) _____ (Date)