



Social Work Student Handbook 2015-2016

**OAKLAND UNIVERSITY
BACHELORS OF SOCIAL WORK PROGRAM
POLICIES & PROCEDURES**

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OAKLAND UNIVERSITY

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Social Work Program

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WELCOME

In June of 2011, The Social Work Program, housed in the Department of Sociology, Anthropology Social Work, and Criminal Justice at Oakland University received initial accreditation from the Council on Social Work Education (CSWE). In 2012, the Social Work Program expanded beyond its main campus in Oakland County to include offering a complete BSW Program at the Macomb/Anton Frankel Center in Macomb County. In February of 2015, the Oakland University Social Work Program was reaffirmed for accreditation until 2023.

Earning a Bachelor of Social Work (BSW) degree from Oakland University means earning a widely respected credential that prepares you for a career in helping others and challenges you to become an advocate for positive social change.

Graduates of our BSW program possess the necessary skills to perform a variety of roles and join the workforce as counselors, case managers, advocates or outreach specialists who work with all types of clients, including children, families, the elderly, the mentally ill and people with disabilities. Employers recognize the specialized knowledge, skills, values and ethics provided in a BSW program and trust that our graduates are ready to make an immediate, positive impact in their agencies and communities.

Additionally, graduates of Oakland University's CSWE-accredited BSW program are eligible for an accelerated plan of study when they choose to pursue a master's degree in social work. Whether you intend to begin your career directly after graduation or plan to take your education to the next level, a BSW from OU provides you with the foundation for success.

All of the faculty and staff within the program, department, and college welcome you and extend our best wishes for a successful academic and professional career. We are pleased you have chosen our Program and look forward to helping you as you progress toward your BSW degree. This handbook reflects CSWE standards, introduces the core competencies of professional social workers, and establishes admissions criteria, academic policies, and professional standards of conduct. We hope that it serves as a useful starting point and introduction for you as you begin the Social Work Program.

BSW PROGRAM OVERVIEW

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living (National Association of Social Workers Code of Ethics, 2008).

Mission Statement of the Social Work Program at Oakland University

Guided by the principles of social and economic justice, cultural competence and the values and ethics of the social work profession, Oakland University's BSW program prepares students for the competent and effective generalist social work practice with multi-level systems (individual, families, groups, communities, and organizations). Utilizing critical thinking and evidence-based practice skills, graduates of the program are prepared for advanced studies and to deliver empowerment-based services to the oppressed populations of southeast Michigan.

BSW Program Purpose

"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 person." The Social Work Program emphasizes this by teaching students how to:

- 1) Enhance the problem solving and coping capacities of people;
- 2) link people with systems that provide them with resources, services and opportunities;
- 3) promote the effective and human operation of these systems; and
- 4) contribute to the development and improvement of social policy.

Social Work Program Goals

1. Education for Generalist Practice: The Social Work program will educate students for competent and ethical generalist social work practice with individuals, families, groups, organizations and communities from a strength based and empowerment oriented focus.
2. Knowledge Development: The Social Work Program will contribute to knowledge development and dissemination through the faculty's scholarship, community collaborations and leadership and by facilitating the development of critical thinking and research skills in students to address the problems and needs of diverse, multi-level client systems which are required for advanced professional studies.
3. Education for Culturally Sensitive Practice and the Pursuit of Social Justice: The Social Work Program strives to instill in our students an appreciation for

intellectual inquiry, a positive respect for diversity, a desire to serve others and the commitment and capacity to advocate on behalf of oppressed and vulnerable people in the pursuit of social justice.

4. Service: The Social Work Program will create an environment that is responsive to students and the community, conducive to personal and professional growth, and reflective of an ethic of service that is demonstrated by the activities of the faculty and the contributions of our students in field and professional practice.

BSW Program Core Competencies

The following are the program objectives for Oakland University's Baccalaureate Social Work Program:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage In Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- Competency 10: Practice appropriate self-care and the use of supervision accordingly.

Theoretical Base of the BSW Program

The theoretical basis of the Social Work Program at Oakland University integrates the ecological perspective and the strengths based, empowerment oriented approach in the context of multi-level systems. Students utilize identity development theory, existentialist, and narrative frameworks to work with diverse client systems. From these theoretical frameworks, students develop assessment and intervention skills for problem solving and planned change (Kirst-Ashman & Hull, Understanding Generalist Practice).

Social Work Values and Ethics

Consistent with the NASW Code of Ethics, the program values service and recognizes the primary purpose of the profession is to help those in need. Social workers value social justice and work to eliminate oppression, respecting the inherent worth and dignity of each individual, and recognizing the central importance of human relationships. Finally, social workers practice with integrity and competence, working within the areas of expertise and pursuing additional training and supervision as needed. Upon admission into the social work program, students are expected to become familiar with and to follow all ethical principles and standards identified in NASW's Code of Ethics (<http://www.socialworkers.org/pubs/code/default.asp>).

Definition of Generalist Social Work Practice

"Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and

communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.”

ADMISSION INTO THE BSW PROGRAM

Admission Requirements

A Bachelor of Social Work degree (BSW) is a professional degree that permits one to work with and counsel individuals, groups, and families who may present with a variety of different problems and needs. As such, Oakland University’s Social Work Program rigorously reviews candidates to assure that they are appropriate to continue pursuing the profession of social work. Students must be formally admitted to Oakland University in order to apply to the program. In addition to a cumulative GPA of 2.8 or better and completion of all necessary program prerequisite courses (SOC 100, PSY 100, PS 100, BIO 104) with a 2.0 or better, completion of SOC/SW 210: Introduction to Social Work with a grade of 3.0 or better is required.

Students must have completed all prerequisites prior to starting the Social Work Program. Additionally, students must be formally admitted into the Social Work Program before enrolling in the core social work classes. These include SW 310, SW 311, SW 316, SW 318, SW 405, SW 406, SW 430, SW 431, SW 432, and SW 433. Students are expected to demonstrate a commitment to service, the capacity to build helping relationships with others, adequate written and oral communication skills, and appropriate and respectful conduct in their interactions with students, faculty, staff, and those in the community.

Applications for the Social Work Program are due on June 15 for classes beginning in the Fall semester of each year. The Program no longer offers a Winter semester start. Students may apply to the program during or upon completion of SOC/SW 210: Introduction to Social Work, as application deadlines permit. However, acceptance into the program is contingent upon successful completion of SOC/SW 210 with a grade of 3.0 or better prior to starting the program. In addition to submitting the application form and the personal interest statement, students must provide a copy of their transcripts. The required admissions forms are provided in the back of the Student Handbook and are located online at www.oakland.edu/sw.

Students are responsible for completing and submitting all required documents and submitting them to the Department Secretary in one packet by the posted deadline. Incomplete or late applications will not be processed until the following admissions cycle. Once the application packet is submitted, it becomes the property of the program and its contents will not be returned to the applicant. The Social Work Program Admissions Committee will meet shortly thereafter to review and process the applications and will notify each applicant of its decision by email and mail. Students who are denied admission into the program do not satisfy the admission criteria. A denied applicant may choose to re-apply at a later date. A student who disagrees may schedule an appointment with the Social Work Program academic advisor to discuss their application and further options.

Declaring a Social Work Major

Students who intend to apply to the Social Work Program are encouraged to contact the College of Arts and Sciences and declare themselves as pre-social work majors, and to request an advising appointment

with one of the social work faculty in order to plan their course of study in preparation for applying into the program. Declaration as a pre-social work major does not guarantee admission into the program. Pre-social work majors must make formal application into the program where their applications will be reviewed and considered with all other candidates. Once a student is formally accepted into the program the major will automatically change from pre-social work to social work.

Full and Part-Time Plans of Study

At the time of application students must designate their preferred plan of study.

SAMPLE PLAN OF STUDY I – Full Time

Fall	Winter
SW 310	SW 311
(SOC/SW 315)	SOC/SW 315
SOC 202	SOC 203
SW 318	SW 316
Fall	Winter
SW 405	SW 406
SW 430	SW 432
SW 431	SW 433

SAMPLE PLAN OF STUDY II – Part Time

Fall	Winter
SW 310	SW 311
Elective	SW 316
Fall	Winter
SOC 202	SOC 203
SW 318	SW 315
Fall	Winter
SW 405	SW 406
SW 430	SW 432
SW 431	SW 433

- Must be formally admitted into the Social Work Program to begin the core social work classes; however, students do not have to be formally admitted into the SW program to take SW/SOC 315, SOC 202 & SOC 203
- Plan of study must be taken in sequence or otherwise approved by the social work advisor

SOCIAL WORK ADVISING

Upon declaring yourself as a social work major and/or upon your acceptance into the BSW program, you will be assigned to a faculty advisor in the social work program. Your advisor will assist you in making a plan to assure you complete all program and degree requirements. Your advisor can also answer any questions you have about the program and can help you with the application process. You should schedule an appointment with your advisor at least *once per term* and notify them of any changes in your plans. The semester before you graduate, you will need to schedule another advising appointment to make sure you have completed all necessary requirements for graduation. Your advisor is also a valuable resource to you in helping you make decisions about field placement and graduate school. To schedule an appointment with your advisor, please call:

Rochester Campus: Stephanie Brandimarte, LMSW 248-370-2371

AFC Mount Clemens Campus: Heather El-Khoury, LMSW 248-3703914

Transfer Credit

Students who transfer into Oakland University undergo an official transfer credit evaluation by the university prior to meeting with the social work advisor. Transfer guides are developed for our two primary transfer sources, Oakland Community College and Macomb Community College. Students are directed to the transfer equivalencies guide located on OU's website and further undergo a transfer evaluation. The social work advisors review transcripts and will request syllabi and other documentation in consideration of substituting courses.

College Of Arts And Sciences Advising

Social work students are advised to meet with an advisor from the College of Arts and Sciences at least *once per term* to review the college exploratory requirements and general education requirements. Oakland University requires a minimum of 124 credit hours to earn a Bachelor of Social Work degree. It is the responsibility of each student to ensure compliance with both the requirements of the Social Work Program as well the requirements of the College of Arts and Sciences. To schedule an appointment with an advisor in the College of Arts and Sciences, please call 248-370-4567.

BSW CURRICULUM

Degree Requirements

BSW students are required to satisfy all University General Education requirements listed in the undergraduate catalog. Of the minimum 124 credit hours required for the baccalaureate degree, social work majors complete 48 credit hours in the core social work curriculum (including eight credit hours of research and computer applications and Introduction to Social Work) and 32 credit hours of required prerequisites and corequisites. Since the BSW program is housed in the Department of Sociology and Anthropology, students must also comply with the College of Arts and Sciences requirements.

The Social Work Curriculum

The social work curriculum consists of prerequisites, which must be taken prior to admission into the program, corequisites, which can be taken at any time, and core social work courses. Core social work courses can only be taken once a student has been formally accepted into the program. In addition to the BSW program requirements, the College of Arts and Sciences and the University have identified courses and areas of study that are required for a baccalaureate degree.

There are five prerequisites which must be taken prior to admission into the program (BIO 104, PSY 100, SOC 100, PS 100, and SOC/SW 210). There are also three corequisite courses which can be taken after admission to the program (AN 102, a diversity course, and a sociology elective).

The content of the professional core curriculum is guided by the Council on Social Work Education (CSWE). There are five general areas of study in the core curriculum: Human Behavior in the Social Environment, Social Work Practice, Welfare Policy, Research, and Field Practicum. Accreditation standards also require that content on social work values and ethics, diversity, populations at risk, and social justice are included. Content on values and ethics are infused throughout each social work course. Content on diversity is integrated throughout the social work curriculum and further developed in one of the required diversity courses (SOC/AN 331 or WGS 200). These diversity courses were selected for their particular emphasis on vulnerable populations and the environment in which social justice and welfare are practiced.

Prior to applying for admission into the program, students are required to take SOC/SW 210: Introduction to Social Work, to assure that they understand the profession and BSW degree requirements. As part of the introductory course, potential social work program applicants are encouraged to volunteer at a social service agency to help prepare them for the field practicum experience and help assess their suitability for working with clients. Students are encouraged to participate in the Social Work Club, which provides volunteer opportunities.

The senior year includes a 400-hour internship performed over two consecutive semesters in an approved local social service agency. A four-hour weekly integrative seminar is held concurrently with the internship to explore issues related to practice at all levels, values and ethics, and also to provide additional opportunities for students to enhance their interviewing, assessment and evaluation skills needed in the internship. SW 433: Social Work Seminar II is taken in the final semester of the program and serves as the capstone course. Students are required to complete an e-portfolio that consists of presenting major assignments completed during the program and a major writing assignment which requires that students demonstrate how they integrate all aspects of the core curriculum into a holistic approach to generalist social work practice.

Program Assessment

As a professional degree program, accredited by the Council on Social Work Education and consistent with the assessment policies of Oakland University, the Social Work Program undertakes a detailed, ongoing assessment of student achievement and learning outcomes. In addition to an exit examination, this process includes the completion of the following evaluation surveys: Evaluation of Student Performance in Field, Evaluation of the Field Education Program, Evaluation of the Field Instructor and an Alumni Survey. Further, the Program utilizes a portfolio based process as part of the integrated capstone field seminar (SW 433: Social Work Seminar II). Throughout the Program, students assemble key

assignments from each social work course to develop a professional e-portfolio and complete a major writing assignment that reflects on the overall learning experience and professional growth that has occurred. Guidelines for the e-portfolio are attached at the end of this document.

OAKLAND UNIVERSITY SOCIAL WORK CURRICULUM

Prerequisites - Must be taken prior to admission into the Social Work Program. Transfer equivalents accepted.

- SW 210 Introduction to Social Work
- BIO 104 Human Biology
- PSY 100 Foundations of Contemporary Psychology
- SOC 100 Introduction to Sociology
- PS 100 Introduction to American Politics

Corequisites – May be taken concurrently with social work major

1. AN 102 Culture and Human Nature

2. Sociology Elective – select from one of the below

- SOC 207 - Human Sexuality (4)
- SOC 240 - Sociology of Crime and Punishment (4)
- SOC 300 - Alcohol, Drugs and Society (4)
- SOC 301 - Social Stratification (4)
- SOC 305 - Sociology of Religion (4)
- SOC 323 - Juvenile Delinquency and its Social Control (4)
- SOC 326 - Family and Community Processes (4)
- SOC 327 - Police and Society (4)
- SOC 331 - Racial and Ethnic Relations (4)
- SOC 335 - The Family (4)
- SOC 337 - Interpersonal Relationships (4)
- SOC 425 - Corrective and Rehabilitative Institutions (4)
- SOC 465 - Sociological Perspectives on Aging (4)
- SW 360/358/364/365 may also count toward a SOC Elective Requirement –see advisor for a DOPE
-

3. Diversity Courses – Select one from below

- SOC/AN 331 Racial and Ethnic Relations
- WGS 200 Introduction to Women & Gender Studies
- WGS 301 May also count- see advisor for a DPOE

4. Core Social Work Curriculum:

- SW 310 Human Behavior and Social Environment I
- SW 311 Human Behavior and Social Environment II
- SOC/SW 315 Social Welfare Policies 4 credit hours
- SOC 202 Introduction to Methods of Social Research
- SOC 203 Social Statistics with Computer Applications
- SW 316 Fundamentals of Social Work Practice
- SW 318 Foundations for Multicultural Practice
- SW 405 Social Work Practice I 4 credit hours
- SW 406 Social Work Practice II

- SW 430 Social Work Internship I
- SW 431 Social Work Seminar I
- SW 432 Social Work Internship II
- SW 433 Social Work Seminar II

Total 48 Credits

SOCIAL WORK CURRICULUM COURSE DESCRIPTIONS

SOC 202: Introduction to Methods of Social Research

Social work is empirically based, emphasizing the development of evidence to support or contradict theories of human behavior. This course provides an overview of the methods for generating such evidence, or data. Systematic observation and data collection is the heart and soul of empirical social research; this is the unifying theme of the course and the text. Social work students will develop proficiency in both utilization and production of social research. SOC 202 provides qualitative and quantitative research content, and cultivates understanding of a scientific, analytical, and ethical approach to building knowledge for practice.

SOC 203: Social Statistics with Computer Applications

SOC 203 introduces students to social statistics and emphasizes data analysis with the aid of computer based statistical applications. This course familiarizes students with the logic of behavioral statistics, and the computation and interpretation of statistical analysis. Social work students use research knowledge to provide high quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice. SOC 203 prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions.

SW: Introduction to Social Work

SW 210 examines social work as a helping profession within a historical context, working with individuals, families, groups, and organizations; the micro, mezzo, and macro practice areas. This course defines the concepts of social systems, problem-solving, planned change, and human diversity. Entry level generalist social work practice is identified and defined. SW 210 identifies the fundamental knowledge, values, processes, and skills required for professional social work practice.

SW 310 and SW 311: Human Behavior in the Social Environment I and II

SW 310 studies human behavior in the social environment from birth to adolescence, while SW 311 studies young to late adulthood. SW 310 and SW 311 study the theories and knowledge of human behavior and bio-psycho-social-cultural-spiritual development from a generalist social work perspective. These courses emphasize micro, mezzo, and macro systems and their impact on behavior development. Social systems theory in the analysis of the interactions between human behavior and social environment structures is applied. SW 310 and SW 311 examine the roles of culture, race, ethnicity, social class, gender, religion, and sexual orientation in human development and behavior.

SW/SOC 315: Social Welfare Policies

SW 315 introduces students to the history, development, and social context of U.S. social welfare policies. This course defines social problems and examines the responses to those problems. SW 315 develops the skill of policy analysis in the context of diversity, social justice, representation, and social change.

SW 316: Fundamentals of Social Work Practice

SW 316 provides foundational generalist social work practice skills through development of the helping relationship concept, empathetic listening skills, basic interviewing techniques, and the problem-solving process. Students learn the tasks, concepts, and principles of social work case management. SW 316 prepares students for subsequent practice classes and the field internship through an exploration of the core functions of case management utilizing the strengths-based, empowerment model. This course introduces students to evidence based practice and practice evaluation, while developing critical thinking skills that facilitate defining problems, determining need, establishing goals, and assessing outcomes.

SW 318: Foundations for Multicultural Social Work Practice

SW 318 prepares students to engage multicultural and diverse populations. These populations include gender, ethnicity, race, national origin, sexual orientation, social class, physical and mental ability, age, and religion. Students' self-examination, experiential learning, and critical reading of class material combines to emphasize defining and developing skills for culturally competent generalist practice. This course develops competencies in critical self-reflection, multicultural values and ethics, knowledge, and awareness; together, these skills enable students to recognize and effectively oppose manifestations of social justice.

SW 358: Death and Dying

Helps students increase their knowledge and understanding of the issues identified with the end of life. This course will provide students with an interdisciplinary understanding of death and dying, focusing primarily on psychosocial, mental health, behavioral, and ethical issues.

SW 360: Child Welfare

SW 360 explores the field of child welfare from both a theoretical and practice perspective, exploring the nature of at-risk families and the role of social work services for abused and neglected children. Students will examine the history, evolution and functions of social work practice in the child welfare arena, and will develop a foundational understanding of issues related to race, age, gender, culture and socio-economic status as they explore risk and protective factors related to child abuse and neglect. Training material from the Michigan DHS Child Welfare Training Institute will be incorporated into weekly lecture.

SW 364: Substance Abuse and Addiction I

This course will provide an overview of the bio-psycho-social etiology of addictions and the theoretical approaches utilized in prevention, intervention, and treatment.

SW 365: Substance Abuse and Addiction II

This course will provide an overview of the bio-psycho-social etiology of addictions and the theoretical approaches utilized in prevention, intervention, and treatment.

SW 405: Social Work Practice I

SW 405 provides the necessary knowledge, skills, and values of generalist social work practice for working with individuals, families, and treatment groups. Students critically examine and reflect upon the values, perspectives, and approaches of themselves and their classmates. Attention to diversity and social location facilitates the formation and expansion of personal views on the subject matter.

SW 406: Social Work Practice II

SW 406 provides knowledge and understanding of macro social work practice with task groups, organizations, and communities, contributing to skills necessary for generalist practice. Students

demonstrate the ecological perspective as they incorporate the larger environment into considerations of clients and social problems. This course develops students' capacities to recognize the ways communities, organizations, and groups operate from political, economic, and social perspectives. SW 406 addresses discrimination, social injustice, and institutional racism.

SW 430 and SW 432: Social Work Internship I and II

SW 430 and SW 432 are the two semesters of field practicum experience. Students apply the foundational knowledge, skills, values, and ethics of generalist social work practice in an approved social service agency under the direct supervision of a field instructor. Students practice in the field for a minimum of 200 hours per semester. Concurrent enrollment in the Seminar courses provides the additional support and guidance of a field faculty liaison.

SW 431: Social Work Seminar I

SW 431 is a smaller class size, weekly seminar held in conjunction with SW 430 and the first semester of field placement. Students present and analyze field experiences to further their capacity for self-awareness and development. Students explore the appropriate application of social work knowledge, values, and skills in practice. SW 431 reviews the helping process, generalist practice and its theoretical foundations, and the profession's values and ethics. Students relate these activities to experiences within the field agency. This course places special focus on preparing students for work with diverse or at-risk client systems, and on continued professional development following graduation.

SW 433: Social Work Seminar II

SW 433 is a smaller class size, weekly seminar held in conjunction with SW 431 and the second semester of field placement. Students present and analyze field experiences to further their capacity for self-awareness and development. Students explore the appropriate application of social work knowledge, values, and skills in practice. As the capstone course in the social work curriculum, students complete a major integrative paper and portfolio.

CSWE CORE COMPETENCIES

Completion of a degree in social work signals neither the end of learning nor the beginning of professional behavior. The student approach to social work extends throughout the professional career, and the professional approach to social work begins as a student.

Professional social workers develop personal and professional attributes that combine to produce effective practice. These attributes lead social workers to become agents of positive change and advocates for social justice in the lives of clients and in society. Supported by the social work curriculum, students develop and increase their capacities in core competencies. These competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The development of capabilities in core competencies prepares social work students to become Generalist Social Work Practitioners. Students must meet CSWE Core Competencies for retention and graduation from the program and will be assessed in the classroom and field setting. Student who cannot meet CSWE Core Competencies will be review by the Professional Standards Review Committee and are subject to probation, suspension, or dismissal.

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 profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.

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, religion/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.

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, an 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.

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.

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.

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 inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

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 inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

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. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

ACADEMIC & PROFESSIONAL STANDARDS POLICIES

Academic Standards

The Social Work Program follows the grading policy and interpretation of grades of the University as found in its current undergraduate catalog. Students failing to meet either the University or BSW Program's standards for academic performance and/or who are on academic probation are expected to notify their social work faculty advisor immediately. The program reserves the right to recommend dismissing students who fail to meet minimum standards for academic performance from the program and/or to deny or delay permission to proceed into field practicum until satisfactory performance is achieved.

Classroom performance is assessed on the basis of assignments as outlined in each course syllabus. Attendance criteria and timely delivery of papers are factored in as outlined in the instructor's syllabus. Students are expected to maintain a major GPA of 3.0 (classes include SW 310, SW 311, SW 315, SW 316, SW 318, SW 405, SW 406, SW 431, SW 433, SOC 202 and SOC 203) and a 2.8 overall GPA. Students are also expected to earn a satisfactory grade as set forth in the field manual in SW 430 and SW 432.

Academic Conduct

Students are expected to adhere to the procedures for Academic Conduct described in the Student Code of Conduct. The Social Work Program will follow the procedures describe by the Office of the Dean of Students <http://www.oakland.edu/handbook>. All allegations regarding academic misconduct will be referred to the Dean of Students. Students found guilty of academic misconduct by the university will be subject to university sanctions and to sanctions from the program by the Professional Standards Review Committee ("PSRC") including probation, suspension or dismissal. The sanctions received from the PSRC for Academic Conduct violations may differ from those imposed by the Student Code of Conduct sanctions, at the sole discretion of the PSRC, and through the procedures established by the BSW Program and as set forth below in the Professional Standards Review Committee (PSRC) Procedures.

Professional Conduct

Social Workers display competencies beyond those that can be assessed based on written assignments and work in the classroom. Therefore, a passing grade in Core Social Work Curriculum classes requires successful performance in the following six domains, established as guiding ethical principles by the National Association of Social Workers (NASW) Code of Ethics: Service, Social Justice, Dignity and Worth of the Person, Importance of Human Relationships, Integrity, and Competence. For adequate preparation to become professional social workers, students in the Social Work Program are accountable to the same standards as professional social workers.

Social work education serves the function of assuring that competent persons enter the social work profession. Protection of the integrity of the profession and the rights of clients to quality service requires that graduates from accredited social work programs be prepared to deliver social work services in a professional manner. At times it becomes necessary to review a student's motivation and suitability for a career in social work.

The Social Work Program has the responsibility for evaluating, screening and monitoring students for suitability in the social work profession. A formal assessment is done when students make application to the program and again when they prepare to enter field practicum. Additionally, students are monitored throughout the program. When serious concerns arise, they will be brought to the attention of the

student's advisor. If they are serious enough to jeopardize the student's continuing in the program, a Professional Standards Review Committee may be convened.

Expected professional conduct for social work students includes ethical behavior; treating others with respect and dignity; demonstrating tolerance, compassion, and competence; possessing adequate interpersonal skills; and the necessary psychological wellbeing sufficient to interact positively and constructively with others (Cobb & Jordan, 1989). Examples of unprofessional conduct, include, but are not limited to:

- Inability to form adequate relationships with others
- Inability to accept feedback
- Disruptive behaviors that undermine the teaching, learning, and morale of others
- Inability to perform due to personal problems
- Inadequate work skills, such as absences and tardiness
- Inability to recognize and respect personal/professional boundaries
- Non-compliance with agency policies and procedures

In addition, social work students are also expected to adhere to the *NASW Code of Ethics*. The *NASW Code of Ethics* is the standard used for evaluating potentially unethical behavior on the part of students. <http://www.socialworkers.org/pubs/code/default.asp>

Examples of unethical behaviors include, but are not limited to:

1. Participation in dishonest, fraudulent, deceitful or misrepresentative behavior
2. Failure to treat others with respect
3. Exploitation of others for personal advantage
4. Engaging in sexual activities with clients

Process for Reviewing Unprofessional Conduct:

It is hoped that throughout the course of the student's education at Oakland University that concerns, suggestions, issues, etc., are identified and discussed with the student on an ongoing basis. The student's social work advisor is a resource for faculty and students to use in identifying and addressing concerns before reaching a point in which the student's continuation in the program is in jeopardy. Recognizing that this is not always possible, the following steps will be taken when a student is unable or unwilling to meet the program's professional and academic standards:

1. When concerns arise regarding student non-professional conduct in the program, the faculty member or field instructor should discuss the concerns with the student. Generally speaking, students should be given the opportunity to correct their behavior by having expectations clarified or by developing a plan for improvement.
2. If the concerns are not resolved or are of a serious enough nature, the problem will be put in writing and forwarded to the student's social work advisor and if the concerns are related to field, to the student's faculty liaison and the field director/coordinator. The faculty liaison or academic advisor will then meet with the student as soon as possible to address the issues and outline further action. Documentation of this activity will be noted in the student's file.
3. If the issues continue to be unresolved and are serious enough to possibly warrant the student's suspension, termination or probationary status in the program, the Program Director will be

asked to review the matter and determine if a Professional Standards Review Committee (PSRC) should be convened.

Professional Standards Review Committee (PSRC) Procedures

1. The PSRC will consist of members of the Social Work Program, other department faculty and other individuals as appropriate.
2. Students may wish to identify a support person who attends the meeting, but who is not permitted to participate in the discussion.
3. The student will be notified in writing of the time and place of the PSRC, members in attendance, the concerns to be addressed and advised of the process and potential outcomes.
4. The PSRC is chaired by the Department Chair. All parties will be provided with opportunities to present information and discuss the matter. At the close of the meeting, the student will be dismissed and the committee will deliberate and reach a decision. If a consensus decision cannot be reached, the Department Chair will call for a vote of the faculty members in attendance.
5. Potential outcomes of the Review Committee include, but are not limited to:
 - Probation with the development of a learning contract or plan for the student's further growth and ultimate success within the program
 - Probation with conditional status within the program, along with expectations and procedures identified for a resumption to full status
 - Suspension for one or more semesters
 - Dismissal from the program
6. The student will be notified in writing within seven working days by the Program Director of the PSRC's decision.

Dismissal

Students are subject to dismissal from the program for any one of the following

- Should a student fall below the required 3.0 Major GPA (SW 310, 311, 315, 316, 318, 405, 406, 431, 433, & SOC 202, 203) or the 2.8 overall GPA requirement for any two academic semesters during the program
- Students completing the first semester of the field practicum internship (SW 430) with an unsatisfactory marking
- Being subject to probation more than twice or to suspension more than once for any academic progress, failure to perform CSWE core competencies, academic conduct, professional conduct or ethical conduct
- An violation of NASW Code of Ethics or a violation of standards of professional conduct, or academic conduct which is deemed by the PSRC to be severe enough to warrant dismissal from the program

Students dismissed from the program from the standards outlined above may have an opportunity to reapply for the next academic year. Students must follow the BSW program admissions process to submit their application accordingly. This includes submitting the application before the required deadline, two letters of recommendation referencing academic growth and the personal statement. The personal statement must reflect the kinds of learning experiences that contributed to the student's knowledge and personal growth while dismissed from the Program. Students who reapply are not guaranteed admission into the Program.

Grievances

According to our department procedures, the purpose of the following set of procedures is to provide an equitable system for resolving problems that may arise between students and faculty or staff of the department. The procedures are available for the review of problems, such as the following:

- all aspects of the degree-granting process, including grading, evaluation, or status, in cases where other university procedures are not mandated;
- alleged professional misconduct toward a student by a faculty member or staff member of the department, while that faculty or staff member is performing duties under the purview of the department;
- alleged illegal, discriminatory, unfair, or intimidating treatment of students, including sexual or racial harassment, or failure to accommodate handicapped students;
- allegations concerning the application or propriety of regulations, policies, or procedures governing student behavior or student rights.

Final grade complaints must be initiated within 10 days of the subsequent semester with the instructor in writing. This procedure is consistent with the Appeal of Grade process outlined in the undergraduate catalog located at <http://catalog.oakland.edu/content.php?catoid=11&navoid=483>

Step 1 – The department will adhere to Step 1 of the Appeal of Grade procedures set forth in the undergraduate catalog.

Step 2 – The department will adhere to the procedures set forth under Step 2 in the undergraduate catalog. As stipulated in the undergraduate catalog, students must initiate this process no later than 10 days after they consult with their instructor. A written and dated decision will be provided to the student within 10 days following receipt of the student's written Formal Grade Appeal.

Step 3 – The department will adhere to Step 3 of the Appeal of Grade procedures set forth in the undergraduate catalog.

Academic complaints not related to final grades must be initiated by the student. Department procedures can be found in our Student Handbook on pages 18-20 and on our webpage at:

<http://www.oakland.edu/socan/forms>.

There is no difference in addressing this standard on the main campus and at the Anton/ Frankel Center.

Appeal Process for Misconduct Dismal

A student has the right to request that the decision of the PSRC be reviewed by the Dean of the College of Arts and Sciences. That request must be made in writing to the Dean within ten (10) business days of the notification of the PSRC decision and must indicate the basis for the review.

There are two grounds on which a decision of the PSRC may be reviewed and/or overturned:

1. Substantial new evidence, which was not available at the Academic Conduct Hearing and/or PSRC hearing and/or;
2. Procedural error that significantly affected the outcome of the case.

New evidence cannot be considered if a student refused to attend a hearing. Neither the severity of the sanctions imposed nor an alleged error in academic judgment or evaluation is grounds for review of a PSRC decision.

The Dean will arrange for an *ad hoc* committee to review the student's written appeal. The *ad hoc* committee will not include any current PSRC members. The review will be held no later than ten (10) business days after the date the written request for review was submitted. Failure to hold the review within this timeframe will not be grounds for overturning a PSRC decision.

The *ad hoc* committee will make a recommendation to the Dean. A final decision will be rendered by the Dean and communicated to the student in writing within five (5) business days following the completion of the review by the ad hoc committee. The Dean can choose whether or not to meet with the student. The decision by the Dean is final.

Drug Free Policy

The Social Work Program requires that each student maintains a negative drug screen throughout the Program. This requirement stems from the fact that individual government agencies, hospitals, clinics, schools, and other facilities used in the practicum component of the Social Work Program all require a drug screen to be completed before allowing a student to perform practicum duties at their institutions. OU will not alter its requirement that an internship must be completed in order to graduate from the program. The internship is a fundamental requirement of the program and our accrediting body and are as much of a prerequisite to graduation as satisfactory grades in other courses. Further, despite the fact that you possess a Michigan marijuana registry identification card which only precludes arrest, prosecution, etc under state law, it remains a violation of federal law to use and possess marijuana. Violations of the federal prohibition against marijuana use could put into jeopardy our federal funding as we are subject to the federal Drug-Free Schools and Communities Act. Please feel free to contact Oakland University's Disability Support Services office. DSS assists in coordinating services and programs for students with disabilities.

Social Media Policy

Students admitted to the social work program are expected to practice in an ethical manner, in accordance with the NASW Code of Ethics, while working with clients or programs within their placement. Students using social media sites are expected to use the highest privacy settings on their social media profiles to ensure private information and photographs cannot be accessed by field agency personnel or clients. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency or school. In the event that a student's social media profile or linkage is considered a poor professional practice or an ethical violation, the student will be subject to a student review for unprofessional conduct by the Professional Standards Review Committee.

Confidentiality

During the course of pursuing a social work education, it is only natural that certain cases, agencies, clients and situations be discussed in class or explored in written assignments. Students are expected to disguise the name and any identifying information of clients and individuals in order to protect their confidentiality. Further, any information presented in class of a sensitive or confidential nature is not to be discussed outside of the class.

Sexual Harassment and Nondiscrimination

It is the policy of the university that there shall be no unlawful discrimination against any person on the basis of race, sex, sexual orientation, age, height, weight, disability, color, religion, creed, national origin or ancestry, marital status, familial status, veteran status, gender, gender identity and expression, or any other characteristic protected by federal or state law. The social work program complies with this statement and expects that students in the program will treat all individuals with respect and dignity at all times. Sexual harassment, whether quid pro quo harassment or behaviors that contribute to a hostile and uncomfortable learning or work environment as defined by the University, will not be tolerated.

Prior Learning (Experiential Credit)

The Council on Social Work Education does not permit the Social Work Program to give credit for life experience or work experience for any core social work courses or for the practicum.

Course waivers and substitutions

Undergraduate students who believe that they have taken a course equivalent to a required course in the social work curriculum, may submit a copy of the course outline and transcripts to their advisor for consideration of a substitution or waiver. Course substitutions for core social work courses are only considered if the course was completed satisfactorily at a CSWE accredited social work program.

Grading Policy

The program follows the numerical grading system and policies outlined in the undergraduate catalog. Incomplete grades will be considered only when the cut-off date for withdrawal has passed, at the request of the student, and in cases of severe hardship beyond the control of the student that prevents completion of the course requirements. Work to remove an incomplete grade must be completed during the first eight weeks of the following semester, unless an extension is granted by the instructor and Committee on Instruction.

Leave of Absence

The curriculum of the undergraduate social work program is currently organized as a four semester, two year sequence with students entering into the program in the junior year. Courses are offered sequentially and students who must take a leave of absence or withdraw from the program will likely be out of sequence upon their return and may be required to wait until the following year to resume courses in the proper sequence. You must see your advisor and discuss the circumstances of your leave of absence and to discuss plans for your return. If you do not resume your studies within two years of withdrawal from the program, you must reapply into the program. You must also see your advisor prior to resuming your studies and to plan your remaining coursework and practicum.

Student Privacy

The Social Work Program maintains a file on all admitted students into the program which contains your application for admission, advising documents, copies of your field practicum evaluations and other routine correspondence relating to your schedule and plan of study. You will be provided with a copy of any formal correspondence involving concerns about your performance in the program that is retained in your file. You have the right to review your file in the presence of your advisor. As a professional degree program, the faculty, field instructors, and faculty field liaisons will informally discuss a student's progress in the program. These discussions are intended to support you and your success in the program. Any concerns arising from these discussions that necessitate your attention will be brought to your attention

by your advisor.

Student Representation

Students have the right to petition for change in either academic or non-academic regulations, procedures, or practices. As such, the Social Work Program invites students to participate in program meetings, board meetings, job talks for faculty candidates, and meetings with the Social Work Program Administration. Students are also encouraged to participate with their Student Congress.

Oakland University Student Congress strives to represent the student body and increase pride and unity on campus through dynamic leadership, a commitment to diversity, and an ongoing devotion to the quality of university life. They aim to meet the needs and address the concerns of fellow students and encourage students to voice their ideas to help us create the best possible. To learn more about getting involved with the student congress visit <http://www.oakland.edu/ousc/>

MINORS, CONCENTRATIONS, & DEGREE ENHANCEMENTS

Minor in Child Welfare

The Social Work Program has developed a minor in Child Welfare for students interested in working in child protection services and foster care/adoption. Oakland University is endorsed by the Department of Human Services and students graduating with a minor in Child Welfare and meet the eligibility requirements can earn a Child Welfare Certificate through DHS prior to graduation. For more information on the Child Welfare Certificate, please refer to field education manual.

Child Welfare Certificate through DHS

A Child Welfare Certificate is available to BSW graduates. Completion of the certificate may allow students to waive certain training requirements for child welfare staff at the Michigan Department of human Services including child protective services, foster care and adoption. The Certificate will also indicate qualifications for employment at private agencies that provide child welfare services such as foster care and adoption. Students are still required to complete a minor or the Interdisciplinary major. Credits toward meeting either of these, as well as the requirement of two social work electives, can be double counted toward earning the Child Welfare Certificate. For more details please refer to the Student Handbook

Concentration in Addiction Studies

The Concentration in Addiction Studies is a series of seven classes, three of which meet the instructional requirements for Michigan Certified Alcohol and Drug Counselor (CADC) credentials in Michigan. Current Sociology, Social Work, Criminal Justice and Psychology majors will take the courses, and in combination with their required course work in social work, criminal justice and psychology, and sociology, will fulfill the 270 contact hours of education on addictions required by the Michigan Certification Board for Addiction Professionals. 180 hours will come directly from the curriculum approved by Michigan Certification Board for Addiction Professionals and the remaining 90 hours will come from existing curriculum in social work, sociology, criminal justice, and psychology.

Concentration in Gerontology Studies

The concentration in Gerontology is a multidisciplinary approach designed to provide students with in-depth knowledge about the aging process and skills needed to work with older adult as well as

understand the psychological, social, economical and health/medical issues older adults face. Students will learn about the aging process and its impact on the well-being of individuals and their families; theoretical concepts about human behavior; practice skills for preventive, rehabilitative and supportive services; health and medical care, health care policy; and personal and societal attitudes that can affect older adults. Students will be prepared for direct service roles with seniors and their caregivers in nursing homes, geriatric health and mental health centers, hospice, hospitals and long-term-care facilities, multipurpose senior centers, senior citizen social services, and retirement communities.

STUDENT CLUBS AND ORGANIZATIONS

Oakland University Social Work Club

Social work students are invited to join Oakland University's Social Work Club. The Club meets at least once per month during the Fall and Winter semesters and performs various volunteer services and activities in the community. The Club also sponsors the Jacqueline Scherer Guest Lecture Series and provides a forum for students to socialize, hold office, further their professional understanding and skills, organize school and community service-related activities, and participate with other University student organizations and activities.

Phi Alpha Honor Society

The purpose of Phi Alpha is to: recognize and promote scholastic achievement among students and faculty involved in the undergraduate or Social Work Program at Oakland University; to recognize, improve and further the goals of social work in the community, state, nation and world; to stimulate interest in preparation for a career in social work; to encourage continued study and research at the undergraduate level, the graduate level, and in professional practice; to recognize those professional social workers and others whose service, contributions and leadership are held in esteem. An undergraduate student is eligible for active membership after achieving the following national minimal requirements as well as Phi Alpha requirements.

- Declare social work s a major
- Achieve sophomore status
- Complete 8 credits hours of required core social work courses
- Have an overall GPA of 3.0 on a 4.0 scale
- Have a 3.25 GPA in required social work courses

STUDENT RESOURCES AND SERVICES

Academic Skills Center

The Academic Skills Center offers a variety of services and programs to help students become independent learners so they may achieve their best academically. The center offers individual and group tutoring, supplemental instruction, self-paced instructional materials, assistance in applying for specific scholarships, and more. The ASC also handles undergraduate readmission to Oakland University. All ASC services and programs are free. The Center is currently located at 103 North Foundation Hall, and is open during fall and winter semesters Monday through Thursday 8 a.m. - 7 p.m. and Friday 8 a.m. - 5 p.m. During spring and summer semesters, the center is open Monday through Friday from 8 a.m. - 5 p.m. You may contact the Center at (248) 370-4215 for further information.

The Writing Center

The Oakland University Writing Center is open to OU students, faculty, and staff in all disciplines at any stage of the writing process. The center provides writers with an interested and supportive audience of well-trained consultants who help both novice and expert develop ideas and revise drafts into polished products. Whether you are a nursing student, a future teacher, a graduate dissertation writer, or a faculty member preparing for tenure review, learn more about the writing center by exploring this site and by visiting Oakland University's *"write space"* in person.

Graham Health and Counseling Center

Acute and primary care medical services are provided for students at the Graham Health Center. In addition, medical staff may be seen on an urgent care basis. The Health Center is located in the West Wing of the Graham Health Center just north of Meadow Brook Theater. Call (248) 370-2341 to schedule an appointment or ask a health question. Questions may also be submitted via E-mail at health@oakland.edu. Typical costs for services are approximately \$30.00 per visit for students. In addition, mental health counseling is also available.

The Gender and Sexuality Center

The Gender and Sexuality Center offers various resources and support on women's and men's, lesbian, gay, bi-sexual, transgender and questioning (LGBTQ) issues in an effort to combat sexism, gender bias, heterosexism and homophobia on campus. The center works with other campus organizations and offices to strengthen and sustain an inclusive campus community that promotes gender equality and awareness and welcomes people of all sexual orientations and gender identities by providing support, educational resources and advocacy.

Disability Support Services

Oakland University's Office of Disability Support Services helps ensure that all students with [disabilities](#) have equal access to educational opportunities. Their staff works with other departments on campus to provide and coordinate [reasonable accommodations](#) and be a resource to students with disabilities, the university and surrounding community. The Disability Support Services Office is located in 103A North Foundation Hall. Contact the office to schedule an appointment by calling (248) 370-3266 or TTY: (248) 370-3268; faxing (248) 370-4989; or e-mailing dss@oakland.edu.

The Center for Multicultural Initiatives

The Center for Multicultural Initiatives was established in 1993 to advance Oakland University's commitment to diversity in increasing the recruitment, retention and graduation of all students and particularly underrepresented racial and ethnic groups (African American, Latino and Native American) by developing strategies that engage students in the attainment of academic excellence and social success. The Center is located at 134 North Foundation Hall and can be contacted at (248) 370-4404.

Career Services

Professional Career Service Coordinators work with both undergraduate and graduate students in many ways including:

- Exploring career options for social work majors
- Creating and reviewing resumes
- Preparing for interviews
- Researching internship and full-time job opportunities
- Providing alumni mentors
- Presenting topical career related workshops

FIELD EDUCATION

Field education is an integral part of the social work curriculum. It creates a natural linkage between the school and the “real world” of professional practice. Field education is a collaborative process where members from social work education interact with the practice community in the education of students. Classroom learning and theoretical content in the knowledge, skills and values of the profession are integrated throughout the foundation curriculum content areas of the BSW program, which concludes in a 400 hour senior internship experience at a social service agency in our community. See the Program’s Field Practicum Manual for guidelines for as part of the requirements for field practicum.

SCHOLARSHIPS

The Lauren Kathryn Roche Scholarship for students in social work

This scholarship has been established to honor Lauren Kathryn Roche who passed away at the age of 21. Lauren excelled in her studies and was awarded her baccalaureate in social work posthumously. She was deeply committed to public service and activism and highly valued helping others. This scholarship honors Lauren Roche by acknowledging a social work student who exemplifies her compassion to helping others.

This scholarship of \$1,000 will be awarded annually by the Social Work Program. Nominees will be solicited from social work students and faculty. Students may self-nominate as well. Nominees must be a declared social work major and demonstrate a commitment to public service and volunteerism.

Scherer Scholarship

In addition to scholarships and awards available through the University, the Scherer Scholarship has been established to honor Jacqueline Scherer, longtime colleague, friend and Professor of Sociology at Oakland University (1971-1999). The Department of Sociology and Anthropology hopes to award two scholarships of \$1,000 per year to sociology/anthropology/or social work majors entering their Junior or Senior year. The deadline for application will be announced at a later date and recipients will be announced at the Sociology and Anthropology Annual Luncheon and Departmental Awards in April.

LGBTQA Community Advocacy Scholarship

Oakland University’s LGBTQA (Lesbian, Gay, Bisexual, Transgender, Queer and Ally) Employee Resource Group (ERG) established a scholarship recognizing an OU student who demonstrates exceptional service to the LGBTQA community. The ERG offers a \$1,000 scholarship annually, open to all Oakland University students. Social Work Program majors were awarded the LGBTQA Community Advocacy Scholarship in 2011 and 2012. Full-time undergraduate students who have demonstrated leadership and service to the OU LGBTQA community can apply for the award. The recipient is announced at the annual SOGI conference, hosted by Oakland University.

Other OU Scholarships

The wide range of scholarship opportunities at Oakland University indicates the scope of the university’s commitment to academic excellence, student leadership and achievement. Funds for Oakland University’s scholarship programs are derived from gifts from individuals, groups and corporations and the university’s general budget. Scholarships are awarded primarily on the basis of accomplishment. For a complete list visit <http://www.oakland.edu/?id=1976&sid=30>

CONCLUDING REMARKS

We again welcome you to the BSW Program at Oakland University. The faculty, staff and administration are committed to providing you with a quality learning environment that prepares you for an exciting career in social work. We value your ideas and suggestions and encourage you to explore the many opportunities available to become involved formally and informally in helping to make the program even more responsive to the needs of our students and community

APPENDIX A
GUIDELINES FOR THE STUDENT PROFESSIONAL PORTFOLIO

GUIDELINES FOR THE CAPSTONE SENIOR PROJECT

SW 433: Integrative Seminar II

The Integrative Assignment is completed in the final semester of the BSW program within the context of SW 433: Integrative Seminar II. The integrative seminars are taken concurrently when the student is in field practice; these are the capstone courses of the Program. The assignment allows students to focus on their learning experience within the Social Work Program by asking them to integrate theoretical knowledge, skills, and values learned in course work with their experiences in the field practicum.

Students are asked to assess the development of their critical thinking and knowledge of diversity to reflect on their understanding of the history of social work, and their awareness of current issues that affect and challenge the profession. Further, they are asked to elaborate on how they have applied their theoretical knowledge in their field from a micro, mezzo, and macro level.

In addition, the seminar focuses on the values and ethics of the profession, including the Code of Ethics and Practice involved in promoting social and economic justice. Global aspects of intervention and indirect service are compared with local situations in class discussions. There is emphasis on evaluating one's own practice, integrating one's personal and professional self, continuing professional development, and evaluating humane and effective services for diverse populations.

Objectives:

Completion of this assignment demonstrates that students are able to:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage In Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- Competency 10: Practice appropriate self-care and the use of supervision accordingly.

Part I: E-Portfolio-Google Website

This should be considered your professional website; you may be creative and personalize it in ways that reflect your development, growth, and interests as a result of going through our BSW Program.

In the E-portfolio please include the following eight tabs. You may include more; however, the following must be **included**:

- 1) Welcome (that provides an overview or introduction of what your guest or viewers could expect to find in your webpage or e-portfolio)

- 2) About Me
- 3) Career & Educational Goals
- 4) Resume
- 5) BSW Curriculum: Please provide a reflection of your Social Work courses and how each course has prepared you for generalist social work practice
- 6) BSW Internship: Please provide a brief reflection of your BSW Internship and how it has prepared you for generalist practice
- 7) Writing Samples: Please upload the following assignments outlined below
- 8) Reflection: Please provide an overall reflection of your experience as a Oakland University Social Work Student

The following major assignments and projects completed during your BSW coursework that demonstrates your beginning competence with each of the dimensions described below. Assignments to be included are as follows: If you do not have the assignment, please choose a similar assignment from the course or from a different course

Part II: Presentation of the E-Portfolio-Google Website

Students will present their portfolios to the class and provide a summary of their social work experience.

1. Developmental Theory Paper	SW 310
2. Developmental Hazard Paper & Tool Kit	SW 311
3. Legislative Action Assignment	SW 315
4. Social Policy Analysis Paper	SW 315
5. Case management assignment	SW 316
6. Service Learning Observation Reflection	SW 316
7. Self-Reflection Paper on Privilege	SW 318
8. "Book" Reflection Paper	SW 318
9. One Assessment of your choice (individual, group, family)	SW 405
10. Treatment Plan	SW 405
11. Program Design/Evaluation	SW 406
12. Organizational Assessment	SW 406
13. Community Needs Assessment	SW 406
14. Community Resource Assignment	SW 431
15. Professional Development Assignment	SW 432
16. Practice Evaluation	SW 433

*******Part III: Integrative, Capstone Writing Assignment (Please note as a result of the 2015 EPAS changes, this sections will be slightly updated. More information regarding the capstone will be shared in your SW 431/433 course**

APA style; typed; double spaced; title page; bibliography, table of contents; **no less than 20 pages of text**

Contents: Based on your educational and field practicum experiences, write a paper in which you reflect the following:

Section 1: Professional Identity

Reflect and assess your personal growth and formulate a statement about your plans for continued professional development and personal growth. Where are you now? Where do you need to be? How will you get there?

Section 2: Ethical Practice

Reflect on how you are able to manage your personal values in a way that allows for professional values to guide practice. Describe an ethical dilemma that you encountered. Relate it to a specific ethical standard in the NASW Code of Ethics. Why was this a challenge for you? Describe how you applied strategies of ethical reasoning to arrive at the decision.

Section 3: Critical Thinking

Reflect on how you applied critical thinking skills at your field practicum. Describe and give an example from your practicum how you are knowledgeable about the principles of logic, scientific inquiry and reasoned discernment. Provide an example and describe how you demonstrate effective oral and written communication in working with individuals, families, groups, organization, communities and colleagues.

Section 4: Human Rights and Justice:

Reflect on your view of the forms and mechanisms of oppression and discrimination in our society and the strategies of change that advance social and economic justice. Cite some of the forms and mechanisms of oppression and discrimination that you observed during your field practicum. How have the clients that you and your field agency serve been affected by discrimination? What might you/we do to bring about social justice?

Section 5: Diversity in Practice:

Reflect on your view how diversity characterizes and shapes the human experience and why it is critical to the formation of identity. Discuss how you have gained sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse clients.

Section 6: Researched Based Practice

Reflect how you will utilize research and professional literature to keep informed of current practice trends and to evaluate your practice. Describe how you applied research findings to your practice at your field practicum. Summarize how you used research methods to evaluate your practice interventions and those of other relevant systems. How did you know whether or not your intervention worked? What did you base it on?

Section 7: Human Behavior

Reflect on how you used theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e. families, groups, organizations, and communities). Identify the variables and frameworks and how you applied them.

How have your prerequisite courses in psychology, sociology, political science, anthropology and biology helped you in understanding and interpreting human behavior and social problems? Describe how you applied this knowledge of bio-psycho-social variables to assess the

development and behavior of a client system (i.e., an individual, family, group or community).

Section 8: Policy Practice

Reflect on the impact of current social policies on client systems, workers, and agencies including your field practicum. How do policies affect people? Also summarize the service issues confronting your field practicum agency.

Section 9: Practice Contexts

Reflect on you are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at the micro, mezzo and macro level of practice.

Section 10: Engage, Assess, Intervene & Evaluate

Reflect on how you applied the knowledge and skills of generalist social work practice with systems of all sizes (individuals, families, groups, organizations, and communities). You may only select one to elaborate on.

Engagement: Describe how you used empathy and other interpersonal skills with an individual and family.

Assessment: Describe how you accurately assessed a client's strengths and limitations.

Intervention: Describe how you initiated actions to achieve an organizational goal at your field practicum.

Evaluation: Discuss how you critically analyze, monitored and evaluated an intervention during your field practicum.

Section 11: Self Care/Social Work Supervision

Reflect on how you practiced self-care as an integral part of professional development and identify the strategies you used for relaxation, stress management and personal care planning during your practicum experience. Describe how you used supervision as an opportunity for professional development. What types of topics were discussed during your supervision sessions? What topics were not discussed but could have benefited you?

Social Work Student Integrative Paper Professional e-Portfolio Grading Rubric

	Incomplete 0	Beginning 3	Developing 5	Accomplished 10	Exemplary 15
1. Identify as a professional social worker and conduct oneself accordingly.					
2. Apply social work ethical principles to guide professional practice.					
3. Apply critical thinking to inform and communicate professional judgments.					
4. Engage diversity and difference in practice.					
5. Advance human rights and social and economic justice.					
6. Engage in research informed practice and practice informed research.					
7. Apply knowledge of human behavior and the social/environment.					
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.					
9. Respond to contexts that shape practice.					
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.					
11. Practice appropriate self-care and the use of reflective supervision accordingly.					
Grammar & APA out of 40 points	Incomplete 0	Beginning 10	Developing 20	Accomplished 30	Exemplary 40
Writing, Organization, Grammar & APA					
E-Portfolio out of 70 points	Incomplete 2	Beginning 4	Developing 6	Accomplished 8	Exemplary 10
E-Portfolio was professional in its appearance					

Provide a bio in their “about me” section					
Reflect on the BSW Field Placement					
Describe career and educational goals and included a resume					
Reflect on the BSW Curriculum					
Reflect on the overall experience of being a social work student					
Presentation of the E-portfolio					

Total Score: _____

APPENDIX B
SOCIAL WORK PROGRAM POLICIES - CLASSROOM CIVILITY POLICIES

Course Policies

Classroom civility is a crucial aspect of a beneficial learning environment. The conduct of both students and professors should contribute to a classroom culture that is respectful, engaged, and productive. It is the responsibility of class members to uphold the ethic of civility in the classroom. The following guidelines for appropriate conduct will be applied:

Cell Phones/Pagers/Laptops

Turn off all cell phones, pagers and other electronics before class begins. Texting in class is prohibited. Laptop use is at the discretion of the professor. If it is allowed by your professor you will adhere to the following laptop etiquette.

- Laptops are allowed in the classroom for the purpose of note taking or presenting information to the class.
- Answering emails, working on assignments, viewing sites unrelated to the course are prohibited. If the professor sees you texting or using your laptop outside of the above parameters, you will be asked to leave the class and it will be counted as an absence.
- The professor will designate a laptop use area in the classroom
- There are absolutely no exceptions to this policy.

Classroom Deportment

Refrain from side conversations and unrelated remarks during class. Treat other students and your professors with courtesy. Address personal class-related problems with your professor during office hours or outside of class. Failure to follow these guidelines may result in corrective action by professors at their discretion. Students who disrupt class may be asked to leave in order to provide a positive learning environment for others. It is my expectation that both learners and instructor will strive at all times to be respectful of one another. This includes being polite in our language and sensitive to the feelings of others in our discussions and responses to our fellow student's comments. We will be tolerant of ideas that are different from our own and attempt to appreciate how these differences may be applied and understood. As social work students, you are expected to abide by the NASW Code of Ethics.

Open-Mindedness

In the University learning environment, each learner brings a variety of life experiences and points of view to the classroom. I encourage you to come to the classroom with an open mind and a willingness to see other perspectives. You are not expected to agree with another perspective, but to listen respectfully and appreciate that it exists.

Academic Dishonesty

Plagiarism is representing the work of another as your own. Taking a single sentence from a website and using it in the body of your paper without proper citation (quotes and website address in APA format) constitutes plagiarism. Attach the first page of every article/book used in your paper. Please review the University's policy on Academic Honesty (<http://www.oakland.edu/?id=1610&sid=75>). Oakland takes academic integrity very seriously. You are responsible for knowing Oakland's policies. Papers are routinely checked for plagiarism and when identified will be referred to Social Work Administration and subsequently the Dean of Students. This is Oakland University policy and there are no exceptions.

Listed below are the consequences for a student found guilty of plagiarism.

- a ZERO (0) on the assignment

- as a result of the zero, the possibility of failing the course
- And/or dismissal from the program
- This does not include any consequences imposed by the Dean of Students and sanctions which may be imposed as set forth in the BSW Program's Academic & Professional Standards Policies.

Writing Skills

The ability to effectively express oneself in writing is an important social work skill. Accordingly, the quality of the written product is considered important in this class. All papers will be graded based upon their content and presentation (e.g., organization, clarity, editing). Students **may be asked to revise papers** in order to meet undergraduate level standards for writing. If you are asked to revise a paper you will lose a letter grade off of the final product.

The student's work is expected to reflect non-sexist language guidelines, which are available from the professor and described in the APA manual. All papers turned in during this semester must be written according to APA format. With the exception of in-class writing assignments and exams, all written work is to follow APA format for all references and citations.

Due Dates

Assignments are due at the **beginning of class** on the assigned date unless prior arrangements are made. If prior arrangements are not made, **Ten percent (10%) of the grade for the assignment will be subtracted per day for late papers and five percent (5%) for papers handed in after the beginning of class** on the assigned due date.

Day one: 5%

Day two: 15%

Day three: 25%

Day four: 35%

Day five: 45%

After day 5 you will receive zero points however the assignment must be completed to the standards indicated in the syllabus.

If you are ill, the assignment is still due. You may email the assignment to the instructor so that it is received by the start of class or give it to another student to hand it in. If you choose to email the assignment, you must provide a hard copy upon returning to class.

****ALL ASSIGNMENTS MUST BE COMPLETED WITHIN 5 (FIVE) DAYS (this includes weekends) OF THE DUE DATE:**

All assignments must be completed to pass the course. There are no exceptions to this policy.

Attendance and Participation

Participation will provide evidence that you have read the assigned reading before coming to class. The point structure will be based on substance and quality of participation over quantity of participation.

Attendance Policy

Attendance will be taken in every social work class. All social work classes will have an attendance sheet passed around for students to initial that they are present. Please remember that you are a social worker

in training and are held to the NASW code of ethics therefore initialing for someone else is not acceptable and will be dealt with according to the departmental disciplinary policies.

You are allowed absences in a social work class based on the following class structure:

- If your class meets two times per week, you may miss two classes without a penalty
- If your class meets one time per week, you may miss one entire class without a penalty
- If your class meets one time per week and you arrive late or leave early, it counts as ½ of a week absence. Therefore if you are late or leave early twice in a semester, you have accrued one absence. **DO NOT** be late to or leave early from a social work class.
- Two tardies equal one absence

Students who exceed the allowable absences will lose 10% of the 400 points per absence. For example if you have a weekly class and miss class twice, your final grade will be deducted 40 points.

Students are responsible for all material covered in class. You will get the material from a classmate not the professor. Please buddy with someone in class to get the handout for an absence. If possible alert your professor prior to being absent.

For an absence to be excused, it must meet Oakland University's policy which is described below:

- A **verifiable** medical excuse that is provided the first class period that the student returns. (An excused absence does not excuse an assignment due date. All assignments are still due unless arrangements are made with the professor prior to the due date. There will be no exceptions to this policy.)
- OU athlete for competition
- Bereavement- documentation required
- Jury Duty- documentation required
- Religious Holiday

Evaluation

Class time will consist of lecture and discussion of assigned reading materials. Attendance is critical for students who expect to do well in the course. Students are expected to be prepared to discuss weekly reading assignments. To maximize understanding of the reading materials and help class participation, students should maintain reading notes which outline the arguments/issues raised by the authors and your own reactions and questions.

APPENDIX C
APA WRITING PAPER CHECKLIST

APA WRITING PAPER CHECKLIST

INSTRUCTIONS: Check off each box after you have proof-read your paper, fill in the number of headers, and staple to the back of your paper if you would like to have the opportunity for a re-write. Put your name on this form.

- ☐ APA Title Page with the title (e.g. assignment name), your name, Oakland University
- ☐ Title page header (in page header) with "Running head:" and ABBREVIATED TITLE (≤50 characters, ALL CAPS) aligned left.
- ☐ ABBREVIATED TITLE & page number on each page (in header) but "Running head:" only on title page (use "Insert new section" in Word).
- ☐ Title of paper is centered, Upper and Lower Case, non-bold
- ☐ There are **AT LEAST** two levels of headings, but no more than three.
- ☐ There are ____ levels of headings in this paper with the correct formatting for each of these levels.
- ☐ Each paragraph is indented .5".
- ☐ Page margins are 1" on all sides; header and footer set to .5" (use "page setup" feature in Word).
- ☐ No extra line spaces or points between headings or paragraphs (check paragraph settings in Word).
- ☐ Double-Spaced (including References).
- ☐ All sources cited in the text (APA chapter 6).
- ☐ Parenthetical citation is inside punctuation.
- ☐ References are formatted with "Hanging Indent" set to .5".
- ☐ Introduction with information about the contents of the paper is present.
- ☐ Conclusion summarizing the paper is present.
- ☐ No more than 2 direct quotes; each quote is no more than 50 words each.
- ☐ All direct quotes are in quotation marks or block quotes (≥40 words), and have the appropriate citation, including page number (p. = 1 page, pp. = multiple pages, e.g., p. 540, pp. 540-545).
- ☐ Two spaces after punctuation except: One space after commas, colons, semicolons, and periods in citations or an individual's name (e.g. S. J. Smith) and no space after periods in abbreviations (e.g.), identity-concealing client identifiers (S.S.), and colons in ratios (1:4).
- ☐ Commas included before "and" and "or" in series of three or more items (e.g., "red, white, and blue")
- ☐ Punctuation is inside quotation marks, "like this."
- ☐ Ages use hyphens when including "year(s) old" (e.g., 20-year-old).
- ☐ Limited repetition of sentence openers in a paragraph (e.g., "The author suggests... The author adds,...")

- ☐ Consistent tense within sentences.
- ☐ Singular-plural agreement (e.g. "A lot of the book is..." "Many of the books are...").
- ☐ Used "'s" or "s'" to show possession (e.g., "Scott's book is long" "Carlos's book is short" "Descartes' book is long").
- ☐ Titles of sources in "References" are in sentence case (e.g., Cross-cultural practice: Social work with diverse populations).
- ☐ Numbers are formatted according to APA chapter 4.
- ☐ Charts/Tables formatted according to APA chapter 5.
- ☐ Proofread Copy (marked-up by proofreader **from class, writing center, or SW Club/Phi Alpha ONLY**).
- ☐ Proof-reader signature: _____

Oakland University
Social Work Program

**Acknowledgment of Receipt of
Baccalaureate Social Work Program's Student Handbook of Policies and Procedures**

I hereby acknowledge that I have been informed that the Baccalaureate Social Work Program's Student Handbook of Policies and Procedures ("BSW Student Handbook") is available online and that it is my responsibility to obtain a copy of the handbook and review the policies and procedures contained therein.

_____ I agree to comply with all policies and procedures mandated by Oakland University and the Oakland University Social Work Program. I further understand that failure to comply with these policies may result in sanctions through the university's Academic Conduct procedure and/or by the PSRC procedure set forth in the BSW Student Handbook.

_____ I agree to attend all mandatory student orientation sessions and other mandatory meetings required by the social work faculty (date and time to be announced).

_____ I agree to follow the Classroom Civility Policies as outlined above.

_____ I agree to adhere to the National Association of Social Workers (NASW) Code of Ethics.

Student Name _____

Signature of Student _____

Date _____