

Ferris State University Bachelor of Social Work Student Handbook

Welcome

Welcome to the Ferris State University Social Work Program. You are about to embark upon an exciting and rewarding adventure into the study of professional social work. The classes you will be taking will be both challenging and stimulating and the time in the field will provide you with hands on experience and an excellent foundation for your future career.

We hope your time at Ferris State University will be enjoyable and filled with insight and a multitude of accomplishments.

--The Faculty and Staff of Ferris State University's Social Work Program

“The highest work is that of social work”

--Woodbridge Ferris

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SOCIAL WORK AND YOU

Now that you are entering the field of social work, some questions you might have are what exactly social work is and what do social workers do?

Social workers help bring about individual and social change. For example, a social worker might be helpful in:

- Delinquent youth changing their disruptive behavior
- Changing an abused child's chances for emotional and physical survival by finding a nurturing foster home
- Alcoholics changing their self defeating behaviors
- Communities changing to providing better housing for the elderly
- An entire nation changing its policies and programs for the poor and unemployed

Helping to make change can be frustrating work. It requires patience, a sense of humor and much tolerance to let people change in their own way. But it is exciting work, because it offers a generous variety of challenges from day to day.

As a graduate with a bachelor's degree in social work (BSW), you will be ready for generalist professional practice. You will be trained to work face to face with a wide variety of troubled people in a wide variety of settings. Ferris graduates with strong academic records are also readily accepted into social work or related fields of graduate study. You may also be eligible for advanced standing in an MSW program that has that option.

It might be helpful at this point to outline the purposes of the social work profession.

Purpose of Social Work

The profession of social work is committed to the enhancement of human well-being and to the alleviation of poverty and oppression. The social work profession receives its sanction from public and private auspices and is the primary profession in the provision of social services. Within its general scope of concern, professional social work is practiced in a wide variety of settings. It has four related purposes:

- The promotion, restoration, maintenance, and enhancement of the functioning of individuals, families, groups, organizations, and communities by helping them to accomplish tasks, prevent and alleviate distress, and use resources.
- The planning, formulation, and implementation of social policies, services, resources, and programs needed to meet basic human needs and support the development of human capacities.
- The pursuit of policies, services, resources, and programs through organizational or administrative advocacy and social or political action, to empower groups at risk and to promote social and economic justice.

- The development and testing of professional knowledge and skills related to these purposes.

Social Work Knowledge, Values and Skills

Social Work is a creative blending of *knowledge, values and skills*. They are the *thinking, feeling and doing* of social work.

Knowledge:

Social Work knowledge is what is known about people and their social systems, based upon history, empirical research and assessment. It includes knowledge of human development, human diversity, group dynamics, community institutions and societal structure. It is knowledge that directs the response to need and includes knowledge about assessment, relationships the social work process and intervention.

The knowledge base at Ferris' Social Work Program includes:

- A strong liberal arts base
- A sound foundation knowledge about persons, their interactions and the social situation within which they function
- Practice theory with concern for the nature of helping and the intervention strategies appropriate for a variety of situations and systems
- Knowledge needed to work with particular groups of clients and in particular situations, particular as relates to cultural diversity and oppression

Values:

Values are different from knowledge in that values are not provable; they are what is held to be desirable; they are used to identify what is preferred. They imply a usual preference for a certain means, ends and conditions of life, often accompanied by strong feelings.

The social work profession has adopted 6 core values through the National Association of Social Workers (1996, amended 1999). These core values are:

- Service
- Social Justice
- Dignity and Worth of the Person
- Importance of Human Relationships
- Integrity
- Competence

The entire NASW Code of Ethics can be purchased through the bookstore, or can be viewed on line at: www.naswdc.org. The links to view the code are: About NASW, Code of Ethics, and View Code.

Skills:

Skill is the practice component that brings knowledge and values together and changes them into action in response to need. Skills are seen as technical expertise, the ability to use knowledge effectively and readily in performing competently. These competencies, then, are the skilled intervention of a social worker.

The FSU Social Work Program utilizes the “Planned Change Model” discussed in the section entitled “The Ferris State Social Work Program” as the primary assessment of competence with regard to social work skill.

The Ferris State University Social Work Program

The Ferris State Social Work program has been in existence since 1970, and is accredited by the Council on Social Work Education. The program combines a strong liberal arts foundation, along with a professional foundation of knowledge, skills and values specific to the social work profession.

Mission, Program Goals and Objectives:

Mission Statement

The mission of the Ferris State University Social Work Program is to educate professional social workers who will be leaders in their field, promoting social and economic justice, diversity, and empowerment and eliminating oppressive social conditions. We inspire students to be critical thinkers, to meet the challenges of a global society through lifelong learning, innovation, political engagement, service, and community collaboration.

Program Goals

- #1. Prepare social workers to be qualified generalist social work practitioners with individuals, families, organizations and communities toward the enhancement of social interaction and human functioning.
- #2. Prepare social workers to practice without prejudice or discrimination towards those marginalized populations in the global community with respect to social work values and standards. Promote and be an advocate for social diversity.
- #3. Prepare social workers to engage in activities that promote lifelong learning toward the effective performance of personal and professional responsibilities.

- #4. Prepare social workers to engage in activities that promote collaboration and reciprocal environmental relationships within diverse socio-political systems towards the enhancement of social functioning.

Program Practice Competencies and Learning Outcomes

Practice Competency #1: Identify as a professional social worker and conduct oneself accordingly

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Social Workers:

1. Advocate for client access to the services of social work;
2. Practice personal reflection and self-correction to assure continual professional development;
3. Attend to professional roles and boundaries;
4. Demonstrate professional demeanor in behavior, appearance, and communication;
5. Engage in career-long learning; and, use supervision and consultation

Practice Competency #2: Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Social Workers:

1. Recognize and manage personal values in a way that allows professional values to guide practice;
2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles;
3. Tolerate ambiguity in resolving ethical conflicts; and, apply strategies of ethical reasoning to arrive at principled decisions.

Practice Competency #3: Apply critical thinking to inform & communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Social Workers:

1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

2. Analyze models of assessment, prevention, intervention, and evaluation; and,
3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities.

Practice Competency #4: Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class,

Social workers:

1. Recognize the extent to which a culture's structures and values may oppose, marginalize, alienate, or create or enhance privilege and power;
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences; and,
4. View themselves as learners and engage those with whom they work as informants.

Practice Competency #5: Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnectedness of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social workers incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Social workers:

1. Understand (sic: "can identify and articulate") the forms and mechanisms of oppression and discrimination;
2. Advocate for human rights and social and economic justice; and
3. Engage in practices that advance social and economic justice

Competency #6: Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge

Social workers:

1. Use practice experiences to inform scientific inquiry
2. Use research evidence to inform practice.

Practice Competency #7: Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter [people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development

Social workers:

- 1.Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation
2. Critique and apply knowledge to understand person and environment.

Practice Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they engage actively in policy practice. Social workers know the history of current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Social workers:

- 1.Analyze, formulate, and advocate for policies that advance social well-being; and
2. Collaborate with colleagues and clients for effective policy action.

Practice Competency #9: Respond to contexts that shape practice

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively

Social workers:

- 1.Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Practice Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (Planned Change Model)

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes indentifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness;

developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Engagement:

Social workers:

- 1.Substantively & affectively prepare for action with individuals, families, groups, organizations, and communities;
- 2.Use empathy and other interpersonal skills
3. Develop mutually agreed-upon focus of work & desired outcomes.

Assessment

Social workers:

- 1.Collect, organize, and interpret client data;
- 2.Assess client strengths and limitations;
- 3.Develop mutually agreed-upon intervention goals & objectives; and select appropriate intervention strategies

Intervention

Social workers:

- 1.Initiate actions to achieve organizational goals;
- 2.Implement prevention interventions that enhance client capacities;
- 3.Help clients resolve problems;
- 4.Negotiate, mediate, and advocate for clients; and
5. Facilitate transitions and endings.

Evaluation

Social workers critically analyze, monitor, and evaluate interventions

The Ferris Social Work Program is built around developing knowledge, skills and values around six competencies, entitled the Planned Change Model. Throughout your student career, these six competencies will be intricately woven into your course work, your research and your field placement.

The Planned Change Model

1. Intake and Engagement
2. Data Collection and Assessment
3. Planning and Contracting
4. Intervention and Monitoring
5. Evaluation and Termination
6. Political Advocacy and Community Organization

Northwestern Michigan College Connection

In conjunction with the Northwestern Michigan Community College, Ferris State University offers courses in Traverse City. The program is designed so that the student

completes most of their general education requirements and some of the professional foundation and related courses in their first two years at Northwestern Michigan Community College. The last two years are taught by Ferris State University social work faculty at NMC's University Center. The student receives the social work degree (BSW) from Ferris State University. For more information about this program, contact the Social Work Program Coordinator at 231-591-2737.

Admission Requirements – Orientation to Program

Admission without previous college credit:

An applicant with no prior college work must meet the following minimum requirements:

- Minimum 2.7 high school GPA with 17 ACT Composite Score
- A READ sub-score of 17

Applicants not meeting requirements, but wanting to pursue a BSW degree:

- Applicants to social work not meeting minimum admission standards will be admitted to a preparatory program titled "Pre-Social Work". Social Work faculty advisors will assist the preparatory student with selecting coursework appropriate to establishing eligibility for the social work program.
- Any Ferris student may enroll in SCWK 110, 130 and 170. These are the first three required courses in the program. Therefore, students who are not initially admitted to the program because of the stated standards may begin the social work curriculum while attempting to achieve the college GPA of 2.3 overall and 2.5 in the social sciences which will allow eventual admission to the program.
- An exception can be requested. The student will need to write a letter to the social work faculty indicating why they feel they should be admitted to the social work program. The faculty as a whole will make a decision on an exception to admission.

There is a **Career Seminar**, (FSUS 100), a fifteen-week program required of all first time college students, that will meet every week and will assist you in adjustment to the program and in responding to any individual concerns you may have. Career, professional, and individual issues will be addressed along with survey of services available at FSU to help meet your needs using a small seminar/class format.

Admission to the Program: Transfer Students:

Admission with college credit

Applicants with prior college work must meet **both** of the following minimum requirements:

- Minimum 2.0 GPA overall in at least 12 college credits
- Minimum 2.5 GPA overall in social sciences or applied social sciences coursework at the time of application.

Advisement and Progress Auditing

As soon as you identify social work as your major area of study, you will be assigned an advisor who is one of the full-time social work faculty members.

Your advisor will assist you in career decision-making, course selection, registration, and degree candidacy eligibility, appropriate progress toward the degree, portfolio accumulation and presentation. *Continuous consultation with your academic advisor is crucial to navigating through the program's requirements and electives and is required prior to enrolling each semester. New students, please meet with your advisor early in the semester.*

The advisors are located in the Social Sciences wing of the Arts and Commons Building on the second floor and have scheduled office hours posted outside their office doors. You can make an appointment to meet with your advisor by calling the social work secretary, calling your advisor directly, or seeing your advisor during regular office hours (although it is strongly recommended you make an appointment, as other students may have scheduled times during the office hour periods).

A very important aspect of advising is progress auditing. During your academic career, your advisor and you will determine progress toward achieving degree candidacy and completion of graduation requirements. Your advisor will work with you to assess your progress and assist you in continuing toward your academic and career goals and/or addressing any deficiencies which may impede your progress.

Your advisor is a major member of your team and is here to assist you throughout your Ferris academic experience in any way possible. If, however, you feel uncomfortable with the advisor selected for you; you have the right to request a change. This is a process completed through the Dean's Office.

BSW Candidacy Requirements

Permission to enroll in particular upper level (300 and 400) social work courses requires admission to "candidacy" for the Bachelor of Social Work degree. Candidacy means you are formally a candidate for a BSW degree. Admission to degree candidacy requires the following:

- Completion of at least 56 semester credit hours of college credit
- Included in the completed work must be the following courses or their transfer equivalent or transfer substitute: ENGL 150 and 250; BIOL 101, 109 or 111 and another course that meets scientific requirements; COMM 105, 121 or 201; PLSC 121 or 122; PSYC 150 and 226 or EDUC 251; SOCY 121 or 122 and 225 or 230; a cultural enrichment/global consciousness course; SCWK 110, 130, 170, 191, 210, 220 and 240 and Math 115 or 117 and a “C” or better in all your social work courses.
- Minimum overall 2.3 GPA
- Minimum 2.5 GPA in social work courses
- Grade of "C" or better in all social work courses.
- Successful completion of a written self-analysis, including professional strengths and weaknesses, sensitivity to social diversity, career motivation, etc. This is a SCWK 220 assignment.
- Successful completion of a fully documented library research paper elaborating on the relationship between a particular theory of human behavior or social process and social work practice. This is a SCWK 240 assignment.
- Successful completion of a Candidacy Application paper.

Students denied admission to degree candidacy are allowed extended enrollment in the Social Work Program in order to continue efforts to complete all degree candidacy requirements. These students should immediately reapply for admission to degree candidacy. See your advisor for assistance.

The action to deny admission to degree candidacy is initially taken by each student's social work faculty advisor and formalized by the program coordinator. It is the advisor's responsibility to determine whether all degree candidacy requirements have been completed and to act and notify accordingly, without consideration of claims pertaining to extenuating circumstances, procedural faults, unfair evaluations or grades, etc. Each student denied has the right to appeal this action. By appealing, students are asking that the social work faculty as a whole and an appropriate university administrator, review and reverse the action, based on extraordinary factors. The student appeal process, is found in this handbook, and is the guideline for appealing a decision regarding candidacy.

Social Work Courses

The only two courses for which non- social work majors may enroll are SCWK 110 and SCWK 130. The purpose of the inclusion of non- social work majors for these two courses is to provide career exploration and familiarization to the social work profession in SCWK 110, and to provide interviewing skills to other disciplines in SCWK 130. Beyond these two courses, students must be registered as a pre-social work or social work major. All social work courses are sequenced, and it is imperative that students meet with their advisor prior to registration to make sure they are taking the courses in the correct order and that all pre-requisites have been met. The following site will give you all the courses need to receive a Bachelors Degree in Social Work and your liberal arts foundation. If you click on a class it will give you a description of what that class is and how many credits the class is.

<http://catalog.ferris.edu/socialwork>

Course Waiver Policy and Competency Testing

Students may "test out" of courses if they are proficient in a particular subject area but have not formally achieved this competence through course instruction.

Applications for the proficiency testing process are available from the Dean's Office, and a fee must be paid at the Business Office. If the student's assessment meets the standard required for "C" work, credit for the course will be entered on the student's permanent record when appropriate certification is received by the Registrar. Again, satisfactory completion of the test not only waives the necessity of taking the course but provides academic credit as well, as long as academic tuition is paid for that course. Consultation with the instructor of the particular course is required to obtain approval for taking a proficiency exam in that course. Once more, your advisor stands ready to help you with information regarding these possibilities.

Ferris State University cooperates in the College-Level Examination Program (CLEP) offered by the College Board. The basic purpose of CLEP is to enable those who have attained college-equivalent experiences to assess the level of their knowledge and to use the test results in establishing college credit for advanced standing. Credit granted on the basis of CLEP examinations is entered on the student's record without effect on cumulative grade point average or eligibility for graduation honors.

Under no circumstances are course waivers or life experience accepted as substitutions for either field experience.

Field Experience

Field instruction is the practicum portion of the social work education. It is an educationally directed, coordinated and monitored practicum experience required of all social work students. The social work program has two field experiences the student must complete:

SCWK 191, Introductory Field Experience requires **120 clock hours** of placement, and occurs typically in the summer of the first year of the program. The purpose of this initial field experience is to allow the student to become familiar with the social work profession and to assess one's willingness and abilities to continue in the program. These placements typically occur close to the student's hometown if they are planning on returning home during the summer. For transfer students, the placement takes place typically the first summer in the program. It is the student's responsibility to locate this placement in conjunction with the program's field coordinator. These plans will be formulated in **SCWK 170**, which is taken in preparation for this placement.

Under no circumstances is life or work experience substituted for SCWK 191.

Requirements for SCWK 191 are:

- Completion of SCWK 110, 170 and 130
- GPA of 2.0
- Approval of student's advisor
- Approval of the field placement by the field coordinator

SCWK 491 and SCWK 492, Field Experience requires **480 clock hours** of placement (**240 hours per semester**), and occurs typically over two semesters or in a summer block placement in the student's final semester(s). The primary goal of field instruction is the development of a student's ability to integrate the curriculum's liberal arts and professional foundations in the performance of a beginning social work role. This integration occurs primarily through the application of social work knowledge, skills and values to planned change in the field. Field placements for 491 and 492 can be anywhere in the State of Michigan or internationally when program field requirements are met. All placements are coordinated and approved by the program's field coordinator.

Requirements for SCWK 491 and 492 are:

- 2.5 GPA in all social work courses and a "C" or better in all social work courses
- Completion of SSCI 310, SCWK 330, SCWK 320 and SCWK 370
- Approval of the field coordinator and advisor
- Completion of all required course work as outlined in this handbook and the university catalog

You may appeal the decision made by your advisor (see Field Instruction Manual).

Graduation Requirements and Process

The Social Work Program requires **120 credit hours** of work which includes nine (9) hours of English, three (3) hours of Communication, seven (7) hours of natural science, three (3) hours of math (MATH 115 or higher), nine (9) hours of cultural competence/global consciousness, twenty-seven (27) hours of a social science foundation, forty-nine (49) hours of a Professional Social Work Foundation, thirteen to fourteen (13-14) hours of Program Electives, successful **completion of 600 hours of field placement**, a self-analysis paper, and a library research paper. At the culmination of the four years a student must participate in the required portfolio evaluation process.

- ***The portfolio process*** involves the student presenting orally to a portfolio team comprised of the student's advisor, seminar instructor, seminar program and a non-social work faculty member of the student's choice. The portfolio contains documentation by the student of the achievement of certain knowledge, values and skills. Such documentation will be based upon materials collected by the student during the two-four years of work at Ferris State University. A variety of media may be utilized as documentation. Among these are the values papers, research paper, field evaluations, diaries and logs, video tapes, etc. already placed in your folder. Additional material from other sources and in different formats are submitted by the student and an oral presentation during your second and final seminar will be evaluated in totality by the team to ascertain whether the student is ready to be a professional social worker.

If you are denied graduation as a result of your portfolio presentation, you are given another opportunity the following semester to again present your portfolio. If you fail to pass once more, graduation will be delayed until you can successfully complete this requirement. You will be given one opportunity during each succeeding semester to attempt to pass this requirement. However, the social work faculty reserves the right to determine a student's preparedness to practice after a number of failures to successfully complete the portfolio process. At such time a student may be counseled into another major.

You may appeal the decision made by your advisor and/or team.

- ***Graduation Application and Clearance:*** One semester prior to graduation, your advisor and you will complete an application for graduation, including an application for your diploma, cap and gown. If everything has been completed successfully, congratulations are in order, for you are now ready to become a professional social worker.
- ***Senior Composite:*** In the fall semester prior to graduation, pictures are taken for the social work senior composite.

Criteria for Evaluating Academic Performance

Introduction

Social workers serve children and adults who are arguably the most vulnerable people in our society and need the strongest support that can be provided on their behalf. Social work entails a rigorous course of study to acquire knowledge and skills in complex procedures, which must be applied appropriately and sensitively with diverse peoples and their communities. Social work also requires extensive professional use of self. Not everyone has the qualities to be a competent social worker. Because of the nature of social work practice, the FSU Social Work Program has the responsibility to ensure that graduating students are capable of competent practice. For this reason, this policy on Standards for Social Work Education has been established by Ferris State University Social Work faculty. These standards are linked to student's abilities to become effective social work practitioners, and are provided so that both students and faculty are clear about expectations and procedures regarding academic performance.

All social work students will be provided with and expected to read the Standards for Social Work Education and the National Association of Social Workers (NASW) Code of Ethics.

Criteria for Evaluating Academic Performance in the Ferris State University Social Work Program

To meet its responsibilities to provide high quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the FSU Social Work Program evaluates the academic performance of its students in four general areas: 1) Basic Abilities to Acquire Professional Skills; 2) Mental and Emotional Abilities; 3) Professional Performance Skills and 4) Scholastic Performance. Both professional behavior and scholastic performance comprise academic standards. Students may be dismissed from the program under any of the following conditions:

1. Violation of these program standards for social work education of the Ferris State University Student Dignity Statement
2. Failure to meet conditions of academic probation
3. Violation of the NASW Code of Ethics
4. Other conduct unbecoming of a professional social worker

Students will be dismissed only after the established procedures provided in this policy are followed.

Basic Abilities Necessary to Acquire Professional Social Work Skills

1. Communication Skills

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings. Demonstrates ability to effectively and sensitively communicate with others. Expresses ideas and feelings clearly and demonstrates a willingness and ability to listen to others.

2. Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively with others and to fulfill the ethical obligations of the profession. Demonstrates accountability for one's own actions and considers the impact of these actions on others.

3. Critical thinking skills

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in the classroom and the field. Exhibits the ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

1. Stress Management

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

2. Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substances abuse or mental health difficulties compromise performance or interfere with professional judgment or behavior.

Professional Performance Skills Necessary for Work with Clients and Professional Practice

1. Professional Commitment

Exhibits a strong commitment to the values and ethics of the social work profession as specified in the NASW Code of Ethics.

2. Professional Behavior

Exhibits behaviors that are in compliance with program and institutional policies, professional ethical standards. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, etc. Works effectively with others. Advocates for him/herself in an appropriate and

- responsible manner. Accepts feedback and supervision in a positive manner. Shows a willingness to critically assess the values and ethics of the profession.
3. Self Awareness
Exhibits knowledge of how one's own values, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations and suitability for professional practice. Shows awareness of self and how one is perceived by others.
 4. Ethical Obligations
Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice as outlined in the NASW Code of Ethics. Of particular note is the demonstration of respect for the rights of others and commitment to client's freedom of choice and self determination through the suspension of personal biases during interactions with others. Demonstrates an appreciation for the value of diversity and maintenance of confidentiality. Demonstrates clear, appropriate and culturally sensitive boundaries.

Scholastic Performance

Evidence of meeting academic performance criteria in the FSU Social Work Program as outlined in the FSU Social Work Student Manual.

POLICIES AND PROCEDURES FOR REVIEW OF ACADEMIC PERFORMANCE

In addition to the ongoing review of a student's academic performance that occurs in each course, the FSU Social Work Program has two formal academic reviews that are part of the social work curriculum, and three levels of review that can occur. The first review takes place normally at the end of the student's sophomore year following the completion of SCWK 220. At this time, students will be completing a self assessment paper for SCWK 220, and a written Candidacy Paper. The second review takes place normally at the end of the student's junior year, following completion of SCWK 370 just prior to entering the student's field placement. Although these two academic reviews are part of the curriculum, an academic performance review can occur at any time in the social work program.

Normally, the academic reviews will be Level 1 reviews between the student and the professor of the identified courses. However, if there are concerns raised at Level 1, progression through the next two levels may be considered. In instances where an incident is determined to be serious, a Level 3 academic review may be immediately required.

All procedures relating to the academic performance review shall be carried out in a manner that will protect the student's right to privacy consistent with federal and state privacy law. However, the faculty operates under the professional concept of a "circle of confidentiality" which means that all departmental personnel and field instructors have a

right and an obligation to exchange information on students as this impacts the operation of any part of the program, the integrity of the program in meeting its objectives, the performance status of a student in the program, and the safety and well being of any FSU student or personnel and field agency personnel.

Academic performance review will be conducted based upon the criteria disseminated in this policy.

The Three Levels of Academic Performance Review

Level 1:

A Level 1 review will formally take place at the two places in the curriculum as indicated above. At Level 1, the review is primarily between a faculty member and the student. The faculty member teaching SCWK 220 and SCWK 370 will assess each student's compliance with the If a faculty member has concerns about a student meeting the academic performance criteria, the faculty member will:

- Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties
- Apprise the Program Coordinator and/or Field Coordinator of the concern
- Document dates and content of the meetings with the student.

If the program arises in the field, the agency based field supervisor will discuss the concerns directly with the student and the field liaison. In most instances, this meeting between the faculty and the student will resolve the concerns and will not lead to further reviews as specified in this section.

Level 2

A level 2 review involves the faculty member, the student's academic advisor, the student and program coordinator. Faculty and program coordinator will meet with the student when the student is not meeting or following program or college standards, policies and procedures or when concerns have not been resolved at Level 1. If a problem arises in the field, the agency-based field instructor, faculty liaison and field coordinator will conduct the review with the student.

In this information gathering process, the program coordinator will determine the nature of the concern and gather sufficient information to develop a plan to address that concern. No further action may be required, or the student may be asked, in writing, to modify his or her behavior and/or seek appropriate help. This process is designed to assist students in dealing with identified concerns that have an impact on their academic performance.

The program coordinator will assess the nature of these concerns with appropriate faculty, consult with the Department Head, maintain documentation that is kept in the student's file and decide if it is necessary to conduct a more comprehensive review pursuant to Level 3.

Level 3

A Level 3 review involves a review by the entire faculty of the social work program, as well as the Department Head if deemed necessary.

A Level 3 review is conducted when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance, or when the student is being considered for discontinuance in the program.

When a Level 3 review is called, the program coordinator will convene a meeting with the social work faculty and the student to gather factual information, determine the nature of the concern, and identify alternatives for its remediation. The student will be notified in writing of the concerns and the meeting date, with sufficient time to prepare for and attend the meeting.

After the review meeting has occurred, the program director will consult with the Department Head to discuss the issue and make recommendations regarding the student. Based upon the review, and a factual assessment of the situation, the program coordinator will inform the student of the decision, which can include one or more of the following actions:

- Continue the student in the program with no conditions
- Establish formal conditions for the student's continuance in the program
In these situations, specific conditions must be met in order for the student to return to or remain in the program. Action may include establishing goals, appropriate monitoring, providing mentoring and support, referring the student to counseling and/or advising services, allowing the student a reduced course load or delay entry into the field practicum, establishing specific terms of a probationary period as a condition of continuing in the program, or requiring the student to withdraw from the program with the option to reapply.
- Recommend the student be discontinued from the program and/or counseled toward another major

Students have the right to appeal any decision made throughout the review process according to the student appeal policy, found in the Ferris State University Social Work Program Student Manual.

Portions of this policy were used with permission from Augsburg College Department of Social Work

Appeal Procedures

All students have the right to appeal grades, field placement evaluations and grades, denial of admission to degree candidacy, denial of admission to field internships, denial of graduation as a result of grade on portfolio, and suspected discrimination.

There are written policies concerning academic appeals that a student must follow. In general however the following appeal and grievance procedures are once more addressed to assist you.

If you receive a grade in a course which you dispute, you must see your instructor and discuss your concerns. If satisfaction is not received, the following levels of appeal can then be pursued in this order:

1. Professor or Advisor
2. Full Social Work Faculty
3. Head, Department of Social Sciences
4. Dean, College of Arts and Science

Receipt of a failing grade (C- or below) in field placement (SCWK 191, SCWK 491, or SCWK 492) should be discussed with your field liaison. Then, if desired, appeal should be pursued in the order mentioned in the field manual. Students may repeat any course previously taken in order to improve grades. However, only one repetition is allowed for SCWK 191, SCWK 491, or SCWK 492.

Students denied admission to degree candidacy or admission to field internships may be allowed extended enrollment in the Social Work Program if approved by the social work faculty, in order to continue efforts to complete all degree candidacy requirements or rectify course work or GPA that prevented enrollment in internship. The student, however, can appeal denial of admission to degree candidacy or internship placement.

Students denied graduation as a result of an inadequate score on the portfolio presentation may appeal following steps one to five mentioned above.

Student Rights and Responsibilities

The student rights and responsibilities policy for Ferris State University outlines student conduct and disciplinary policies and procedures.

The following link will take you to the Ferris State University Student Handbook.

<http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook>

Student Life

Social Work Association (SWA)

The current Social Work Association began in 1988 through the efforts of two very active social work students. The association is a recognized student organization (RSO) on campus, and has earned a four star rating for the past several years. The association has a lot of strength and energy and is a viable organization and resource for all social work students.

Membership in this organization allows you as a student to socialize with your peers, participate in community activities and interact and grow as a potential professional. Membership also allows you as a student to become instrumental in influencing policy

for the social work program, as the faculty seeks input from the student organizations regarding program and curriculum.

Any social work student can become a member. Annual dues are currently \$20/year or \$15/semester. Information regarding the social work association can be obtained by any faculty member, or contact any current SWA officer. The officers and information regarding the organization are typically posted on the bulletin board in the STARR building student lounge.

Phi Alpha Honor Society

Phi Alpha is the social work program's honor society. Students may join Phi Alpha in their sophomore year. The requirements for becoming a member of Phi Alpha are:

- Must be a declared social work major
- Achieved sophomore status
- Completed 9 semester hours of required social work courses
- Achieved an overall grade point average of 3.0 (on a 4.0 scale)
- Achieved a 3.25 grade point average in required social work courses

Program Advisory Board – Student Concerns

Students are able to give voice to their concerns about the program to the Program Advisory Board. The President of both Phi Alpha and SWA serve as the liaison to the Program Advisory Board.

Ferris State University Student Government

Students are encouraged to become a vital force in the governance of student life on campus. The FSU student government is the avenue by which policy is made for students on campus. Members of the student government work closely with both faculty and administration toward improving student life on campus.

Scholarships

1. The Rex Dew Memorial Textbook Fund

The Rex Dew Memorial Textbook Fund has been established in memory of Professor Rex Dew, a former faculty member whose skill and warmth in interacting with students gained him the fond admiration of hundreds of Ferris Social Work students. Upon his death in 1995, friends and colleagues established this fund to assist students who give evidence of the same social work warmth and skill that Professor Dew so epitomized.

Eligibility for the Textbook fund (\$150/semester) are as follows:

- Enrolled in BSW Social Work Program
- Verified financial need
- Recommendation from a faculty member
- Past or present involvement in extracurricular or volunteer activities

- Submission of a 500 word essay on how this scholarship would assist the student in completing the social work program

2. The Smith, Taylor, Malloy Scholarship

The Smith, Taylor, Malloy Scholarship was established in 1997 after professors who were instrumental in starting the human services program, which later became the social work program.

Eligibility:

- Enrolled in the BSW Social Work Program
- Submit a 500 word essay on how this scholarship would assist the student in completing the social work program
- Verification of financial need

3. Paul Winfred Owens Memorial Book Scholarship

The Paul Winfred Owens Memorial Book Scholarship was established in October 2007. Financial need is not a requirement for this scholarship. Preference is given to applicants who graduated from public school systems in Grand Rapids, Flint or Detroit. The applicant must be enrolled in the social work program.

4. The Social Work Faculty and Emeriti Scholarship

The Social Work Faculty and Emeriti Scholarship was established in 2009 by past and current social work faculty.

Eligibility:

- Enrolled in the BSW Social Work Program
- 500 word essay stating how these funds will help fulfill their social work career goals
- Minimum 2.5 GPA
- Greatest need as established by the financial aid office.

STUDENT RESOURCES

Ferris State University offers students a variety of resources to assist them in their academic career and to enhance campus life. Please check the Ferris web site: <http://www.ferris.edu> for information about the wide variety of resources available to students.

Appendix 1

Council on Social Work Education Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service.

Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

Appendix 2

Social Work Faculty:

Michael Berghoef - received his MSW from Western Michigan University. He was employed in several different social work agencies dealing with mental health and substance abuse issues. He most recently was chief of clinical staff at the Alcohol Outpatient Services of Arbor Circle in Grand Rapids. Previously he taught part-time at Grand Valley University in the area of substance abuse. Mike has been on the Ferris faculty since 1997. Since coming to Ferris State University, Mike has been involved in faculty trainings and conference presentations on Internet enhancement of social work education and has written on technology issues relating to race, ethics and culture.

Mary Lou Bonacci - received her MSW from Grand Valley State University. Mary Lou has an extensive background in substance abuse and mental health services programs. She has developed and implemented programs in a variety of settings including Indian Tribal Programs. Mary Lou's personal passion is the enhancement and wellbeing of children and families. She currently serves on the Michigan State Supreme Court's Foster Care Review Board. She also serves as the Traverse City field coordinator for our Social Work Program.

Gerald Matthews – received his Ed.S., MSW, and PhD from the University of Michigan. He has been involved in the Flint community and State of Michigan in the areas of education, health care, and government as an administrative and policy consultant, and political activist. His previous work as a board member of the Michigan Primary Care Association enabled him to work at both the regional and national levels in advocating for quality health care for the disenfranchised poor, elderly, and homeless. He has taught for Eastern Michigan University, Mott Community College, Wayne State University, and The University of Michigan-Flint. Gerald is the author of six books and several articles on the Black experience with the major focus of institutional racism/bigotry and issues on religion, health care, and the constitutionality of the separation of church and state. Gerald has been a member of the Ferris faculty since 1997.

Katherine Palazzolo-Miller - received her MSW from Florida State University. Kathy worked as a therapist at Community Mental health , emergency room social worker, did assessments for elderly who wished to remain in their home, director at Catholic Social Services. Until 1996, she was Children and Family Services Supervisor for the State of Michigan at the Department for Human Services. She served as field instructor for Ferris State interns for several years and taught for our program part-time. Kathy has been on the Ferris faculty full time since Fall, 1996. She is presently the Social Work Program Coordinator.

Wendy Samuels - Wendy joined the faculty in 1992 as a part time instructor and joined the faculty full time in 1998. She received her BSW from Michigan State University, MSW from University of Louisville in 1977 and her Ph.D. from Western Michigan University in Educational Leadership with an emphasis in Higher Education. She has over 35 years of clinical experience in the area of children and family services, working as a school social worker, foster care worker, substance abuse treatment and administrator for several agencies. Wendy also maintains a private clinical practice specializing in children who have been adopted. Wendy is extensively involved in Academic Service Learning and is currently the co-coordinator for this initiative at Ferris. Wendy primarily teaches Advanced Interviewing, Senior Seminar, Legal Aspects of Social Work and the Introductory Field Experience.

Janet Vizina-Roubal, visiting professor, has an MSW from University of Michigan, Ann Arbor. She has been teaching full time for three years and part-time for three previous years. She has been practicing social work since 2001. She has worked as a high school social worker and an outpatient therapist for Community Mental Health. She facilitated numerous groups in both settings pertaining to anger management, trauma, Dialectical Behavior Therapy, and Co-Occurring Disorders. Janet has presented in professional settings on such topics as Reactive Attachment Disorder, Adolescent/Adult Bipolar Disorder, and Depression. Janet has served in the community as a member of the Osceola Crisis Response Team for four years and has specialized training in Trauma and Debriefing in the school setting. Janet teaches Beginning Interviewing Skills; Foundations of Practice; Applied Social Research Methods; Applied Social Research Statistics; Advanced Social Welfare Policy Analysis; Field Seminar; and Field Liaison.