

**Ferris State University
Bachelor of Social Work
Student Handbook**



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 disadvantaged 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. It is exciting work. 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 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 Bachelor of 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.

FERRIS STATE UNIVERSITY SOCIAL WORK PROGRAM SOCIAL WORK MISSION, GOALS AND PRACTICE COMPETENCIES Bachelor of Social Work

Program Mission

The mission of the Ferris State University Bachelor of 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. Graduates will exemplify the Ferris State University Core Values of Collaboration, Diversity, Ethical Community, Excellence, Learning and Opportunity. We inspire students to be professional, ethical, and 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 (BSW) or advanced clinical (MSW) social work practitioners with individuals, families, organizations and communities, utilizing evidence-based modalities and critical thinking 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 a strength-based enhancement of social functioning.

Program Practice Competencies and Learning Outcomes

Practice Competency 1 -Demonstrate Ethical and Professional Behavior

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

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

Practice Competency 2 -Engage Diversity and Difference in Practice

Social Workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race,

religions/spirituality, sex, sexual orientation, and tribal sovereign status. Social Workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social Workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social Workers:

1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Practice Competency 3 -Advance Human Rights and Social, Economic, and Environmental Justice

Social Workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social Workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social Workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social Workers:

1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels: and
2. Engage in practices that advance social, economic, and environmental justice

Practice Competency 4 -Engage In Practice-informed Research and Research-informed Practice

Social Workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social Workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social Workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social Workers:

1. Use practice experience and theory to inform scientific inquiry and research;
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
3. Use and translate research evidence to inform and improve practice, policy and service delivery.

Practice Competency 5 -Engage in Policy Practice

Social Workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social Workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social Workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social Workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social Workers:

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
2. Assess how social welfare and economic policies impact the delivery of and access to social services;
3. Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic, and environmental justice.

Practice Competency 6 -Engage with Individuals, Families, Groups, Organizations, and Communities

Social Workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social Workers value the importance of human relationships. Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social Workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social Workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social Workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social Workers:

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Practice Competency 7 -Assess Individuals, Families, Groups, Organizations, and Communities

Social Workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social Workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social Workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social Workers understand how their personal experiences and affective reactions may affect their assessment and decision making. Social Workers:

1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Practice Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities

Social Workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social Workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social Workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social Workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration. Social Workers:

1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
5. Facilitate effective transitions and endings that advance mutually agreed-on goals
6. Promote social and economic justice causes through political advocacy and community intervention.

Practice Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social Workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes and practice effectiveness. Social workers:

1. Select and use appropriate methods for evaluation of outcomes;
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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 **Ferris State University 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 2.3 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, and on the MY FSU web site. 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, 111, or 103; COMM 105, 121 or 201; PLSC 121 or 122; PSYC 150 and 226 or EDUC 251; SOCY 121 or 122 and 225 or 230; one 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 Bachelor's 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 the number of credits for each class.

<http://www.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).

The Child Welfare Certificate

Students interested in working with children and families are encouraged to seek the Child Welfare Certificate. With the goal to recruit, develop and retain a highly

competent, ethical, and responsive professional child welfare workforce, the Department of Human Services (DHS) has partnered with several Michigan Universities, including Ferris that offer a Bachelor of Social Work (BSW) program to create the Michigan Social Work Child Welfare Certificate program. Getting this certificate potentially enhances employability in children's services programs throughout the state. Currently, if DHS or one of the private agencies who contract with DHS for Child Protective Services, Foster Care, Adoption or Juvenile Justice hire a Children's Services worker, they are required to attend a 9 ½ week Child Welfare Institute Training prior to getting a caseload. If FSU Social Work students take two electives; the Legal Aspects of Social Work (SCWK 361) and the Children's Services in Social Work (SCWK 360) courses and are placed at either DHS or a contract agency for their senior internship, they will significantly reduce this training requirement.

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, forth-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, 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 and demonstrates competence in the 10 Practice Competencies. 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 successful 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 wellbeing 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 recommendations. 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 a problem 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 or five star rating for the past several years, denoting one of the top ten organizations on campus. 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 Representation

Students are able to give voice to their concerns and suggestions 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 who's 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

Nicole Ball, Full Time Adjunct Professor

Nicole received her Bachelor's degree in Social Work from Ferris State University. She went on to receive her Master of Social Work from Grand Valley State University. Her background includes work with domestic violence and sexual assault survivors, pregnant and parenting teens, child development, mental health crisis intervention, youth and family counseling, as well as experience as a labor and delivery doula.

She currently works in private practice therapy in Traverse City. Nicole's clinical work focuses on child, adult and family therapy from a holistic perspective utilizing many different approaches of treatment and support. Her interest/expertise includes anxiety, depression, individuals experiencing transitions, pregnancy, parenting, trauma and use of technology assisted online counseling.

Nicole is a member of the National Association of Social Workers. She serves as an active member of the Ferris State University Social Work department's BSW curriculum committee. In the classroom, Nicole coordinates academic service learning opportunities through undergraduate advanced interviewing courses to provide student opportunities to serve the local communities through mentorship. These community partners include the local school districts, assisted living facilities and community colleges.

Michael Berghoef, Professor and BSW Program Coordinator

Michael Berghoef, Professor of Social Work and BSW program coordinator, has taught widely across the BSW curriculum and currently teaches research, statistics and a study abroad service learning course in El Salvador which he developed in 2008. He has also served twice as an international election observer in El Salvador. Michael was a past Carnegie Political Engagement Scholar and has been involved in the Jim Crow Museum of Racist Memorabilia, the Political Engagement Project, the American Democracy Project and Academic Service Learning, and Shoah genocide studies programming since the inception of those initiatives at Ferris State University. He is a Safe Zone LGBTQ+ trainer. He was named International Educator of the Year in 2016 and received the Diversity Enhancement Award in 2012.

He has served as an academic senator representing the College of Arts and Sciences since 2003 and has held a variety of leadership positions in the senate including president, vice president and the senate executive committee member, as well as chairing many of its task forces.

Michael has served as the Arts & Sciences representative on the president's Strategic Planning and Resource Council since 2010. His current areas of research include gerontology, international social work, race relations, technology and culture, antiracist pedagogy and historical trauma and he regularly presents nationally and internationally in these areas at the conferences of the Baccalaureate Social Work Program Directors, the Council on Social Work

Education, Latino Social Work Organization, and Human Services Information Technology Association. He has served nationally on the Baccalaureate Social Work Program Directors technology and international committees having chaired both for many years. He is a member of the Board of Directors for the Phi Alpha International Social Work Honors Society as well as the faculty advisor for the local Theta Eta chapter. He advises the FSU International Studies and Multicultural Relations minors and sits on the advisory boards of the FSU Center for Latin@ Studies and the Spanish program. He regularly mentors MSW students with their capstone research and first year Center for Latin@ Studies Promesa scholars and advises over 40 BSW students, all transfer students and most incoming first year students. His previous clinical practice was in mental health and substance abuse treatment. He is a licensed LMSW in both Clinical and Macro Practice in the state of Michigan.

Danette Crozier, Assistant Professor

Danette Crozier most recently attended the APM conference in Dallas, Texas (2017). She has presented on special education social work advocacy to members of the Michigan Department of Health and Human Services, co-created the school social work curriculum for Ferris State University and served as a presenter at MASBW on the topic of intergenerational teaching strategies. Danette represents Ferris State on the Michigan Interuniversity School Social Work committee that collaborates with the Michigan Department of Education and Office of Special Education in the provision of appropriate student preparation for the school social work endorsement. Additionally, Danette maintains a private practice and specializes with children and adolescents that have trauma, depression, anxiety and other mental health issues. Danette practices EMDR and has brought EMDR training to students and community mental health professionals.

Dawn Fox, Associate Professor

I am committed to ongoing professional development as is demonstrated by the conferences on teaching, frequent seminars on issues in social work and training from the Faculty Center for Teaching at Ferris State University I have attended. Most recently I have participated in a learning community focused on Social Emotional Learning which included a component on implementing techniques in the classroom. I have since implemented techniques into a course as a pilot and am designing research surrounding the impact of Social Emotional Learning for higher education because almost all research involving Social Emotional Learning is from the K-12 area. In addition, as a scholar, I am involved in research of healthcare and social issues in Mecosta County with an interdisciplinary team. This research should provide information in how to most effectively impact the community in the area of healthcare access. As a practitioner, I continue to practice as a medical social worker where I frequently engage with other agencies, inpatient psychiatric hospitals, the legal system and other professionals which keeps me current on laws, practices and policies. I have focused on homelessness, grief and the transgender population when working in the community. Most recently engaging with a local LGBTQ+ support agency to inform my practice and has thus led to providing Transgender Sensitivity Training in the field.

In every course I teach, I focus on NASW Code of Ethics Core Values frequently and relate the core values to each topic we cover. In regards to competence, I am a continuous learner who attends seminars, reads books on topics, and researches areas that are not my focus. I also

inform students that you cannot be an expert in all areas of social work. When one of those areas is discussed in class, I demonstrate that I do not practice outside my area of competence. I then research the particular topic and review it with the class. This leads me to integrity. I do what I say I will do. Transparency is critical to building trust with students. I hold myself and the students to a high level of integrity. Social justice is demonstrated by discussing efforts that I am making in the world from marches to petitions focusing on social issues. I am particularly focused on social justice related to the transgender population and my efforts in that area are shared with students. Ethics are applied to every lecture and lab activity. I frequently debrief with students after activities to contemplate any ethical or potentially ethical issues they might encounter in the field. In regards to dignity and worth of a person, this is demonstrated by how I treat the students and my expectations of how they treat those we engage with during activities in the field. Most importantly, I am consistent in modeling these values.

Joanie Hazelton, Assistant Professor

Joanie is an Assistant Professor of Social Work, and is a Licensed Clinical and Macro Social Worker as well as a Certified Trauma Professional. Joanie teaches both in the BSW and MSW programs, although primarily in the BSW program. Joanie incorporates service learning into most classes, which encourages student involvement in the community. Joanie also incorporates Interprofessional Education into many classes, which encourages interaction with other disciplines. Joanie has assisted in coordinating two Human Trafficking conferences and a Poverty Simulation, on campus, in collaboration with other university programs. Joanie is additionally the Field Coordinator for the Northern Region campus. Joanie has had long term professional relationships with numerous agencies used for internship placement of students attending the Northern Region campus. Joanie additionally has planned an Engaged Department Initiative meeting at the Northern Region campus, which allowed agencies to provide feedback to the program regarding potential partnership on agency and community needs. Joanie also assisted in planning and facilitating two Field Instructor workshops in order to provide resources and support to agencies hosting Ferris social work interns. Joanie currently serves as a Phi Alpha National Honor Society Advisor. She is a member of numerous department committees; including the department Leadership team and is the co-chair of the BSW curriculum committee. She has had involvement on the Academic Service Learning Committee and the Coalition against Slavery campus wide group. Joanie's clinical experience includes professional work as a licensed therapist in the areas of adult, child, and family therapy through individual counseling, family counseling, outreach treatment, group treatment as well as experiential treatment. Finally, Joanie recently presented professionally on the topics of Inter-professional Education, Human Trafficking and Secondary Traumatic Stress.

Peter Hector, Assistant Professor

Pete Hector received his bachelor's degree in social work from Ferris State University in 1994 and his master's degree in social work in 1995. He was employed through Eagle Village Inc. for 20 years, where he worked as direct care staff, Residential Program Manager, and as Director of Residential Services. His areas of interest/expertise include domestic violence, sexual assault, child abuse, and trauma. He has also been employed by Catholic Charities of West Michigan since 2009 as an Outpatient Behavioral Therapist.

Dana Holcomb, Full Time Adjunct Professor

Dana Holcomb received her B.S.W. from Madonna University and holds her M.S.W. (Clinical Concentration) from Michigan State University. Dana is pursuing her D.S.W. currently from the University of St. Thomas. Dana specializes in the area of children and family and spent eight years in the child welfare arena in a variety of capacities. Dana's clinical experience includes providing outpatient services to those with substance use disorder diagnoses and mental health diagnoses, as well as engaging in therapeutic interventions with survivors of sexual assault and domestic violence. Dana is also an Assistant Professor and the Distance Learning Program Coordinator for Madonna University in Gaylord. Dana has presented in professional settings on topics such as secondary traumatic stress, secondary trauma in child welfare organizations, how to effectively support older foster youth, avenues of support for families impacted by substance abuse, and crisis management and effective placement strategies in child welfare. Primarily Dana teaches the child welfare and field seminar courses though she has also taught beginning interviewing and has served as a mentor for MSW capstone students.

Erin Johnson, Full Time Adjunct Professor

Professor Johnson, LMSW, engages in ongoing professional development through continued engagement in learning, particularly in the areas of trauma, neuroscience, traumatic brain injury, and interpersonal psychotherapy modalities and interventions. Further, Professor Johnson incorporates outside speakers into various classes to speak on their area of expertise. For example, a Ferris State Institutional Review Board staff member speaks to her Applied Social Research class regarding ethics in research and the IRB process. Additionally, Professor Johnson continues to work in the clinical setting with individuals with traumatic brain injuries. Continued work in the field enables her to stay evidenced based and bring this information and expertise into the classroom.

Professor Johnson has a strong belief in the values and ethics of the Social Work profession. She models this behavior within the classroom, and teaches these fundamental values to her students. Additionally, she incorporates parts of the NASW Code of Ethics into each class she teaches, and provides case examples to put the Code into practice. Further, Professor Johnson focuses on marginalized and oppressed populations, looking at these populations through a micro, mezzo, and macro lens. During interviewing classes, she also spends class time on understanding the historical context of these populations, further focusing on cultural competence. Professor Johnson values the Code of Ethics and the foundation it provides for social work practice.

Elizabeth Post, Assistant Professor

Elizabeth Post is an Assistant Professor at Ferris State University. She earned a dual Bachelor's degree in French Literature and Human Development and Social Relations from Kalamazoo College and went on to earn her Master's of Social Work degree from Grand Valley State University. She is a member of the National Association of Social Workers, is licensed as a clinical social worker in Michigan and also holds certifications in Core Supervision. Elizabeth's professional background is in homeless and housing services. She worked as the director of a large shelter in Northern Michigan, overseeing shelter and street outreach services, serving on the agency's executive committee, and serving on Greater Grand Traverse Continuum of Care. She served as the vice president on the board of directors for Northern Michigan Supportive Housing from 2013- 2018. Elizabeth also has experience working in the school setting, the

domestic violence field and with the Michigan Prisoner Re-Entry Program. She has most recently been learning about the insidious and pervasive problem of human trafficking. She has incorporated this knowledge into her curriculum in macro and policy classes to teach new social workers about the scope of this issue as well as intervention and awareness strategies. She has presented on this topic at two national conferences, emphasizing the importance of Interprofessional Education to combat this social problem.

Dr. Wendy Samuels, Professor and Social Work Program Director and Department Chair

Dr. Samuels is the current Social Work Department Chair and Program Director. Wendy received her BSW in 1975 from Michigan State University and her MSW in 1977 from the University of Louisville. She worked in the field primarily as a social work administrator in the child welfare arena. Her passion and interest are the prevention and treatment of child abuse and neglect. Wendy began teaching for Ferris as a part time adjunct in 1992, and became a full time professor in 1998. At that time, Wendy opened a private practice, specializing in adopted children with Reaction Attachment Disorder. Wendy has taught most of the practice courses in the BSW curriculum. Wendy completed her Ph.D. in Leadership in Higher Education from Western Michigan University in 2005.

Wendy has served the university community in a variety of capacities including multiple task forces, co-chairing three conferences, founding and co-chairing the Academic Service Learning initiative, the Political Engagement Project and the Higher Learning Commission the past two accreditation cycles. She has also authored three of the last self-studies for the program. As program director, Wendy led the process for the development of the MSW program, developing the curriculum, writing all three-candidacy self-studies and hiring faculty. She is extensively involved in Inter-professional Education at Ferris, writing a successful grant to implement Poverty Simulations in conjunction with nursing, pharmacy and optometry. Wendy is also heavily engaged in the community, serving on several non-profit governing boards and was most recently instrumental in the development and implementation of a 4 county child advocacy center. She currently serves as chair of that non-profit.

Wendy has an extensive record of national conference presentations, and is currently a licensed social worker in both macro and clinical practice. Her extensive volunteerism, advocacy and service clearly are evidence of her teaching and modeling the NASW Code of Ethics.

Christopher B. Smith, Full Time Adjunct Professor

Mr. Smith holds master's degrees in social work and public administration from Wayne State University, as well as a baccalaureate degree in criminal justice from Michigan State University. Mr. Smith has nearly 30 years of experience in behavioral healthcare, having served as the deputy director of public behavioral health authorities in both Wayne and Kent counties. Mr. Smith also served as a program officer for a large community foundation in the Detroit area. Prior to joining the faculty at Ferris, Mr. Smith served as an adjunct faculty member at Wayne State University, Grand Valley State University, and Western Michigan University. At Ferris State University, Mr. Smith teaches primarily community macro practice and social welfare policy courses. In this role, he also serves on the BSW Curriculum Committee. Mr. Smith serves as a consultant a community center that helps African American and Hispanic pastors to better serve underserved communities. In addition, Mr. Smith serves on the board of

a local public library and is the board chair of a nonprofit advocacy organization that focused on economic empowerment and financial literacy for low income families.

Dr. Michelle Stone, Professor

My professional development and scholarly activities are focused on enhancing my social work teaching effectiveness, sharing my scholarly expertise with students, academic colleagues, and practitioners, and applying my expertise to advocate for social justice involving "real world" problems. Consistent with our University's mission to prepare students for successful careers, responsible citizenship, and life-long learning, students in my graduate classes have completed a variety of service learning projects involving community partnerships. I was granted a full scholarship to attend the HERS educational leadership institute in June, 2015. where my focus was on the development and maintenance of community collaborations. I am currently collaborating with the Big Rapids Department of Public Safety on developing and implementing critical incident protocols that involve MSW students working alongside police officers in responding to critical incidents. At the request of the Director of the Faculty Center for Teaching and Learning, I developed and presented strategies for building and inclusive classrooms, which is consistent with our core value of diversity, and I was actively involved in the planning of the Equity in the Classroom 2017 conference. I was an FSU Learn Lab Fellow in 2015, where the focus of that experience was on developing experiential pedagogies. Each of my students in the Advanced Policy Advocacy and Leadership class completes a macro-level policy advocacy project. My own passion for social work advocacy is role-modeled through my advocacy as a community mediator, and as an active member of the sustainability sub-committee of our County recycling committee. I also serve as a member of the Church Council for the UCC church, where we are active in peace and justice initiatives such as supporting the homeless shelter and providing the weekly community meal.

Carrie Thompson, Assistant Professor

Carrie is an Assistant Professor of Social Work at Ferris State University. She holds a license as a social worker in the state of Michigan and is a Certified Trauma Professional. Carrie teaches primarily in the BSW programs, currently teaching the introductory field courses at both the freshman and senior levels. Carrie's service on campus includes leadership on the Ferris State University Inter-professional Education Taskforce which organizes poverty simulations and Inter-professional Education Events several times a year. She currently serves on the Collage of Arts and Science Special Grants Committee, the FSU Social Work Department Faculty Development Committee, both the MSW and BSW Curriculum Committees and the MSW Admissions Committee. Carrie has been a presenter at CSWE's Annual Program Meeting for the last two years presenting on several Inter-professional Education projects. Carrie has strong connections to area agencies and partners. She sits on a number of community boards and organizes the program's field education workshops that take place several times per year.

Dr. Janet Vizina-Roubal, Associate Professor and MSW Program Coordinator

Janet has completed an array of activities related to related to teaching, scholarship, the practice of social work and leadership. Her teaching and scholarship activities have been related

to studying how teaching therapeutic skills through the use of online technologies help students have a more genuine experience with clients. She has also recently completed her dissertation (May, 2017) that focused on online therapy skills and how educators teach online therapy skills. She is also a founding member of the university Inter-professional task force which focuses on teaching students how to be a part of an inter-professional team and understand how other professions work with social workers. She recently presented at CSWE's conference (November, 2018) regarding the partnership our program has with the Optometry. Much of her scholarship is intertwined with teaching and she focuses much of her work on best practices for teaching the MSW clinical classes. Most recently her practice work has been focused on interventions with traumatized clients. She completed a full week training of Eye Movement Desensitization and Reprocessing (EMDR) in June, 2018 and currently practices using that approach.

Janet has also increased her competency in leadership strategies when she completed her Doctorate in Social Work which specifically focused on Social Work Education. Two of the classes she completed during 2016-2017 was "Administration in Social Work Education" and "Mentoring Faculty". Both classes provided Janet with theoretical foundations for leadership and concrete implementation practices for both administrative and leadership activities. Janet has also been mentored heavily during her first year and continuing through her second her as MSW Program Director by both the Department Chair and the BSW Program Director. This mentorship has and continues to refine and improve her leadership and administrative skills.

Dr. Rita Walters, Assistant Professor

I am primarily assigned to graduate courses where I teach the Diversity and Social Justice, Human Behavior and the Social Environment, and Macro Practice courses. I also teach an undergraduate level study abroad course which I developed for the University. My ongoing professional development consist of attendance and presentations at several national and international conferences. My presentations have highlighted my current research studies on international social work and mentor project with African American students. I hold a Master's Social Worker Clinical and Macro License in the State of Michigan. I am a member of several professional organizations including the National Association of Black Social Workers, National Council on Black Studies, and the American Anthropological Association. I also serve on the Baccalaureate Program Directors Committee on Disability and Persons with Disabilities and International Social Work Committee and the National Association of Social Work Michigan Chapter Policy Faculty Roundtable. I also a serve on the advisory board for several community organizations, including Lansing Area Aids Network, Michigan Medication Stability Coalition, and the Michigan Developmental Disabilities Institute. Within the University, I serve on the Liaison Committee for Students with Disabilities, Student Success, Retention, & Enrollment Strategic Planning Work Group, and the College of Arts and Sciences Diversity Committee.

Dr. Kathryn Woods, Assistant Professor

Dr. Woods is committed to ongoing professional development and excellence in teaching, particularly in the areas of trauma, gender-based violence, and marginalized communities. She participated in a three-semester faculty learning community in which the Shoah Visual History Archive was used in MSW classes to employ genocide testimonies as a vehicle to increase students' capacity for listening to trauma narratives. Working with a colleague, she developed curriculum for and presented on Trauma and the Brain at a local behavioral health agency. Her

scholarship has also focused on college campus victim advocacy, publishing a chapter and presenting a poster at a national conference on this topic. She recently attended a conference on clinical trauma intervention in order to enhance her teaching strategies on this topic. Additionally, she has focused on poverty, disability, and LGBTQ individuals as foci of her scholarly and professional activity.

Dr. Woods holds a strong commitment to modeling and teaching ethical standards and diversity and social justice in all aspects of her role as a faculty member. She values relationships with her students and colleagues and focuses on a transparent, supportive, and caring approach to teaching and mentoring. She demonstrates a focus on marginalized and oppressed populations in the classroom and focuses on working with diverse clients in each class she teaches. For example, in an advanced group practice class, Dr. Woods spends two class periods in discussion and demonstration about how identity and oppression impacts the facilitation of intervention groups. Dr. Woods values integrity in her own work and expects the same from her students.