



**Nazareth College
Social Work Department**

**Baccalaureate Social Work Program
Student Handbook**

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WELCOME TO NEW STUDENTS

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it’s the only thing that ever has.” Margaret Mead

The faculty and staff of the social work department welcome you to the college and especially to our Baccalaureate Social Work Program. The program will prepare you for generalist-oriented professional social work practice and graduate education in social work or related fields.

The social work program emphasizes strengths-based practice, the advancement of human rights as well as social, economic and environmental justice, and a respect for diversity. We are very proud of our students and graduates, their employment record, and commitment to the values of our profession.

Our curriculum builds upon the strong liberal arts foundation of the college and includes all of the social work professional foundation areas of practice. Through a combination of classroom and field-based learning, you will gain the necessary blending of knowledge, values, skills, and experience resulting in competence for beginning-level professional social work practice and graduate studies.

This handbook provides information that will be needed as you proceed through the program. Faculty members and staff are available to answer any questions you may have and welcome you into the program. You have been assigned an advisor, and we hope you will check in with your advisor periodically during the course of your undergraduate education at Nazareth. We welcome you and hope your years of study in the program – *your* program – will be enjoyable, challenging, and immensely rewarding!

COMMUNITY AND BELONGING DIVISION

Nazareth College Statement Diversity and Inclusion

Preamble: Nazareth College embraces a society that is both diverse and inclusive, and values both respect for the person and freedom of speech. Respect for the dignity of all people is an essential part of the College's tradition, mission, and vision for the future as we advance a socially just and equitable community. The College promotes civility and denounces acts of hatred, violence, and/or intolerance.

Statement: We define diversity as a continuum of individual, group, and social differences, both visible and invisible. This definition compels us to confront inherent privilege, power, and marginalization to achieve equity and social justice. Diversity at Nazareth is concerned with, but not limited to: race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religious and spiritual belief, ability, national origin, veteran status, age, and those individuals with cultural characteristics that have been historically underrepresented and underserved.

Nazareth College is dedicated to inclusion, the active pursuit of conscious and sustained practices and processes that value and respect differences. This commitment to diversity and inclusion informs our curriculum, teaching, learning, scholarship, creative activities, co-curricular activities, residential life, community involvement, and support of these endeavors by the Nazareth Community.

This commitment includes:

- engaging in a continual process of education, critical self-reflection and dialogue regarding privilege, power, and marginalization,
- promoting greater access and inclusion through systemic and structural change, and
- ensuring that all students, faculty, and staff reach their fullest potential individually and collectively.

This endeavor is essential in meeting the goal of preparing our students and ourselves for meaningful lives in a diverse and global society.

For more information, please visit the Nazareth College Office for Diversity and Inclusion.
<https://www2.naz.edu/community-belonging/diversity-strategic-plan>

SOCIAL WORK FACULTY AND STAFF

Leanne Wood Charlesworth, Professor, Chair, Director of the BSW Program. Leanne has been a full-time member of the social work department since 2003. Prior to joining the Nazareth College faculty, Leanne worked as a social worker and research consultant in the Washington, D.C. metropolitan area. Leanne's scholarly interests include poverty, homelessness and self-care. Leanne received her BA from Cornell University, MSW from SUNY at Albany, and PhD from Virginia Commonwealth University.

Tony Bobadilla, Assistant Professor. Tony joined the Nazareth Social Work Department in 2021.

Carol Brownstein-Evans, Professor. Carol has been a social work educator since 1977. Her research is in the intersection of maternal substance abuse and child welfare issues. She has been a full-time faculty member at SUNY Brockport and an adjunct faculty member at Nazareth College. She has taught across the social work curriculum, and to these courses she brings her interests in women's and children's health, substance abuse, and race, class, and gender. During her nine years as a social work supervisor and clinical social worker at Rochester General Hospital, she brought mental health and substance abuse counselors into the Women's Center to provide patients with integrated, interdisciplinary, and interagency care opportunities. Her many publications and presentations reflect her interest and expertise in mothers and addictions, child welfare professionalization, and ethics. She is a coauthor and project director to several collaborative child welfare grants in the Rochester area. She holds a BA, University of Maryland, MSW, Syracuse University and PhD Social Science, Syracuse University, Maxwell School of Citizenship and Public Affairs.

Cory Cummings, Assistant Professor. Cory joined the Nazareth Social Work Department in 2020. He previously served as a full-time faculty member at Monmouth University. He has taught a range of courses, including social work practice, research, field seminar, and social justice. Cory's scholarship focuses on promoting health equity and wellness for groups impacted by disadvantages and disparities. This includes work with the peer mental health recovery community and LGBTQ+ older adults. He has practice experience in community mental health, including clinical practice and administration. Cory has volunteered with safety net mental health services and support services for individuals and families affected by HIV/AIDS. Cory received his BS from Nazareth College, his MSW from the University at Buffalo, State University of New York and his PhD from Virginia Commonwealth University.

Virginia V. David, Professor Emeritus, Ginny has been teaching social work for more than 40 years. She is the co-author of several federal and state grants ranging from child welfare training to gerontology curriculum integration. Her research interests include professional ethics and child welfare service delivery. She has practiced as a social worker in health care and has led groups for caregivers for the Veterans Administration. Ginny currently serves as a member of the NASW-NYS Chapter Ethics Committee, which oversees ethics complaints for social work in New York State, is an auxiliary member of the New York State Board for Social Work, was the former baccalaureate social work program director, department chair and co-director of the GRC

MSW Program. Ginny received her BA from Nazareth College and MSW from Syracuse University.

Jed Metzger, Professor and Rose Marie Beston Chair for International Studies. Jed joined the social work department in 2005 as a full time faculty. He had previously taught as an adjunct in the GRC MSW program since its inception with previous adjunct experience at Syracuse University and the University of Buffalo. He began his social work career in 1983 and has concentrated on working with children, youth and their families in the child welfare system, the mental health system and the HIV/AIDS system. His research interests relate to the application of social work practice in communities that face the challenges of homicide, suicide, homelessness and military service. He is a firm believer in macro practice as a foundational social work activity. He also is involved in international social work exchanges, first in Russia but most recently in India. Jed received his BA from Emory University, MSW from New York University and a PhD in Clinical Social Work from New York University.

Laurie Peterson, Senior Department Assistant. Laurie has over 25 years of experience. She received her AAS degree from SUNY Morrisville in Secretarial Science. Prior to joining Nazareth College she worked in the Rush-Henrietta School District, SUNY Geneseo and SUNY Oswego.

Michele Petrin, Department Assistant. Michele has 13 year of experience as the Secretary/Department Assistant for Creative Arts Therapy. Michele joined the social work department in May 2020.

Mark A. Primus, Assistant Professor. Mark has worked with children and families in multiple settings for over 30 years. He has provided counseling services for Hillside Family of Agencies, Rochester City School District, Strong Memorial Hospital, Urban League of Rochester, Center for Youth Services, and the Rochester Police Department. He also worked as a private consultant to the Department of Probation's Juvenile Unit and Kenyon International Emergency Services. His research interests include parenting practices across cultures with a particular focus on the Caribbean region and a strong emphasis on fathering and child outcomes. Mark served as an adjunct instructor since 2004 at Nazareth College, teaching in both the BSW program and the GRC MSW program and joined the BSW program in 2007. He received his BA from Roberts Wesleyan College, his MSW from Syracuse University, and his Ph.D. from Syracuse University in Human Development and Family Science.

Michael Rood, Clinical Assistant Professor of Social Work, MSW Program Director of Field Education. Michael joined the Nazareth College Department of Social Work in 2018. Michael has worked in the community as a case manager, social worker, and program administrator for 30 years. This work included working with homeless veterans at the Veterans Administration for seven years. Most recently, he was the Regional Director of Social Services for The Salvation Army, Finger Lakes Region. Michael has taught as an adjunct faculty member at Roberts Wesleyan College and has been an active field instructor for many MSW students. Michael currently serves as the Chair of the Monroe County Homeless Services Network and continues to be passionate about his work serving the homeless in the Rochester community. Michael received his MSW from Roberts Wesleyan College.

Rebecca S. Rouland, Assistant Professor, MSW Program Director. Rebecca joined the Nazareth College faculty in 2018. Previously, she served as a full-time faculty member at Keuka College and an adjunct faculty member at the University at Buffalo, State University of New York. Her research agenda centers on health and mental health disparities, including racial, ethnic, cultural, and geographic disparities, with a specific focus on reproductive, sexual, and perinatal health and mental health. Rebecca's practice has primarily been in mental health and she currently works as a Primary Therapist at Newark-Wayne Community Hospital and Clifton Springs Hospital and Clinic, both affiliates of the Rochester Regional Health System. Rebecca received her BS from the State University of New York at Geneseo, her MSW from Roberts Wesleyan College and her PhD from the University at Buffalo, State University of New York.

Shirley Sharp, Clinical Associate Professor of Social Work, BSW Program Director of Field Education. Shirley has been a member of the social work faculty, full time and part time, since 1977. Shirley is director of field education in the undergraduate program. She teaches foundation BSW courses. Before teaching at Nazareth, Shirley practiced social work in varied settings, from family service to residential treatment. She consults in the community for the Best Practices Partnership, where she offers training in interactive supervision to many community agencies. Shirley continues to facilitate a sexuality education program for parents throughout the Rochester community. She received her MSW from Smith College.

ACCREDITATION

The baccalaureate program in social work is accredited by the Council on Social Work Education (CSWE). This accrediting body ensures that all baccalaureate and graduate-level social work programs are of sound quality and that they graduate competent professionals. Graduating from a CSWE-accredited baccalaureate program enables students to apply for both entry-level professional social work positions and advanced standing in graduate studies of social work. The program is also registered with the Division of Professional Education – New York State Education Department. The baccalaureate program in social work at Nazareth College received its initial accreditation by CSWE in 1977.

BACCALAUREATE SOCIAL WORK PROGRAM MISSION STATEMENT, GOALS, AND COMPETENCIES

Mission Statement

The mission of Nazareth College's baccalaureate social work program (BSW program) is to educate ethical, competent social workers prepared for generalist practice. The BSW Program prepares students to engage in strengths-based practice, advance human rights as well as social, economic, and environmental justice, and respect diversity.

Goals

The Nazareth College BSW program:

1. Prepares ethical, strengths-based generalist practitioners capable of competent social work practice with diverse populations and committed to advancing human rights as well as social, economic and environmental justice.
2. Provides a supportive environment that facilitates learning among a diverse student body and emphasizes knowledge development to improve the effectiveness of social work practice, programs and policies.
3. Develops qualified candidates for graduate education and generalist social work practitioners dedicated to life-long learning.

Competencies and Outcomes:

Graduates of Nazareth College's BSW program will be able to:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations and communities.
7. Assess individuals, families, groups, organizations and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations and communities.

CRITERIA AND PROCEDURES FOR ADMISSION INTO THE SOCIAL WORK MAJOR

Social work faculty members frequently meet with prospective applicants. Such meetings include providing information concerning Nazareth College's social work program and a career in social work, doing unofficial transcript evaluations for transfer students to determine what and how many courses would be required for a social work degree, and during course selection, advising students who are interested in pursuing a social work degree but who have not yet been accepted into the major.

Declaration of Major

It is required by the college that every student file a major declaration/advisor form, indicating the student's major. Each student should obtain this form through the Nazareth College website or from the Academic Advisement Center or the Registrar's Office. The student must seek approval for the major from the BSW program director. Students seeking internal transfer into the major must possess a cumulative GPA of 2.5 or higher. This process should be completed with the program and the Academic Advisement Center by the spring semester of the sophomore year.

Continuation in the Major

Students are required to earn a grade of C or better in all required social work courses (those courses with a SWK prefix) in order to continue in the major. Students must also receive a grade of satisfactory in field and maintain a GPA of 2.5 or higher in order to continue in the major. In those instances when a student is in academic difficulty, the baccalaureate program faculty follows the Standards for Evaluating Academic Performance found in the student handbook.

Nazareth College Undergraduate Social Work Program Policies Standard Policies to include in all BSW Program Course Syllabi

BSW Program Expectations

It is the belief of the baccalaureate program that students should demonstrate a strong commitment to the goals and ethical standards of the social work profession, as specified in the NASW Code of Ethics, in both the classroom (including face to face and virtual environments) and practice settings. Students are strongly advised to review the program handbook for further information about the program's competencies and behaviors as well as program standards, policies, and procedures. The BSW program faculty regularly reviews all students for academic progress, which includes professional standards, behaviors, and attitudes; professional performance skills; and scholastic performance. Students should note that the Professional Behaviors Assessment tool is consulted throughout a student's progression through the major. In social work courses, instructors may also choose to utilize the Professional Behaviors Assessment tool as an opportunity for communication, feedback and professional development. Students whose performance is cause for concern are in academic jeopardy and will be notified in writing by the department as to next steps.

Classroom Expectations

Active class participation, crucial to the learning process, is expected. Consistent and timely completion of assignments, activities, and reading, as well as integration of related knowledge into discussion and activities, is essential to success in social work courses.

In all courses, professional behavior is expected at all times. Respect for one another in the virtual and in-person classroom is expected; social work professionals must be able to respectfully explain their perspectives and explore those of others in a nonjudgmental, collaborative fashion. Personal information shared by classmates as part of any course should be kept confidential. The faculty will address (and may deduct points from the student's final course grade) classroom behavior that does not adhere to the BSW program's expectations. Behavior that is considered inappropriate and unprofessional in the in-person and virtual classroom and class related activities includes, but is not limited to, carrying on side conversations, multitasking during class, communicating via cell phone (texting, talking), using laptops, other electronic devices, or features (e.g., chat) to engage in non-course-related activities or tasks, taking excessive or extended breaks from class participation, and repeatedly arriving late or departing early. The BSW program expects students to consistently display professionalism including engagement in learning. Unprofessional, disengaged or disrespectful behavior displayed to classmates and faculty reflects poorly on the student and negatively impacts the learning environment for others. **Disengaged and/or distracting behavior disrupts your own learning and the learning of those around you. This behavior is also disrespectful and unprofessional (please see the BSW Program Handbook and NASW Code of Ethics for further explanation).** Students whose behavior is cause for concern will be given a verbal and/or written warning by the instructor. **After the second warning, the instructor may ask the student to leave the class or activity and may impose a grade penalty at his or her**

discretion. It is expected that faculty and students will work together to create and promote a professional, engaged, positive learning environment. Without this environment, limited learning will occur.

Unprofessional behavior observed in any social work course will be addressed following the BSW program and Nazareth College policies. For more information, please see the *BSW Program Student Handbook: Standards for Evaluating Academic Performance*.

Social Media Policy

When using social media and online communication, all students are expected to adhere to the ethical standards of the profession. As stated in the NASW Code of Ethics, “*with the growth of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping and ethical considerations.*” Students should refrain from establishing online or virtual relationships with clients and faculty through social media as it may be difficult to maintain professional boundaries. During all electronic and online interactions, students should communicate with classmates, field instructors, faculty and colleagues in a professional fashion. All postings on social media sites must follow confidentiality guidelines and should reflect the highest professional standards. Students should think carefully about how their communication, comments, images and postings represent themselves, the college, and the profession. Violations of ethical and professional standards are subject to disciplinary actions by the program, the department and the college.

Social Work Department-Wide Zoom Requirements

The purpose of the guidelines that follow is to facilitate engagement, participation and a sense of community. Please communicate with the course instructor if you have questions or concerns.

1. It is important to maintain professionalism during classes, both in-person and held on Zoom. Please make every effort to listen respectfully, actively participate, and engage in collegial behavior.
2. Please add your name and photo to your Zoom profile. You may also choose to include your preferred pronouns.
3. Please join Zoom sessions from a laptop/computer rather than a phone whenever possible. There are a variety of features not available when a phone is used to access Zoom.
4. You are strongly encouraged to have your video/camera on during the entire class session. Situations may arise when your camera needs to be turned off temporarily; Please restart as soon as possible. If a situation arises where your camera needs to be off for long periods of time or an entire class period, contact your instructor to discuss.

5. Please mute your audio unless you are speaking. If you are having trouble entering the conversation or are worried about interrupting, use the 'raise your hand' feature defined at the instructor's discretion (e.g., no participation)

6. Please do not multi-task (e.g., avoid checking texts or social media or engaging in other tasks that interfere with your ability to focus, listen and participate).

7. Use the chat feature to share ideas or questions to the whole class ("everyone" chat communication) or to the instructor individually ("private" chat communication). Please do not use the chat feature to engage in non-course related discussion and be mindful of the best times during the conversation to share a chat posting. Please note that while an instructor or classmate is sharing their screen, the chat log may not be visible and it might be helpful to unmute to share your comment/question.

*If a circumstance unexpectedly arises that prevents you from turning your camera on or actively participating in class, contact your instructor (ideally, before class). Please note this may impact your class participation or attendance grade.

COVID Health and Safety

To protect the health and safety of all in the Nazareth community, please frequently refer to the policies outlined here: <https://www2.naz.edu/covid-19-resources/>

Absences

When absence occurs, it is the student's responsibility to obtain missed content and related information using the approach recommended by the course instructor. **Make-up quizzes and exams are not permitted.** It is the student's responsibility to attend each class, to be prepared for class, and to participate in a meaningful and professional way. In those instances when a student is unavoidably absent from class, students should note they may miss, without penalty, the equivalent of one week of classes. **Any absences beyond that will be penalized two points per each week of missed classes. Points are deducted from the student's final course grade and exceptions are not permitted.** When classes meet twice a week, students will be penalized one point for each missed class. **Repeated late arrival, early departure, or extended break time will result in absence penalization at the instructor's discretion. Please note that in a virtual class (e.g., held by Zoom), absence is and the camera/video off may be interpreted as an absence or as taking an extended break from class).**

In fully online courses, attendance is represented through a variety of assignments and course activities that demonstrate class engagement. Active and consistent participation in all classes is required and critical to student success. Failure to fulfill course expectations and requirements jeopardizes student learning and academic success and is addressed within the program and course policies of individual instructors.

Students who miss the equivalent of one-third or more of a course will ordinarily be advised to withdraw from and repeat the course. Per the Nazareth College policy on attendance, any instructor may advise a student to withdraw from a course due to excessive absences.

Paper/Assignment Acceptance Policy

It is the student's responsibility to adhere to final (assignment, exam, presentation and similar) due dates and deadlines. Adequate time is given to students to complete and submit papers/assignments by the dates they are due and as a result, extensions are not permitted. Assignments received by the instructor after the due date will be penalized one point for each day (including weekends) that the assignment is late. Failure to submit an assignment may result in a failing grade in the course, at the instructor's discretion. Also, all social work syllabi indicate a date at the close of each semester after which missing or late work is not accepted. This policy reflects time constraints related to college-wide deadlines and final grade due dates.

During the Fall 2021 semester, assignments will not be accepted after Tuesday December 14, 2021 at 11:59 pm.

Students must adhere to each instructor's course policy regarding electronic (versus hard copy) submission of papers, projects, or other course assignments. Students should keep a duplicate copy of any paper or assignment submitted to the instructor, as it is the student's responsibility to ensure that the paper or assignment is received by the instructor. **It is each faculty member's responsibility to return graded course work in a timely fashion. It is the student's responsibility to save copies of all course work and instructor feedback. Students should immediately upload such documents to their Nazareth Portfolio accounts or Google Drive. Students are not able to access course sites in Moodle once a course has been completed. It is therefore essential that students retrieve submitted assignments and faculty feedback throughout each semester. Faculty members are not responsible for locating or making duplicate copies of student documents or faculty feedback.**

Papers must adhere to written guidelines as described in the *BSW Program Student Handbook: Standards for Evaluating Academic Performance*. **All formal papers in social work classes must adhere to APA format.** Inappropriate format includes, but is not limited to, failure to adhere to APA in areas such as source citation, reference list, cover page, font, or spacing. Printing papers as two-sided documents is acceptable unless otherwise specified by the instructor.

Academic Integrity

Academic Integrity is defined as "honest and responsible scholarship" (University of Oklahoma, 2018), and is further characterized by the five values designated by the International Center for Academic Integrity: "honesty, trust, fairness, respect, and responsibility" (International Center for Academic Integrity, 2014, p. 16). Nazareth College shares the Center's preference for an academic, supportive, and promotive approach to academic integrity rather than one focused

mainly on violation detection and disciplinary consequence. However, the College will condone no form of academic dishonesty.

As members of the Nazareth College community, it is expected that students will refrain from any activities that deceive an instructor in the evaluation of the student's academic performance. This includes but is not limited to inadvertently or intentionally failing to cite sources, collaborating with others on assignments or quizzes when permission to collaborate has not been granted, and failing to cite the ideas or work of classmate(s). Academic dishonesty is handled on an individual basis in adherence with College and departmental policies.

Please visit the following link for Nazareth College's Academic Integrity Policy:

https://www2.naz.edu/files/7415/5914/1102/Academic_Integrity_Policy_-_Students.pdf

Nazareth College IX Office

Nazareth College is committed to fostering a climate free from sexual assault, dating and domestic violence, stalking and sexual harassment and to providing options, support and assistance to members of our community affected by various form of sexual misconduct. The Title IX Office works with students, faculty, and staff to implement ongoing educational outreach programming to foster a campus free from all forms of sexual misconduct. For more information, please see:

<https://www2.naz.edu/student-experience-division/title-ix-sexual-harassment-assault-discrimination/>

Student Accessibility Services

Student Accessibility Services ensures students with temporary and permanent disabilities have equal access to educational opportunities across campus. SAS coordinates appropriate accommodations and support services for students. SAS advocates, counsels, and connects students with campus and community resources.

If you have a physical, psychological, medical or learning disability that may impact your academic course work or participation in this class, please contact the Office of Student Accessibility Services. It is your responsibility as a student requesting an accommodation due to a qualifying disability to self-identify by registering with the Office of Student Accessibility Services and to furnish documentation about the nature of the disability. Informing other faculty or staff personnel does not constitute registering with the Office of Student Accessibility Services. You must provide documentation of your needs to the Office of Student Accessibility Services so that reasonable accommodations can be requested in a timely manner. The Director of the Office of Student Accessibility Services will determine with you what accommodations are necessary, appropriate and reasonable based on the documentation provided. All information and documentation is confidential. If appropriate, the Director of the Office of Student Accessibility Services will write a "letter of academic accommodation" that you can share with me as your course instructor. Note: all students are expected to fulfill essential course requirements with or without reasonable accommodations.

The phone number is 585-389-2498 and website is: <https://www2.naz.edu/student-accessibility-services/>

The only way students are able to receive official accommodations at Nazareth College is by registering with the Office of Student Accessibility Services and providing official documentation of their disability. Once their document has been processed, students receive a letter of accommodation that they must present to course instructors. In the absence of that process and a letter from the Office of Student Accessibility Services specifying the accommodations, no accommodations may be provided for the student.

Religious Observances Policy

A student, who is unable to participate in any class, examination, or assignment due to their religious holy day requirements shall not be penalized, provided the instructor has been notified in writing at least one week prior to the absence.

Course Evaluation

All courses in the department of social work are evaluated. Although courses are generally evaluated using just one evaluative method, there may be an occasional course that requires additional evaluation. Ordinarily, course evaluation surveys are shared with students toward the end of the semester and at the end of class. A survey link is distributed to students, typically via Moodle. To preserve student anonymity, aggregated evaluation data only are shared with the faculty member, with a copy to the department chair and program director.

Required Resource

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Distribution of Grades

Student achievement is reported according to Nazareth College letter grades. The quality of work indicated by each letter grade is as follows:

<u> </u> A	95 - 100	Superior work. Usually indicates exceptional application.
A-	90, 91, 92, 93, 94	
B+	87, 88, 89	Better-than-average work. Usually indicates above-average application.
B	83, 84, 85, 86	
B-	80, 81, 82	
C+	77, 78, 79	Average work. Usually indicates average application.
C	73, 74, 75, 76	
C-	70, 71, 72	
D+	67, 68, 69	Passing work, below average. Not transferable to other schools. Usually indicates below-average application.
D	63, 64, 65, 66	
D-	60, 61, 62	
F	59 and below	Failing work. Unacceptable.

Policies and Procedures for Granting Academic Credit to Students Transferring from Other Accredited Institutions

Transfer students who are admitted to Nazareth College and who have earned, or will have earned, a two-year degree (AA, AS, or AAS) from a fully accredited college or university are ordinarily granted 60 to 66 credits and junior status. A minimum of 120 credits is required for a bachelor's degree from Nazareth College. Depending on prior courses and the major and degree program selected at Nazareth College, however, some students may need more than 60 additional credits to complete a bachelor's degree program.

Transfer students who do not possess one of the above degrees and wish to transfer credits to Nazareth College from fully accredited two-year or four-year colleges or universities, or other institutions of learning (nursing, foreign, trade, technical, music, art, fashion, and business) will have those credits awarded on a course-by-course basis.

The transfer credit evaluator/transfer counselor for the college reviews transcripts as part of the admission process. An evaluation of transfer credit is sent to the student along with the letter of admission from the college. Any course equivalencies for social work courses are referred to the program director for approval. A statement included at the bottom of the transfer credit evaluation advises the student of this procedure. Students who have taken social work courses elsewhere and received at least a C grade are asked to submit a syllabus of the course for evaluation by the social work faculty advisor and program director, in order to determine course equivalency. The general intent is to avoid redundancy. Students who transfer to Nazareth from other accredited undergraduate social work programs will be asked to provide a reference from the chair of that social work department.

Course credits or course waivers are never granted for life or work experience. Such experience cannot be substituted for social work fieldwork or foundation coursework. Human service courses are treated as electives and are not substituted for social work courses. This policy reflects adherence to Council on Social Work Education policies.

Advisement

Upon admission to the college or conditional acceptance to the program, the program director assigns each student a social work faculty advisor. The faculty advisor will assist with questions about the social work program, the profession, career decisions, and issues that are impacting academic functioning. Each student and faculty advisor will meet at least once each semester (course selection time) to plan the student's schedule for the following semester. If students are having problems or concerns related to functioning in the program or major, they can discuss this with the social work faculty advisor(s). Of course, students may meet with their advisor at any time during the semester.

It is the student's responsibility to arrange an appointment with the faculty advisor for academic advising. An appointment sign-up sheet is shared online or posted in hard copy at least one week prior to the course selection period each semester. Student advisees are expected to sign up for an advising/course selection appointment at this time. To facilitate the advisement process, a list of office locations, phone numbers, and e-mail addresses of the full-time social work faculty follows:

Professor Leanne Wood Charlesworth
YWRI, Room 263
Phone: 389-2755
E-mail: lcharle8@naz.edu

Professor Carol Brownstein-Evans
Smyth Hall, Room 388C/YWRI 158
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Each faculty member also shares office hours and contact information at the start of the semester. Students are encouraged to contact their advisors by email to schedule appointments.

If special concerns related to the program arise for any student, the student is expected to discuss these first with the faculty advisor, though student concerns with a course should first be discussed with the course instructor. If additional discussion is required, the student may contact the BSW program director and Chair, Professor Leanne Wood Charlesworth.

CURRICULUM

Requirements for the Major in Social Work

This major represents a sequence of course and fieldwork experiences designed to prepare professional social work practitioners for skilled practice at the baccalaureate level in the delivery of services to client systems of different sizes and types: individuals, families, groups, organizations, and communities. It also prepares students for graduate studies in social work and related fields. The social work major is offered within an undergraduate curriculum centered on the basic disciplines of liberal arts study.

In addition to the college's general liberal arts core requirements, the social work department's requirements for a major include:

MTH 207: Elementary Statistics
BIO 109: Human Biology
BIO 109L: Human Biology Lab *

- 9 credits in the social sciences:

PSC 301: Introduction to American Government and Politics
PSY 110: Introduction to Psychology
SOC 101: Introduction to Sociology

- 44 credits in the social work curriculum:

SWK 222: Introduction to Social Work (3 credits)
SWK 304: Human Behavior and the Social Environment I (3 credits)
SWK 305: Human Behavior and the Social Environment II (3 credits)
SWK 309G: Human Rights and Social Economic and Environmental Justice (3 credits)
SWK 323: Understanding Mental Health from a Wellness Perspective (3 credits)
SWK 324: SWK Practice & Cultural Diversity
SWK 333: Social Work Research Methods (3 credits)
SWK 383: Social Work Practice I/Field Experience I (4 credits)
SWK 384: Social Work Practice II/Field Experience II (4 credits)
SWK 420: Social Services and Social Policy (3 credits)
SWK 452: Senior Integrative Seminar (3 credits)
SWK 483: Social Work Practice III (3 credits)
SWK 484: Field Instruction/Practicum (6 credits)
SWK 499: E-Portfolio (0 credit)

There are college-wide requirements in addition to departmental requirements that must be met. Refer to the *Nazareth College Undergraduate College Catalog*.

* If you have taken a science lab elsewhere, please consult with your advisor or the program director.

Portfolio Assignment

A college and program requirement is the student portfolio. Submission of a completed e-portfolio with a passing grade in the spring semester of the senior year fulfills this requirement (SWK 499) for the social work major. Specific instructions regarding the e-portfolio are distributed and discussed during the junior year and again in the senior year. Because the e-portfolio assignment requires inclusion of graded assignments, it is the student's responsibility to keep graded assignments and ensure their inclusion in the e-portfolio.

Social Work Course Sequence

All students should be aware of the required sequence of courses for the social work major.

As a freshman or sophomore; or as a junior if a transfer student with an associate's degree, the student generally takes the following social work courses:

- SWK 222: Introduction to Social Work
- SWK 304: Human Behavior and the Social Environment I
- SWK 305: Human Behavior and the Social Environment II
- SWK 309: Human Rights and Social, Economic and Environmental Justice
- SWK 324: SWK Practice and Cultural Diversity

As a junior, the student must complete the following social work courses:

- SWK 323: Understanding Mental Health from a Wellness Perspective
- SWK 333: Social Work Research Methods
- SWK 383: Social Work Practice I/ Field Experience I
- SWK 384: Social Work Practice II/ Field Experience II

As a senior, the student must complete the following social work courses:

- SWK 483: Social Work Practice III
- SWK 420: Social Services and Social Policy
- SWK 484: Field Instruction/Practicum
- SWK 452: Senior Integrative Seminar
- SWK 499: E-Portfolio

The three social work practice courses (SWK 383, 384, 483), taken in sequence and not concurrently, are prerequisites to SWK 452.

Credentialed Alcoholism and Substance Abuse Counselor (CASAC) Program

The Nazareth College BSW Program provides the educational curriculum necessary to obtain the CASAC credentials (*approved as a New York State OASAS Certified Education and Training Provider*). The curriculum develops knowledge and skills relevant to this field of practice.

Social Welfare Minor

The social welfare minor at Nazareth College provides students with an understanding of the social welfare system in the United States and globally. The minor facilitates exploration of poverty and its impact as well as the effective delivery of health and human services to individuals, families, groups, and communities. The minor introduces students to the wide variety of positions and areas of practice relevant to the social work profession and to human service jobs.

Students complete two required courses (SWK 222 and SWK 304) and four elective courses offered by the Social Work Department, for a total of 18 credit hours. Students must maintain grades of “C” or higher in the social work courses completed.

The minor in social welfare provides a basic understanding of social welfare and the social work profession, and facilitates beginning preparation for careers in human services organizations and/or graduate studies in social work leading to the Master of Social Work (MSW) degree. It does not prepare students to practice as baccalaureate level social workers, nor does it provide them with the option of advanced standing in MSW programs. This minor can enhance the student’s selected major and/or deepen the student’s understanding of civic engagement and service.

If a student chooses to major in social work, the courses taken in the social welfare minor will apply to the major. However, a student cannot receive both a minor in social welfare and a major in social work.

Course Descriptions

SWK 222 Introduction to Social Work

Overview of the various fields of practice, and the role and function of the social worker in specific agency settings including alcohol and substance abuse treatment settings. Explores the evolution and philosophy of social work as well as the profession's knowledge base, skills, and values. Classroom lectures and text materials are supplemented with agency field trips, and presentations by social work professionals. Pre or corequisite to all other social work courses.

Course Codes: AB

Credits: 3

SWK 309 Human Rights and Social, Economic, and Environmental Justice

(Global course) Analyzes the United Nations' Universal Declaration of Human Rights and its effects within the global community. Examines historical and theoretical perspectives on human rights and social economic and environmental justice as well as the ways social structures shape our lives and world. Explores relationships between social ecology, culture, diversity, oppression, coping responses, and equality. Promotes active involvement in promoting justice in our global community.

Course Codes: AB. Prereqs: PI Social Sciences.

Credits: 3

SWK 304 Human Behavior and the Social Environment I

One of two courses in the Human Behavior and the Social Environment sequence. Provides a multidimensional perspective on human behavior, including substance use and abuse, addiction and recovery. Analyzes the person-in-environment concept, the influences of biological, psychological, spiritual, and socio-cultural factors on behavior, and the relevance of systems theory. Includes analysis and application of a range of human behavior theoretical perspectives and conceptual frameworks. Emphasizes diversity of the human experience and the reciprocal nature of interactions among persons and the systems in which they live.

Course Codes: ACHR. Pre OR Co-reqs: PSY 110 OR SOC 101.

Credits: 3

SWK 305 Human Behavior and Social Environment II

Analyzes development across the life course from conception through late adulthood and death. Integrating theory and research, explores the synergistic influences of biological, psychological, spiritual, physical and socio-cultural factors on human development. Examines contemporary challenges relevant to understanding development including substance abuse and addiction. Identifies the processes through which social systems promote or deter health and well-being. Emphasizes the strengths perspective; the potential for human adaptation and resilience; human diversity; the reciprocal nature of interactions among individuals, families, and other systems.

Course Codes: ABHR

Credits: 3

SWK 315 Introduction to Substance Abuse and Addiction

Provides an overview of popular substances of abuse and addiction, including their effects, signs and symptoms. Analyzes historic and current theories of use, abuse, addiction, treatment and recovery. Analyzes relevant social policy issues and introduces the topic of addiction and special populations, exploring the intersections between human diversity and substance abuse.

Course Codes: B Pre-req: Social Science PEQ

Credits: 3

SWK 323 Understanding Mental Health from a Wellness Perspective

Focuses on the ecological perspective for helping professionals practicing in health and mental health care. Examines the etiology of mental disorders, the psychosocial traits and behavioral coping of consumers diagnosed with mental disorders according to the DSM-5 and evaluation of this classification, cultural factors in the determination of health and mental health, and the environmental factors relevant to the formation and classification of mental disorders, health and well-being. Special attention devoted to the assessment and diagnosis of substance abuse.

Course Codes: AB

Credits: 3

SWK 324 Social Work Practice and Cultural Diversity

Analyzes the processes of oppression including the experiences, needs, resources, and responses of people subjected to institutionalized forms of oppression due to collective characteristics on national and global levels. Analyzes relevant theory and research to facilitate growth in personal

understanding of self, diversity, and oppression in society as well as a commitment to being an engaged and proactive citizen. Students critically evaluate personal assumptions about a range of topics and groups, reflecting on intersections with oppression in our global community.

Course Codes: ABR

Credits: 3

***SWK 330 SWK, Religion, Spirituality, Wellness, and Health in 21st Century**

As a cultural universal, the importance of religion and spirituality in shaping belief systems, perceptions, culture, and approaches to health and wellness has long been recognized. The clients of helping professionals hold religious and spiritual beliefs that play significant roles in their psychological development, environment, and life processes. Examines the ways in which these beliefs influence individuals, families, small groups, communities, and program development and implementation in the 21st century. Explores psychosocial issues and perceptions of health, illness, and well-being from interdisciplinary counseling perspectives.

Course codes: B

Credits: 3

Cross-listed with SWK 560

***SWK 341 Special Topics in Social Work**

A specific topic is covered reflecting the interests of students and instructor.

Course Codes: C. Special/Selected Topic.

Credits: 3

SWK 333 Social Work Research Methods

Promotes knowledge of the scientific method and essential aspects of social research methodology in both the qualitative and quantitative traditions. Provides a foundation of research knowledge that includes an understanding of the relevance of values and ethics to research. Research methods and evaluation skills at the micro, mezzo, and macro levels are addressed. Explores linkages between social research and practice including practice within alcohol and other substance abuse treatment settings; critical philosophical and methodological issues; and issues of diversity and oppression within the research context. Requires an experiential component.

Course Codes: ABH. Prereq: SOC*101 or SWK*304; Pre or Co-req: MTH 207 or MTH 208.

Credits: 3

***SWK 363 Fathering and Child Outcomes**

Recognizes the role of the father both at the societal level and within the scientific community. Course content includes conceptions of fatherhood and manhood, methodological concerns, theoretical perspectives, policy issues and their relevance to father involvement and child outcomes. Gives consideration to the transition to fatherhood, levels of paternal involvement across cultures, the different family configurations and structures within which fathering occurs and their effect on child development in several domains.

Course Code: B. Women and Gender Studies course.

Credits: 3

SWK 383 Social Work Methods I/Field Experience I

Social Work Practice I is the first in a series of three social work practice courses. Explains the social work generalist practitioner model and introduces evidence-based practice. Introduces the NASW Code of Ethics and provides students with engagement and assessment knowledge, theory, and skills within the micro level of practice. Field Experience I requires a minimum of six hours weekly of supervised work in a social service agency.

Course Codes: AF. Prereq or Coreq: SWK*222.

Credits: 4

SWK 384 Social Work Methods II/Field Experience II

Social Work Practice II is the second of three courses in the practice sequence. Advances understanding of the social work generalist practitioner model and evidence-based practice. Provides students with engagement, assessment, planning and intervention, knowledge, theory, and skills within the mezzo (working with families and groups) level of practice. Field Experience II requires a minimum of six hours weekly of supervised work in a social service agency.

Course Codes: AF. Prereq: SWK*222 SWK*304 SWK*383.

Credits: 4

SWK 415 Substance Abuse Treatment

Provides in-depth analysis of the theory and practice of substance abuse assessment and treatment. Examines the processes of intake, assessment, intervention, treatment, and relapse prevention with individuals challenged by abuse and addiction. Analyzes the nature of evidence-based substance abuse treatment across a variety of systems, ranging from the individual to the family and community.

Course Codes: B Pre-req: Social Science PEQ

Credits 3

SWK 420 Social Services and Social Policy

Provides students with an in-depth understanding of the development of social welfare policies in the US and familiarity with some international policies and the skills necessary to analyze the impact of social policies and social programs generated from them. Analyzes social policy from a historical and philosophical perspective, within the framework of the principles of social and economic justice. Explores social policies in the context of social work practice, emphasizing the role of the social worker as change agent, advocate, and policy practitioner.

Course Codes: A. Prereq: SWK*222 SWK*304 SWK*305. SWK*383 SWK*384. Coreq: SWK*483.

Credits: 3

SWK/HHS 450 International Social Work

Introduces students to international social work practice. Develops knowledge and skills in culturally competent approaches to effectively enhance assets and empower individuals, families, groups, agencies and communities within an international context, specifically within developing countries, and with immigrants, refugees, and asylum seekers in the U.S. Develops beginning knowledge base for international social work practice from a collaborative perspective to address the challenges of human rights, poverty, child abuse and neglect, physical and mental health, substance abuse, HIV/AIDS, environmental justice, and other social/political issues.

Credits: 3

SWK 452 Senior Integrative Seminar

Taken concurrently with SWK 484. Provides a comprehensive orientation to the senior field experience and plays a supportive role for students in practicum. Emphasizes the linkages between social work practice in various settings (with particular attention to practice in alcohol and other substance abuse treatment settings), the liberal arts, and all social work curriculum areas. Facilitates critical reflection on practice experiences, promotes analysis and synthesis of field experiences.

Course Codes: AF. Prereq: SWK*222 SWK*300 SWK*304 SWK*305 SWK*309 SWK*352 SWK*383 SWK*384 SWK*404. Coreq: SWK*484.

Credits: 3

***SWK 469 Qualitative Research Methods**

Prepares students to use qualitative research methods including the integration of appropriate theories, research designs, data collection, analysis and dissemination strategies. Explores field research, participant observation, interviewing, participatory action research. Examples of qualitative research in social work and related fields are examined and opportunities for applied research are provided.

Prereq: SWK*352

Credits: 3

SWK 470/570 Professional Ethics

Provides students with the opportunity to demonstrate an in-depth ability to apply ethical theory, rank-ordering, and ethical reasoning to ethical dilemmas in professional practice by examining moral philosophy and critically reflecting on one's own value system. Highlights contemporary professional issues across human services settings (e.g. confidentiality, privileged communication, boundaries, conflict of interest, dual and multiple relationships). Examines contemporary moral issues of interest to students (e.g., death penalty, harm reduction).

Course Code: B

Credits: 3

SWK 474/574 Self-Care and the Health and Human Service Professions

Self-care supports professional competence as well as the longevity and integrity of individual professionals and professions as a whole. A commitment to professional self-care and a repertoire of self-care strategies are essential to preventing and addressing consequences of helping work such as compassion fatigue, vicarious trauma, and secondary traumatic stress disorder. Supports effective self-care by building self-awareness; an understanding of coping and

human resilience as well as the philosophical and theoretical foundations of self-care strategies. Promotes self-care across practice settings and systems levels with attention to self-care strategies relevant to working with individuals challenged by addiction. Cross-listed with SWK 574. Adv Codes: B. Pre-req: Introductory level Psychology or Sociology class.
Credits: 3

SWK 483 Social Work Methods III

Builds upon the generalist social work knowledge, values and skills learned in SWK 383 and SWK 384. Provides an overview of the history of macro/community practice and the pioneers of social reform. Facilitates substantive and effective preparation for social work action with organizations and communities through engagement, assessment, planning, intervention and evaluation. Application of the conceptual framework of community organization models (locality development, social planning and social action). Emphasizes the community/neighborhood as the expert and the value and role of indigenous leadership in the action/target system.

Course Codes: AF. Prereq: SWK*222 SWK*304 SWK*305 SWK*383 SWK*384. Coreq: SWK*404.
Credits: 3

SWK 484 Field Instruction-Practicum

A supervised block placement in a social service setting appropriate to the student's knowledge and skills in social work practice. Field instruction totals a minimum of 440 hours.

Course Codes: AF Prereq: SWK*222 SWK*300 SWK*309 SWK*304 SWK*305 SWK*352 SWK*383 SWK*384 SWK*404 SWK*483 Coreq: SWK*452 Additional course fee required
Credits: 6

SWK 485 Independent Study

Intensive reading/study/experience, or research project, in an area of interest and concern to the student in social work.

Credits: 3

SWK 486 Independent Study

Intensive reading/study/experience, or research project in an area of interest and concern to the student in social work.

Credits: 3

SWK 498/598 Contemporary Issues in Interprofessional Team Practice

Provides students in various health and education programs with the knowledge, skills, and attitudes necessary to be effective inter-professional team members. Introduces core values and competencies derived from multiple professions to prepare students for collaborative practice in diverse settings, including practice within alcohol and other substance abuse treatment settings. Analyzes the research and theories guiding effective team development and interactive problem solving.

Credits: 1

SWK 499 Social Work Electronic Portfolio

Only S/U Grading.

Credits: 0

**Offered periodically*

Curriculum Rationale

The BSW program's curriculum design process was informed by theory of change and backward mapping concepts. The purpose and values of the profession and social work education provide the conceptual foundation and rationale guiding the program. Guided by the Council on Social Work Education's accreditation standards, the faculty members identify the program's mission statement, goals, competencies, and linked behaviors and develop the curriculum necessary to facilitate student and program achievement of these outcomes.

As one component of this process, the BSW program faculty members identify the critical courses social work majors must complete to establish an appropriate foundation upon which to build within the major. These courses ensure student comprehension of basic human biology and fundamental social science (e.g., Introduction to Sociology, Introduction to Psychology) and mathematical (e.g., Introduction to Statistics) concepts. Social work majors develop their communication and critical thinking skills through major requirements and simultaneous completion of the liberal arts core.

The social work major is comprised of a sequence of course and fieldwork experiences designed to prepare baccalaureate-level, generalist social work practitioners capable of skilled practice in the delivery of services to client systems of different sizes and types: individuals, families, groups, organizations, and communities.

The first social work courses majors complete are Introduction to Social Work (SWK 222), Social Work Practice and Cultural Diversity (SWK 324), Human Behavior and the Social Environment I (SWK 304), and Social Work Methods I/Field Experience I (SWK 383).

Students who begin their college education at Nazareth College typically complete Introduction to Social Work as a freshman or sophomore. Transfer students must complete the course during their first semester at Nazareth. This course is designated as a "gateway" course, in a sense, as it introduces students to fundamental social work values and principles. Students acquire core social work knowledge and skills through reading, class discussion, guest speakers (social workers), and agency visits. Upon completion of this course, students have begun to integrate the profession's knowledge, values and skills, and students and social work faculty alike are able to make a well-informed decision about each student's continuation in the major.

From a curriculum design standpoint, by the time the junior year closes social work majors have acquired key components of the foundation upon which subsequent social work courses build. Critical ingredients in this foundation are provided by two courses typically completed by the

close of the junior year: Human Behavior and the Social Environment I (SWK 304) and Human Behavior and the Social Environment II (SWK 305). In the Human Behavior and the Social Environment I and II courses, students are introduced to the biopsychosocial-spiritual framework, human development, the systems theoretical perspective as well as additional theories of human behavior and development, the concepts of risk, protection and resilience, and micro to macro practice systems and practice contexts. Each Human Behavior and the Social Environment course emphasizes the application of content to generalist practice, specifically addressing CSWE competencies six through nine and the processes of engagement, assessment, intervention and evaluation across systems levels.

During the junior year, all social work majors complete Social Work Practice (Methods) I/Field Experience I (SWK 383) and Social Work Practice (Methods) II/Field Experience II (SWK 384). Social Work Practice (Methods) I/Field Experience I addresses CSWE competencies six through nine in the context of generalist practice with individuals. Social Work Practice (Methods) II/Field Experience II addresses competencies six through nine in the context of generalist practice with families and groups. All juniors must complete SWK 383 (Social Work Practice I/Field Experience I) and SWK 384 (Social Work Practice II/Field Experience II) in sequential order; the purpose is to broaden the student's understanding of and appreciation for practice settings, the use of generalist practice in these settings, and to enhance abilities and readiness for the senior practicum and social work as a career.

Additional competency achievement, at this point in the student's development, is dependent upon the additional 300-level courses taken during the junior year. Beyond Introduction to Social Work, Social Work Practice and Cultural Diversity, Human Behavior and the Social Environment I and II, and Social Work Practice I and II/ Field Experience I and II, juniors have somewhat individualized approaches to completing the additional 300-level required courses. Social Work Research Methods (SWK 333) is designed to facilitate student achievement of CSWE competency four. Students typically complete this course during the sophomore or first semester of the junior year while simultaneously completing the first (junior-year) field placement in order to support achievement of competency nine and to provide a practice context for understanding the concepts "research-informed practice and practice-informed research."

In addition, to facilitate early progress toward achievement of CSWE competencies two and three, juniors typically complete Human Rights and Social, Economic and Environmental Justice (SWK 309) and Understanding Mental Health from a Wellness Perspective (SWK 323) by the close of the junior year.

Through the classroom and field-based learning that occurs in Social Work Methods/Field Experience I and II, combined with the critical knowledge and values learned through additional courses within the major, students emerge from their junior year progressing toward entry-level generalist practice knowledge and skills. The junior year field experience plays a critical role in facilitating student proficiency by providing students the opportunity to apply their knowledge, values and skills to practice settings. This context for reflective application allows students and faculty alike the opportunity to evaluate student progress toward beginning level generalist

practice competence. Thus by the end of the junior-year, students are expected to demonstrate significant progress toward achievement of the behaviors associated with all nine competencies. Students demonstrate achievement of all nine competencies (and their linked behaviors) through the senior field evaluation and summative senior year portfolio evaluation.

Upon entering the senior year, majors complete Social Services and Policy (SWK 420) and Social Work Methods (Practice) III (SWK 483). SWK 420 facilitates student analysis of social policies in the context of social work practice, emphasizing the role of the social worker as change agent, advocate, and policy practitioner; SWK 483 focuses upon student ability to engage, assess, intervene, and evaluate at the organization and community levels. Both Social Services and Policy and Social Work Methods (Practice) III build upon the generalist social work knowledge, values and skills learned during the junior year.

The culminating, linked courses in the curriculum are SWK 452 (Senior Integrative Seminar) and SWK 484 (Senior Field Instruction Practicum). SWK 452 and SWK 484 facilitate the integration of theory and practice, emphasizing the linkages between social work generalist practice, all other social work curriculum areas, and the liberal arts, while providing critical reflection, analysis, and synthesis of practice experience in the field. Students must complete SWK 484 concurrent with SWK 452 in order to ensure consistent structuring of the Senior Field Instruction Practicum, opportunities for analysis and reflection, close faculty monitoring of student experiences, and social work competency achievement.

Field Instruction

The field experience provides the opportunity for students to integrate their foundation knowledge learned in the classroom with practice knowledge and experience gained in the agency setting. The purpose of field instruction is to educate a generalist social worker ready for beginning social work practice.

In the junior year, the student enrolls in SWK 383 (Social Work Practice I/Field Experience I) and in SWK 384 (Social Work Practice II/Field Experience II). In each of these courses, the student is required to complete a field experience of six hours per week, or a minimum of 144 hours during the junior year. The purpose is to broaden the student's understanding of and appreciation for practice settings, the use of generalist practice in these settings, and to enhance abilities and readiness for the senior practicum and social work as a career. This junior-year field experience is required by all students. Both Social Work Practice I & II and Field Experience I & II (SWK 383 and SWK 384) constitute an integral part of the required learning in the social work program. Each area stresses divergent aspects of learning necessary for a successful career in social work. Hence, a student must pass both components in SWK 383 and SWK 384 (Practice I and II and Field Experience I & II). A failure in either component constitutes a failure for the course as a whole. On the Field Experience I junior field evaluation for SWK 383, the student should receive a "3" (meets expectations) on each item. The student not attaining a "3" on each item must develop a plan of action with the director of field, the faculty liaison and agency field instructor to ensure the student receives a "3" on each item and

meets expectations for SWK 384 Field Experience II, by the close of the junior year practice and field experience. A student who fails to receive a “3” or higher on each item must consult with the director of field and BSW program director and may be required to register for SWK 385 (one credit). To receive a satisfactory (S) grade in SWK 385, the student must successfully complete an additional 72 hours of junior field experience during the summer preceding and/or fall semester of the senior year. If the student fails to meet these expectations, the student will receive an unsatisfactory (U) grade in SWK 385 and be reviewed by the department regarding Social Work program status. Actions to address concerns may include the following:

- The student may choose to take a leave of absence from the BSW program, and re-apply at a later date. If this option is chosen, a plan must be developed that includes specific tasks that must be accomplished to be considered for return to the program.
- The student may choose to withdraw from the program.
- The student may choose a different major.
- The student may be terminated from the program.

A student who believes that the case has not been resolved to the student’s satisfaction may appeal in writing to the Program Director following established grievance proceedings as identified in this BSW Program Student Handbook.

After successful completion of this junior-year field experience, students then complete their senior field practicum during their final year or spring semester at Nazareth College.

Field Instruction/Practicum (SWK 484) is a supervised placement in a setting appropriate to the student's knowledge and skills in social work practice. This six credit hour practicum totals a minimum of 420 hours and is ordinarily completed in the spring semester of the senior year. Students unable to complete all 420 practicum hours associated with SWK 484 in the spring semester may, with approval of the Program Director and Field Director, complete SWK 484A (2 credit hours) in the fall semester of senior year, and SWK 484B (4 credit hours) in the spring semester of senior year. Students may request the two semester approach when: a) The field agency requires the placement be carried out in fall and spring **OR** b) The student is working in the human services field, continues to work, and has worked full time in the human services field for the year prior to the placement start date. This two-semester approach requires the student to sign an agreement (see Appendix V) with the social work department that indicates the student will:

- register for SWK 484A (2 credit hours) in the fall semester and SWK 484B (4 credit hours) in the spring semester of the senior year.
- be responsible for determining how this two-part course will impact total credits of registration, billing, and financial aid.
- meet with a designated faculty member periodically during the fall semester, at dates and times set by the faculty member, and complete requirements associated with the senior field practicum as identified by the faculty member and field instructor.

- complete field practicum hours and responsibilities during the fall and spring semesters as identified in the SWK 484 learning contract. The student must complete a minimum of 10 to 12 hours per week during the fall semester, increasing hours per week during the spring semester, culminating in a total of 420 hours.
- receive an In Progress (IP) grade in SWK 484A in December at the close of the fall semester, which will remain in place until the end of the spring semester. At the end of the spring semester, competencies in the practicum courses will be reviewed in their entirety (SWK 484A and SWK 484B), and the same grade will be assigned to both courses, reflecting the student's status at the end of the practicum. If the student does not receive a satisfactory grade (S) in the practicum courses, the student must repeat either SWK 484 or SWK 484A & SWK 484B (the entire 420 field practicum hours) in order to fill this major requirement.
- register for SWK 452 (Senior Seminar, 3 credits) in the spring semester.

The senior field practicum evaluation (see Appendix VI) guides learning goals, activities, and performance evaluation. The field practicum is open only to social work majors. This six credit hour practicum totals a minimum of 420 hours and is ordinarily completed in the spring semester of the senior year. In the spring semester, one day of orientation is followed by 14 weeks in a field agency. Students typically work in their agencies for four days each week (Tuesday through Friday) for approximately eight hours each day. Supportive and integrative seminars are held on campus on Mondays to provide the important linkages between the academic program and the field experience.

Social Work Major Course Requirements
and Curriculum Plan for the Bachelor of Science Degree

(Sample Program)

<u>Courses</u>	<u>Credits</u>
Freshman Year	
FYS 101	3
ENGW 101, 102	6
BIO 109, 109L	4
PSY 110	3
SOC 101	3
SWK 222	3
Perspectives I (P-EQ)	6
Electives (language recommended)	6
Sophomore Year	
SWK 324	3
SWK 304, 305	6
SWK 309G	3
PSC 301	3
MTH 207 (Perspectives II [IS])	3
Perspectives I (P-EQ)	6
Electives	3
Junior Year	
SWK 323	3
SWK 333	3
SWK 383, 384	8
Perspectives I (P-EQ)	3
Perspectives II (IS)	3
Electives	6
Senior Year	
SWK 420	3
SWK 483	3
SWK 452, 484	9
SWK 499 E-Portfolio	0
Electives	12

STANDARDS FOR EVALUATING ACADEMIC PERFORMANCE, POLICIES, AND PROCEDURES FOR REVIEW OF ACADEMIC PERFORMANCE AND ACADEMIC GRIEVANCES ¹

Introduction

This document sets forth standards for evaluating academic performance, and policies and procedures for review of academic performance and academic grievances. These standards, policies, and procedures apply to students enrolled in the BSW program. These standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of these policies is to help students have a successful experience in the BSW program.

Faculty and field instructors who teach and supervise students, along with the BSW Program Director, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

It is the belief of the baccalaureate program that students should demonstrate a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics, in both the classroom and practice settings. Students are strongly advised to review the program handbook for further information about the program's competencies and behaviors as well as program standards, policies, and procedures. The BSW program faculty regularly reviews all students for academic progress which includes adherence to professional standards, behaviors and attitudes, professional performance-skills, and scholastic performance. Students should note that the Professional Behaviors Assessment tool is consulted during the BSW program faculty review of students. In social work courses, instructors may also choose to utilize the Professional Behaviors Assessment tool for communication and feedback purposes.

Students whose performance is cause for concern are in academic jeopardy and will receive email communication regarding the concern. It is therefore essential that students regularly read and respond to their Nazareth College email. Such communication includes email from Nazareth College faculty and staff as well as email notifications through the College's early alert system. In addition, students should check their midterm grades in NazNet Self Service (Student Planning). Further information is available through the following online resources: <https://www2.naz.edu/academic-advisement/midterm-grade-support/> and <https://www2.naz.edu/center-student-success/starfish/>.

All social work students are provided with and expected to read the Standards for Evaluating Academic Performance, Policies, and Procedures; the National Association of Social Workers (NASW) Code of Ethics (2021)ⁱⁱ; and the *Baccalaureate Social Work Program Student Handbook*. Students are asked to electronically sign an acknowledgment that they have read, are aware of the contents, and will abide by the documents. The signed electronic form is kept in the student's file. All relevant federal, state, and local laws, as well as the institutional policies of Nazareth College of Rochester, are applicable to these standards.

Standards for Evaluating Academic Performance

The BSW program evaluates academic performance in four general areas: 1) basic abilities to acquire professional skills, 2) mental health, 3) professional performance skills, and 4) scholastic performance. Both professional behavior and scholastic performance comprise academic standards.

1.0 Basic Abilities Necessary to Acquire Professional Skills

1.1 Communication: Demonstrates sufficient written and oral skills to comprehend information and adequately communicate ideas and feelings.

Written: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Possesses sufficient skills in written English to demonstrate understanding of content presented in the program and to complete adequately all written assignments, as specified by faculty.

Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Possesses sufficient skills in spoken English to demonstrate understanding of content presented in the Program, to complete adequately all oral assignments (with or without accommodations), and to meet the objectives of field placement experiences, as specified by faculty.

1.2 Interpersonal Skills: Demonstrates the interpersonal skills needed to relate effectively with other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others; takes appropriate responsibility for own actions and considers the impact of these actions on others.

1.3 Cognitive Skills: Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it appropriately to situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science, knowledge, and research, including knowledge and skills in engagement, relationship-building, data-gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

1.4 Physical Skills: Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations.

2.0 Health Necessary for Performance in the Program and Professional Practice

2.1 Stress Management: Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

2.2 Psychosocial, Affective Emotional, and Mental Health Capacities: Uses sound judgment. Seeks and effectively uses help for medical, emotional, and other challenges that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal challenges, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- Compromise scholastic and other performance.
- Interfere with professional judgment and behavior.
- Jeopardize the best interests of those with whom the social work student has a professional responsibility (as outlined in the current National Association of Social Workers Code of Ethics).

3.0 Professional Performance Skills: Necessary for Work with Clients and Professional Practice

3.1 Professional Commitment: Students need to demonstrate a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics, and a commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and the right to a just share of society's resources (social, economic, environmental justice).

3.2 Professional Behavior: Students will show their potential for professional behavior as a social worker through parallel processes and behaviors in the classroom, field and program settings. These include, but are not limited to:

- Exhibits behaviors that are in compliance with institutional policies and Code of Conduct, BSW program policies, professional ethical standards, and societal laws, in the classroom, field, and community.
- Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work.
- Respects others, is punctual and dependable, prioritizes responsibilities, attends class regularly, observes deadlines, completes assignments on time, keeps appointments or makes appropriate arrangements.
- Works effectively with others, regardless of level of authority.
- Advocates in an appropriate and responsible manner and uses proper channels and approaches for communication and conflict resolution.
- Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as uses such feedback to enhance professional development.
- Appearance, dress, and general demeanor reflect professionalism.

3.3 Self-Awareness: Exhibits knowledge of how one's values, attitudes, emotions and beliefs are demonstrated in the following ways:

- Incorporating professional knowledge, values, and skills in professional decision-making.
- Recognizing that in a helping process, emotions and past experiences affect thinking, behavior and relationships.
- Accurately assessing one's own strengths, limitations, and suitability for professional practice.
- Showing awareness of self and regard for how one is perceived by others.
- Reflecting on one's own limitations as they relate to professional capacities.
- Willing to examine and change behavior when it impedes productive and effective work with client systems and other professionals.

3.4 Ethical Obligations: Current behavior in the classroom, as well as field performance, demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics. Ethical behaviors include (but are not limited to):

- Adherence to the NASW Code of Ethics.
- Systematic evaluation of practice, service, policies, and programs in an unbiased, factual fashion; demonstrating awareness of and attempts to suspend personal biases during interactions with others.
- Comprehension of another individual's way of life and values. The use of empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, economic status, ethnicity, religious beliefs, gender, ability/disability, sexuality, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others including the client's rights to freedom, choice, and self-determination.
- Respect for and demonstration of confidentiality in professional and personal practices as it relates to (but not limited to): classmates, classroom activities, and field placements (including service-learning settings and volunteer experiences).
- Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications.
- Demonstration of honesty and integrity by doing one's own work, giving credit for the ideas of others, and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries: does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; participate in dual relationships where conflicts of interest may exist particularly through the establishment of online or virtual relationships with clients and faculty on any of the social media platforms.

4.0 Scholastic Performance

Students are considered to be in academic difficulty if: their grade point average drops below a 2.5 for all required social work courses; their grade point average drops below a 2.5 overall; they receive a grade below a C in any required social work course; they receive ratings below a “3” on items in the junior or senior field experience and placement evaluations; they receive an unsatisfactory (U) rating for SWK 383, SWK 384, SWK 385, or SWK 484 field instruction.

Policies and Procedures for Review of Academic Performance and Academic Grievances

Academic Review

An academic review is a formal review process. An academic review will be called when a student has not met or maintained academic requirements as stated under Scholastic Performance; fails to meet any of the standards set forth in this document; behaves in violation of the NASW Code of Ethics; threatens or attempts to harm oneself or someone else; or has a consistent pattern of unprofessional behavior as defined in 3.2.

The BSW faculty responsibilities include monitoring student performance. In the course of carrying out this responsibility, faculty will discuss concerns regarding the student's academic performance to assess if an academic performance concern is identified in a specific area and to identify patterns of concern being assessed. The Standards for Academic Performance (as identified in this Handbook) are utilized as the criteria to assess academic performance. If concerns are identified, several steps may be chosen to address the concerns with the student before an academic review is called. The program may engage in informal processes to discuss the identified concerns with the student and to develop an action plan to assist the student to address the concerns satisfactorily. The following are examples of pre-review activities: an individual meeting between the faculty member and student to discuss the academic performance concern; an informal group meeting with the student, student's academic advisor, and faculty identifying the academic concern. In such situations, should there be no resolution of the concerns, the Academic Review Committee (ARC), comprised of BSW program faculty, under the direction of the BSW program director, will be notified. There are, however, extenuating situations in which the academic performance concerns assessed by faculty require immediate referral for an academic review to the ARC. In these cases, the *Academic Review: Policies and Procedures* will be followed without pre-review activities.

Academic Review: Policies and Procedures

(A) Scholastic Performance

- Students who are in danger of receiving less than a C grade in any social work course will receive a notification using the College's early alert system or mid-term grading system during the semester. In certain situations, the student may also receive a warning email (see sample warning email, Appendix IV).
- When students are in academic jeopardy after grades are posted in December, May, and summer sessions, the BSW program director will identify students for closer review.
- Students must pass both components of SWK 383 and SWK 384 (Practice I and II and Field Experience I & II). A failure in either component constitutes a failure for the course as a whole. On the Field Experience I evaluation for SWK 383, the student should receive a "3" (meets expectations) on each item included on the junior field evaluation. The student not attaining a "3" on each item must develop a plan of action with the director of field, the faculty liaison and agency field instructor to ensure the student receives a "3" on each item and meets expectations for SWK 384 Field Experience II, by the close of the junior year practice and field experience. A student

who fails to receive a “3” or higher on each item must consult with the director of field and will be reviewed by the program regarding status in the social work department.

- The BSW program director will convene a meeting of the committee members, including the student’s advisor as needed, to review the student’s academic records/documentation and make recommendations, within 24 to 48 hours of the meeting.
- Students will receive a letter of dismissal when the grade point average is 2.5 or less; a letter of probationary status for those students with a grade point average of 2.5-3.0. The content of the letter may include: issues of concern, concrete next steps, consequences when next steps are not met, and specific time frames to meet next steps.

(B) Academic Performance (including field):

- The review is convened by the BSW program director and will include the student, the student's advisor, and one other BSW faculty having direct knowledge of the student’s academic performance.
- If this is a field review, the director of field convenes the review and will include the student, the student’s advisor, the field instructor and the faculty liaison. If the faculty liaison is also the student’s advisor, the student may choose to have another member of the faculty serve as advisor during the review.
- The student, advisor, and BSW faculty may present information both verbally and in writing as part of the review. In the field review the faculty liaison will summarize in writing the contacts and actions taken to resolve concerns.
- The review will usually result in immediate decisions. In the event of significant concerns or the need for additional information, the ARC may elect to go into executive session.
- Written decisions must be made within ten business days of the review and placed in the student’s record.
- Formal student notification of the review decisions must be made within ten business days of the review; decisions are communicated via e-mail.
- Remedial actions to address concerns may include the following:
 - a. The student may be required to take specific actions to address academic concerns related to the performance standards. The remedial actions identified should specify implementation actions to be taken, demonstrated outcomes, and timeframe. If a field review, the student may be required to complete additional field hours and/or a change of placement may be made.
 - b. The student may choose to take a leave of absence from the program and reapply at a later date. If this option is chosen, the leave of absence should include specific tasks that must be accomplished in order to be considered for return to the program.
 - c. The student may choose to withdraw from the program.
 - d. The student may be dismissed or terminated from the program.

General Academic Review Appeal

A student who believes that the case has not been handled appropriately or resolved to the student's satisfaction may appeal in writing to the social work department chair, followed by the dean of the School of Health and Human Services, following established grievance procedures as identified in the *Baccalaureate Social Work Program Student Handbook*.

ⁱ These standards were adapted in part from policies developed by the University of Texas at Austin, School of Social Work. The department of social work at Nazareth College acknowledges with gratitude the contributions made by the School of Social Work.

ⁱⁱ National Association of Social Workers. (2021). *Code of Ethics of the National Association of Social Workers*. Washington, DC: Author. (Original published 1996)

ⁱⁱⁱ Only courses with the prefix SWK fall in this category. Required courses outside the department of social work require a passing grade.

STUDENT APPEAL AND GRIEVANCE PROCEDURES REGARDING CONTESTING A FINAL GRADE OR PROGRAM ACTION

Students who have grievances regarding grades or program action should seek resolution within the program and department according to the following procedures:

1. (a) **Grade.** Student contacts and *consults* with the instructor regarding issues of grades within two weeks of receipt of grade. (b) **Program action.** Student contacts and consults with the program director to seek clarification regarding program action within two weeks of being informed of the program action.
2. If no satisfactory resolution is obtained, within two weeks of initial consultation with the instructor regarding grades or with the program director regarding program action, the student *appeals* in writing to the department chair.

The written appeal must include details of the student's grievance and the reasons as to why she or he believes the matter requires additional consideration. Any relevant supporting documents should be attached to the appeal.

The department chair may request any or all of the following when considering the student's appeal: additional data; consultation with the student, instructor, and/or faculty advisor; formal meeting(s) between all parties involved. Any formal meeting(s) will be held within two weeks of receipt of all written documents.

3. Written notification of the department chair's decision will be forwarded to all parties concerned within 15 business days of receipt of the student's written appeal. A copy of the decision will be placed in the student's file for department record.
4. If no satisfactory resolution is obtained, the student may appeal within two weeks in writing to the dean of the School of Health and Human Services and provide supporting material.
5. Written notification of the dean's decision will be forwarded to all parties concerned within two weeks of receipt of the student's written appeal. A copy of the decision will be placed in the student's file for department record.
6. If no satisfactory resolution is obtained, the student may appeal within two weeks in writing to the vice president for academic affairs (Provost). The decision of the vice president for academic affairs (Provost) is final.

STATEMENT ON STUDENT PROFESSIONALISM AND ASSESSMENT PROCESSES

Entering a professional program shifts the expectations of a student significantly – you must begin to demonstrate the qualities not only of a capable student, but of a competent professional as well. As social work department faculty, we are obliged to evaluate your readiness to enter the social work profession on many levels, including knowledge, skills, and professional behaviors. As your mentors and future colleagues, we are committed to ensuring your readiness to take on the profound responsibility of practicing competent and ethical social work practice.

The following document was developed by the social work faculty to evaluate a set of attitudes and behaviors essential to developing professionals. The purpose of this assessment document is to facilitate professional development, highlight strengths, and identify behaviors that may hinder a social work major from developing into a competent and ethical professional, and to support the student in addressing these issues.

The document will be used by social work faculty in the following ways:

1. **For information**...to inform individual social work students and classes of social work majors about expectations in the area of professional behaviors.
2. **For advisement**...A faculty member may invite a social work major to discuss certain categories on this document as issues in classes or field experiences arise; this document may be used to identify behaviors of concern and ways to address such issues effectively.
3. **For documentation**...If significant progress is not made to improve professional behaviors of concern within a designated time period, the behavior will be addressed as per BSW program policies. The program director may share the assessment and plan with the faculty who will be teaching the student the following semester. Evidence of progress is expected as a student advances through the social work program.
4. **For continuation**...The faculty of the social work program will utilize this document to conduct a review of the social work student concerning continuation in the social work program.

Professional Behaviors Assessment (PBA) Rubric

Student Name _____ Year: _____FR _____SO _____JR _____SR
 Instructor Name _____ Course _____ Semester _____

Criteria	Target	Acceptable	Not Yet Acceptable
Punctuality and attendance	Student always arrives to class, field appointments, and meetings prepared at the designated or agreed-upon time. Unavoidable changes in schedule or absences are reported prior to scheduled obligations.	Student usually arrives to class, field appointments, and meetings prepared at the designated or agreed-upon time. Unavoidable changes in schedule or absences are reported prior to scheduled obligations.	Student does not consistently arrive to class, field appointments, and meetings at the designated or agreed-upon time. Unavoidable changes in schedule or absences are not reported in a timely manner.
Respect for others	Student is consistently respectful to Nazareth College faculty, staff, colleagues, and agency staff and clients. Student respectfully self-advocates when necessary.	Student is usually respectful to Nazareth College faculty, staff, colleagues, and agency staff and clients. With occasional prompting, the student willingly resolves issues respectfully. Student respectfully self-advocates when necessary.	Student is consistently disrespectful to Nazareth College faculty, staff, colleagues, and/or agency staff and/or clients. Student is disrespectful when trying to self-advocate.
Professional appearance	Choice of dress always shows good professional judgment. Choices reflect a balance between personal expression and professionalism. Student's level of personal grooming indicates a high level of self-confidence and self-respect.	Choice of dress usually shows good professional judgment; however, student sometimes places personal expression before professionalism. Student usually has consistency in personal grooming and professional appearance.	Choice of dress indicates that the student needs to be more mindful of expectations regarding professional appearance. Student's lack of personal grooming or attention to professional appearance is a distraction in the classroom or at agency.
Professional responsibility	Student demonstrates preparedness for all professional responsibilities by submitting assignments and field paperwork on time. Student independently accomplishes class and field responsibilities.	Student demonstrates preparedness for all professional responsibilities by submitting assignments and field paperwork on time with assistance. Student usually accomplishes field and class responsibilities.	Student does not demonstrate preparedness for professional responsibilities; class assignments are submitted late or not at all. Student does not accomplish field or class responsibilities.
Self-reflection and commitment to lifelong learning	Student consistently demonstrates the ability to reflect on her/his psychological, emotional, and professional characteristics and to respond in ways that indicate a desire to improve as a professional. Student sees learning as an important and lifelong endeavor. Student listens carefully to feedback, clearly sees feedback as an opportunity for growth, is not defensive and does not make excuses.	Student usually demonstrates the ability to reflect on her/his psychological, emotional and professional characteristics and attempts to respond in ways that indicate a desire to improve as a professional. Student sees learning as a long-term endeavor. Student listens reluctantly to feedback and makes changes that are suggested, but has difficulty not being defensive.	Student does not demonstrate self-reflection and/or does not show willingness to respond to self-reflection and does not value or sees learning as a short-term endeavor. Student ignores constructive feedback and does not incorporate feedback, therefore does not use feedback as an opportunity for growth. Student becomes defensive and makes excuses.

Criteria	Target	Acceptable	Not Yet Acceptable
Ethical demeanor	Student demonstrates ethical knowledge and behavior in all interactions with colleagues, faculty, and clients.	Student actively strives to become more knowledgeable about the NASW Code of Ethics. Student asks questions when unsure of the ethical code. Student demonstrates ethical knowledge and behaviors in the majority of interactions with colleagues, faculty, and clients to the best of her/his ability.	Student does not know, or disregards, the NASW Code of Ethics. Student acts in an unethical fashion with colleagues, faculty, and/or clients.
Diversity and open-mindedness	Student consistently demonstrates an appreciation for differences among people; has a strong ability to interact, work, and be with people who have characteristics different from self; and continually seeks opportunities to learn more about others' perspectives. Student is open to considering a myriad of new attitudes, beliefs, ideas, and opinions.	Student strives to learn more about others and expand existing viewpoints, has improving ability to work with others who have different characteristics, and attempts to set an example of openness and inclusion for others. Student, when prompted, is open to considering a myriad of new attitudes, beliefs, ideas, and opinions.	Student does not seek opportunities to learn others' viewpoints, limits interaction with others who have different characteristics, and may participate in ridicule, insensitive jokes, and/or exclusion. Student has no or very limited ability to consider a myriad of new attitudes, beliefs, ideas, and opinions.
Technology use	Student <i>consistently</i> demonstrates the professional and appropriate use of all technology, including, but not limited to, computers, cell phones, iPod/notebook/iPad devices. Examples of professional use include: cell phones and other devices silenced during all college and field-based activities, no texting or calling during college and field-based activities, respect for confidentiality and professionalism in all technological interactions.	Student, <i>when prompted</i> , demonstrates the professional and appropriate use of all technology, including, but not limited to, computers, cell phones, iPod/notebook/iPad devices. Examples of professional use include: cell phones and other devices silenced during all college and field-based activities, no texting or calling during college and field-based activities, respect for confidentiality and professionalism in all technological interactions.	Student's inability to demonstrate the professional and appropriate use of all technology is an obstacle to working in the college and field environments. Student leaves electronic devices on in class or is repeatedly interrupted or distracted by phone or other electronic devices. Student is distracted or distracts others through use of technology during class or other interpersonal interactions.

Reflect on your responses; provide an explanation for each response at target and not yet acceptable level.

Student signature _____ Instructor signature _____ Faculty advisor signature _____

THE SOCIAL WORK PROGRAM AND STUDENT PARTICIPATION

Social Work Department Faculty Meetings

The social work faculty meets regularly throughout the academic year to discuss issues such as policies of the college and program, college and community relations, Council on Social Work Education standards, curriculum issues, program resources, community relations, professional practice issues, and student matters, including, but not limited to, students in academic difficulty, student acceptance and continuance in the program, student financial needs, and selection of students for academic awards and honors. Whenever possible, a representative of the ASWS attends a portion of each meeting to discuss matters important to the association and to liaison between social work students and faculty.

Association of Social Work Students

The Association of Social Work Students (ASWS) is the social work department's student organization and falls under the governance of the Undergraduate Association (UA) of the college. The ASWS acts as the liaison between BSW program faculty and students. Its main goals are to help students integrate their social work knowledge, skills, values, and life experiences with the academic and social aspects of Nazareth College; to respond to the needs of the local community; and to enhance students' professional identity and the presence of undergraduate social work education in Rochester and surrounding areas.

The ASWS strives to maintain a professional atmosphere where all social work students are encouraged to interface with classmates, faculty, and the Nazareth College community. The ASWS also provides opportunities for students to work together toward common goals and network with both the campus and local community. Activities include social, educational, informational, fundraising, and community-action-based endeavors. Elections of officers are held during the spring semester.

The ASWS meets approximately once a month during the academic year. Notices of meetings and ASWS-sponsored events are distributed via email and in person. Minutes of each meeting are made available to social work students and faculty. (See Appendix I for a further description of the ASWS.)

DEPARTMENT RESOURCES

Student Resources

Announcements of interest are periodically emailed to students and placed on the department website and social media sites.

Mary F. Hannick Social Work Fund

Purpose

The social work department established the Mary F. Hannick Social Work Fund to enable Nazareth College students with a social work major the opportunity to present their emergency financial needs for small grant assistance. This assistance must pertain to academic needs: tuition, books, transportation to placement site, parking fees at placement site, graduation costs, essentials for professional attire at placement site, certain workshops/seminars, attendance at some NASW functions or the NYSSWEA conference.

Guidelines

1. A designated social work faculty member shall receive requests and:
 - a. In the case of a student already receiving financial aid, the committee must, by college regulations, present its recommendation to the Financial Aid Office for final approval.
 - b. In the case of a student not receiving financial aid, the student will first be directed to the Financial Aid Office to review alternate sources of aid.
 - c. Generally, this faculty member shall make the recommendation for student need. If, however, an emergency exists, the social work faculty member shall make the decision and report to the committee.
2. Student must present a written statement of the financial need and application to the designated faculty member of the Mary F. Hannick Social Work Fund.
3. Student must be a third- or fourth-year Nazareth College social work major who has successfully completed at least one semester at Nazareth College.
4. Student may apply for only one grant during the third or the fourth year as a social work major.
5. Student may request an amount up to \$200 per grant.
6. Student is expected to repay the amount of the grant (without interest) within the first year after graduation and/or after obtaining a job, so other students may be aided in the future. If the student is unable to do so, the student should contact the program director to work out a plan for repayment.

SOCIAL WORK PROGRAM AWARDS

Sister Paulette Ulton Social Work Student of the Year Award

The Sister Paulette Ulton Social Work Student of the Year Award honors a graduating senior selected by the faculty on the basis of the following criteria:

- Consistent professional excellence in the integration of theory and practice in social work.
- Compassion and caring.
- Demonstrated commitment to the values and ethics of the profession.
- Creativity and joy in service.

Helen W. Guthrie Memorial Award for Excellence in Fieldwork

The Helen W. Guthrie Memorial Award for Excellence in Fieldwork honors a graduating senior for excellence in fieldwork during the senior field practicum, and a junior for excellence in fieldwork during the junior field experience. The student is nominated by their field instructor and/or peer(s) and is selected by an ad hoc committee on the basis of the following criteria:

- Applies the knowledge, values, and principles of the social work profession in daily field of practice in an exemplary fashion.
- Implements the professional ethics of social work as defined in the NASW Code of Ethics.
- Demonstrates significant growth in learning - knowledge, values, skills - during the field placement.
- Embraces diversity and demonstrates the ability to relate to client systems from various backgrounds.
- Is open to learning, and seeks out knowledge to increase self-awareness and effective use of self.
- Is consistently and appropriately able to advocate on behalf of client systems.

Professional and Personal Growth Award

The Professional and Personal Growth Award honors a graduating senior selected by the faculty who, while a student in the BSW program, has demonstrated consistent and significant personal and professional growth in the areas of academics, practice skills, and self-awareness.

Mary F. Hannick Award for Excellence in Field Instruction

The social work department honors a field instructor of a senior social work student and a field instructor of a junior social work student with the Mary F. Hannick Award for Excellence in Field Instruction.

Portfolio with Distinction Award

The social work department will review senior e-portfolios for a *with distinction* award. Students who display excellence in all dimensions of the e-portfolio assignment will be considered for the designation *with distinction*. Individual faculty reviewers have the option to recommend the entire faculty consider an e-portfolio for the award. The faculty as a whole will review all recommended e-portfolios for *with distinction* based on the following criteria:

- The faculty agrees the e-portfolio *exceeds* expectations across most or all of the criteria as outlined in the e-portfolio grading rubric.
- The faculty agrees the e-portfolio presents a coherent and compelling practice philosophy that guides the student in his or her professional practice, professional growth, and professional conduct.
- The faculty agrees the e-portfolio is representative of an exceptionally high standard of work that is markedly distinguishable from other e-portfolios.
- While scores from an individual reviewer may reflect an e-portfolio of an exceptional nature, collective scores from faculty will determine those e-portfolios that are worthy of *with distinction* designation.

Jessica Shackelton Maclay Distinguished Alumna/us Award

The Jessica Shackelton Maclay Distinguished Alumna/us Award is named in honor of Jessica Shackelton, a 2003 graduate of the undergraduate program in social work. Jessica was killed in a car accident in 2011, leaving behind her husband and infant daughter. In her short life, she made an impression on fellow students and professional colleagues. An alumni considered for this award should demonstrate exceptional professional qualities, especially a commitment to service, that make the individual stand out among professionals.

AFTER GRADUATION

The Bachelor of Science Degree with a Social Work Major

Students who have completed all of the requirements of the college and the social work department receive a bachelor of science degree (B.S.) with a major in social work. This is the entry-level degree for the social work profession. A bachelor of science degree with a major in social work and a Bachelor of Social Work (BSW) are comparable degrees, if they are from social work programs accredited by the Council on Social Work Education.

A graduate of an accredited baccalaureate program is expected to have the knowledge and skills of a beginning-level generalist professional social work practitioner, i.e., a social worker with professional values and general social work knowledge and skills that can be used with any population in any setting.

Admissions Application Policy for Nazareth College Bachelor of Science in Social Work (BSW) Degree Students

The Nazareth College Master of Social Work (MSW) program offers an expedited admission process to students currently enrolled in the BSW program as a major at Nazareth College. Current BSW students are recommended for the expedited application process if the following criteria are met: (1) cumulative overall grade point average (GPA) of 3.00 or higher; (2) all field evaluations at the ranking of “satisfactory” or higher; and (3) recommendation of BSW faculty. Students who meet these three criteria are invited to complete the Fast App, an expedited application process through Graduate Admissions at Nazareth College. Students who do not meet the expedited application admission process criteria or are not recommended can still apply to the MSW program following the regular application process.

Expedited Application Admission

Criteria

- Nazareth College cumulative GPA of 3.00 and higher at the time of application
- All field evaluation(s) satisfactory
- Recommendation of Nazareth social work faculty

Application Process

- Eligible students receive an invitation to apply from Admissions based on recommendation and consultation with social work faculty
- Students complete the expedited application (**known as the Fast App**)
- No recommendation letters are needed but three references are listed
- Guaranteed admission to either full-time or part-time, 36-credit (advanced standing) program

Additional Information

Timeline for Consideration and Opportunity to Attend

The extension of an offer to attend the MSW program is contingent on continued excellence in undergraduate performance. *The Department retains the right to rescind an offer of admission based on concerns related to adherence to the academic standards of the BSW program as outlined in the BSW Program Handbook.*

ASSOCIATION OF SOCIAL WORK STUDENTS (ASWS)

Purpose

The Association of Social Work Students (ASWS) is the social work department's student organization and falls under the governance of the Undergraduate Association (UA) of the college. ASWS acts as the liaison between BSW program faculty and students. Its main goals are to help students integrate their social work knowledge, skills, values, and life experiences with the academic and social aspects of Nazareth College; to respond to the needs of the local community; and to enhance students' professional identity and the presence of undergraduate social work education in Rochester and surrounding areas.

The ASWS strives to maintain a professional atmosphere where all social work students are encouraged to interface with classmates, faculty, and the Nazareth College community. The ASWS also provides opportunities for students to work together toward common goals and network with both the campus and local community. Activities include social, educational, informational, fundraising, and community-action-based endeavors. The club and activities are open to students of all majors. Elections of officers are held during the spring semester.

Officers

The board of the ASWS consists of at least the following elected offices: president or co-presidents, vice president, secretary, and treasurer. One representative from each class – senior, junior, sophomore, and, if possible, freshman – may also be elected to the board of ASWS.

President

1. Shall preside over all meetings.
2. Shall set the date for the next meeting when the normal schedule conflicts with the academic calendar.
3. Shall appoint members to chair committees as the need arises.
4. Shall vote only in the case of a tie.
5. Shall counsel other club officers concerning their duties and responsibilities.
6. Shall consult regularly with the faculty advisor on the progress of the club's activities.
7. Shall represent the club in all dealings with all outside organizations and the college.
8. Shall attend all presidents' council meetings.
9. Shall attend social work department's advisory committee board meetings and report to the board on the activities of the Association.

Vice President

1. Shall preside over all meetings in the absence of the president.
2. Shall have the right to vote.
3. Shall act as an advisor to all committees.
4. Shall act as a consultant and assistant to the program director.
5. Shall represent the organization at all UA meetings and complete the necessary submission forms.

Secretary

1. Shall preside over all meetings in the absence of the president and vice president.
2. Shall have the right to vote.
3. Shall keep accurate minutes and attendance records of all meetings.
4. Shall be responsible for presenting a copy of the minutes to all members, the faculty advisor, the assistant director of student activities, and the UA secretary.
5. Shall handle all club correspondence outside of the organization.
6. Shall keep records of active members and other club activities and affairs.

Treasurer

1. Shall preside over all meetings in the absence of the president, vice president, and secretary.
2. Shall have the right to vote.
3. Shall keep an accurate account of all finances and shall give a report at every meeting.
4. Shall be responsible for preparing the club's budget for the upcoming year.
5. Shall pay bills authorized by the program director or chairperson.

Election Structure

A letter or other written communication strategy developed by the ASWS president or BSW program director, describing the purpose and function of the ASWS, the election process, and time and date of the first general meeting shall be distributed to all social work students during the first full week of classes or may be submitted to the current faculty advisor.

Elections for all offices of the board of ASWS will be held in March, during the last ASWS meeting the week before spring break. Students may vote one time per election. The term of office for elected officers will begin April of the year in which the election was held and will end the following April. An individual may hold office only once during all of their time spent as a student of Nazareth College.

If more than one student is interested in running for any office, each should submit a very brief (no more than 100 words) statement about themselves and why they would like to run for this position. This information will be distributed with the ballots. Any office can be shared between two students. When this occurs, the co-officers should decide between them how responsibilities will be divided, and other board members should be made aware of this. If there are any vacancies during the year, with the exception of the president, new elections will be held at the publicized meeting to fill the position. In the case of the president, the vice president will succeed, and an election will be held for the position of vice president.

Faculty Advisor

1. Shall be a member of the faculty of the social work department and serve in an advisory capacity to the club.
2. Shall assist the organization in the planning of programs.
3. Shall be involved in the formulation of the club budget.
4. Shall act as liaison with faculty, staff, and administration regarding activities of the ASWS.

Membership

Any student is eligible to be a member of the ASWS. All meetings are open to any and all members, unless the meeting has been previously announced as closed.

Meetings

Meetings will be held at least once per month during the academic year.

SOCIAL WORK ADVISEMENT FORM
Social Work Major (B.S. Degree – 120 Credits)

Name _____

Phone _____ E-Mail _____

- ___ ENGW 101: College Writing I (Argument & Research)
- ___ ENGW 102: College Writing II (Argument & Research)
- ___ 8 PEQ's
- ___ 3 IS Courses
- ___ CME: Core Milestone Experience

Math and Science (7 credits)

- ___ BIO 109: Human Biology
- ___ BIO109L: Human Biology Lab (1 credit)
- ___ MTH 207: Elementary Statistics

Social Sciences (9 credits)

- ___ PSC 301: Introduction to American Government and Politics
- ___ PSY 110: Introduction to Psychology
- ___ SOC 101: Introduction to Sociology

Social Work Curriculum (44 credits)

- ___ SWK 222: Introduction to Social Work
- ___ SWK 324: Social Work Practice and Cultural Diversity
- ___ SWK 304: Human Behavior and the Social Environment I
- ___ SWK 305: Human Behavior and the Social Environment II
- ___ SWK 309: Human Rights and Social Justice
- ___ SWK 323: Understanding Mental Health from a Wellness Perspective
- ___ SWK 333: Social Work Research Methods
- ___ SWK 383: Social Work Practice and Field Experience I (4 credits)
- ___ SWK 384: Social Work Practice and Field Experience II (4 credits)
- ___ SWK 420: Social Services and Social Policy
- ___ SWK 452: Senior Integrative Seminar
- ___ SWK 483: Social Work Practice III
- ___ SWK 484: Field Instruction-Practicum (6 credits)

Non-credit Requirements

- ___ SWK 499 (Portfolio)
- ___ Health & Wellness

TYPICAL SOCIAL WORK COURSE SEQUENCE

<u>SEMESTER 1</u>	<u>SEMESTER 2</u>
SWK 383: Social Work Practice and Field Experience I SWK 222: Introduction to Social Work SWK 304: Human Behavior and the Social Environment I SWK 324: Social Work Practice & Cultural Diversity	SWK 384: Social Work Practice and Field Experience II Other Social Work Requirements
<u>SEMESTER 3</u>	<u>SEMESTER 4</u>
SWK 483: Social Work Practice III SWK 420: Social Services and Social Policy Other Social Work Requirements	SWK 452: Senior Integrative Seminar SWK 484: Field Instruction-Practicum Other Social Work Requirements

OTHER SOCIAL WORK COURSES (Electives)

- ___ SWK 315: Introduction to Substance Abuse and Addiction
- ___ SWK 363: Fathering and Child Outcomes
- ___ SWK 415: Substance Abuse Treatment
- ___ SWK/HHS 450: International Social Work
- ___ SWK 470: Professional Ethics
- ___ SWK 474: Self- Care and the Health and Human Service Professions
- ___ SWK 498: Contemporary Issues in Inter-professional Team Practice

Revised 8/20

ACKNOWLEDGEMENT FORM

Nazareth College of Rochester
Social Work Department

Baccalaureate Social Work Program Student Handbook

By my signature, I acknowledge that I have read the *Nazareth College Baccalaureate Social Work Program Student Handbook* and am aware of the contents, and will abide by the documents contained within this handbook. I understand that I will be held responsible for this material, as well as the information contained in the *Nazareth College Undergraduate Catalog*.

Student Name (printed)

Student Signature

Date

Copies: advisor, student file

**SAMPLE WARNING EMAIL TO STUDENT REGARDING
ACADEMIC PROBATION IN THE SOCIAL WORK PROGRAM**

Dear (Student):

The social work department recently completed its review of students in the social work major. You have been identified as a student at risk because:

.....

This letter serves as official notification to you that the social work department is placing you on academic probation for the remainder of the fall semester. No decision will be made regarding your continuance in the program until after grades are posted at the close of the semester and the faculty has an opportunity to review your academic and professional work.

If you have questions or concerns, please consult with your academic advisor or with me.

Sincerely,

Leanne Wood Charlesworth, LMSW, PhD
BSW Program Director
Social Work Department

Copy: (academic advisor)



Social Work Department, Undergraduate Program
Social Work Senior Field Practicum Agreement

By signing this document, I am indicating I understand that:

Field Instruction/Practicum (SWK 484) is a supervised placement in a setting appropriate to the student's knowledge and skills in social work practice. This six credit hour practicum totals a minimum of 420 hours and is ordinarily completed in the spring semester of the senior year. Students unable to complete all 420 practicum hours associated with SWK 484 in the spring semester may, with approval of the Program Director and Field Director, complete SWK 484*A1 (2 credit hours) in the fall semester of senior year, and SWK 484*B1 (4 credit hours) in the spring semester of senior year. *Continuation in SWK 484*B1 in the spring semester is contingent upon adherence to the guidelines of professional practice and expectations outlined in the Undergraduate Social Work Student Handbook.*

I am requesting permission to complete this two-semester approach, agreeing that I will:

- Complete SWK 484*A1 (2 credit hours) in the fall semester and SWK 484*B1 (4 credit hours) in the spring semester of the senior year;
- Be responsible for determining how this two-part course will impact total credits of registration, billing, and financial aid;
- Meet with a designated faculty member periodically during the fall semester, at dates and times set by the faculty member, and complete requirements associated with the senior field practicum as identified by the faculty member and field instructor;
- Complete field practicum hours and responsibilities during the fall and spring semesters as identified in the SWK 484 learning contract;
- Complete a minimum of 10 to 12 hours per week during the fall semester, increasing hours per week during the spring semester, culminating in a total of 420 hours;
- Receive an In Progress (IP) grade in SWK 484*A1 in December at the close of the fall semester, which will remain in place until the end of the spring semester. I understand that at the end of the spring semester, competencies in the practicum courses will be reviewed in their entirety (SWK 484*A1 and SWK 484*B1), and the same grade will be assigned to both courses, reflecting my status at the end of the practicum. If I do not receive a satisfactory grade (S) in the practicum courses, I understand that I must repeat either SWK 484 or SWK 484*A1 & SWK 484*B1 (the entire 420 field practicum hours) in order to fill this major requirement. If for any reason I am unable to complete SWK 484*B1 in the spring semester, I understand that an IP grade in SWK 484*A1 can remain in place for no more than two semesters (excluding summer), after which it will convert to a "U" and must be repeated.
- Register for SWK 452 (Senior Seminar, 3 credits) in the spring semester.

Note – Field Director submits completed form to Registrar, who then adds the student into the designated course.

Fall Term Approval

Student Name (Print)

Student Name (Sign)

Date

BSW Program Director (Print)

BSW Program Director (Sign)

Date

BSW Field Director (Print)

BSW Field Director (Sign)

Date

Spring Term Approval

Student Name (Print)

Student Name (Sign)

Date

BSW Program Director (Print)

BSW Program Director (Sign)

Date

BSW Field Director (Print)

BSW Field Director (Sign)

Date

Office use only: Initial/Date Fall registration_____

Initial/Date Spring registration_____

NASW CODE OF ETHICS

CSWE Educational Policy and Accreditation Standards

Sexual Misconduct Policy