



University of Findlay

Social Work & Gerontology

Social Work Program Student Handbook

2020-2021

The University of Findlay

Findlay, Ohio

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INTRODUCTION

THE SOCIAL WORK PROGRAM HISTORY

The first social work courses were offered by the university (then Findlay College) in 1976 when the first full-time faculty in social work was hired. The first degree in social work was granted in 1979. In 1982 a second full-time faculty position was approved. In 1987 the Social Work Program was officially recognized as a separate, autonomous program is now housed within the College of Health Professionals. Over the years the number of majors has grown to the point where two permanent and one part-time faculty now teach in the program. We look forward to celebrating 40 years from our first graduating class in 2019.

In recognition of the sound curriculum and competent faculty, the Council admitted the Social Work Program to candidacy status on Social Work Education in 1994. Having fulfilled all the accreditation requirements the program was admitted to fully accredited status by the council in 1995. The program was granted continuing accreditation in 2001. During the spring of 2016, a self-study was submitted for the program's reaccreditation. An on-site review was conducted in the fall of 2016. The program was granted continuing accreditation until 2025 when it will reapply. Program graduates are eligible for licensure as professional social workers in all 50 states and, depending on individual academic standing, may be eligible for accelerated courses of study at accredited graduate schools of social work throughout the country.

The Undergraduate Social Work Program at The University of Findlay is fully accredited by the Council on Social Work Education (CSWE) through 2025.

THE SOCIAL WORK PROFESSION

Are you concerned about societal issues such as racism and sexism, poverty, violence, teenage parents, substance abuse, and family problems? Do you think one person can make a difference? Have your friends, classmates, or family members complimented you on how well you listen? Do you enjoy working with people from diverse backgrounds? If you answered 'yes' to these questions, then social work may be the profession for you.

Perhaps the most fundamental value of the social work profession is the belief in the inherent worth and dignity of all people. But social workers are not trained to spend their lives merely counseling people one-on-one about their problems. Social workers recognize that the ability of people to live satisfying and productive lives is influenced by the surrounding environment. Therefore, in order to help individuals and society improve the quality of life, social workers work with families, groups, organizations, communities, and even society as a whole.

To be an effective practitioner, the social worker must master a wide range of knowledge from the liberal arts. Social workers must also learn a broad array of helping skills and approaches to help all people have access to the opportunities for developing as fully as possible their potential as human beings. An undergraduate degree in social work will provide you with the education and skills necessary to be an effective social worker.

To help individuals and society improve, social workers are employed in an ever-expanding spectrum of human service programs and organizations. With an undergraduate degree in social work you are eligible for professional licensure and employment throughout the country in such diverse areas as child welfare, adult and youth corrections, geriatrics, health care, mental health, developmental disabilities, rehabilitation, and even private business.

PROGRAM MISSION

The mission of the Social Work Program at The University of Findlay is to prepare baccalaureate-level social workers with the professional knowledge, values and ethics, and skills for entry-level, generalist social work practice in a variety of settings and with systems of all sizes.

Additional goals of the social work program are as follows:

1. The preparation of entry level, generalist social workers who are able to integrate the necessary knowledge, value, ethics, and skills of the social work profession for competent practice in settings with individuals, families, groups, organizations, and communities.
2. To prepare students to continue their own professional growth and development, including, but not limited to graduate education in social work and other disciplines.
3. To familiarize students to the profession of social work through the study of social work history, philosophy, and purposes, with particular regards to social and economic justice and populations at-risk.
4. To provide students with content about the social, political, and global contexts of social work practice, the ever-changing nature of those contexts, the behaviors found in individuals and systems, and the dynamics of change.

In order that students acquire the knowledge and skills necessary to accomplish these missions, a liberal arts-based curriculum consistent with the Curriculum Policy Statement and the Accreditation Standards of the Council on Social Work Education has been developed. This curriculum is predicated upon the values, ethics, and beliefs enumerated in the Code of Ethics of the National Association of Social Workers and the Code of Ethical Practice of the Ohio Counselor and Social Worker Board.

NONDISCRIMINATION AND TITLE IX

The University of Findlay Social Work Program conducts all aspects of its program without regard to race, color, gender, gender expression, gender identity, age, religion, disability, political orientation, sexual orientation, ethnicity, or national origin.

If you are a student with a disability it is your responsibility to notify your professor(s) at least one week prior to any needed service so that reasonable accommodations can be made.

UF Nondiscrimination Policy: <http://catalog.findlay.edu/current/Shared-Content/Student-Rights-and-Responsibilities-Statement/Student-Rights-and-Responsibilities-Statement/X-Non-Discrimination-Anti-Harassment-and-Hostile-Campus-Environment-Policy>

UF's Title IX Policy: <https://www.findlay.edu/offices/student-affairs/title-ix/title-ix-policy>

EMPLOYMENT DEMAND FOR GRADUATES

The employment picture for the social work profession continues to be positive, not only at the local level but also regionally and nationally as well. The bureau of labor statistics expects the field of social work to grow by 12% from now until 2024 which is faster than average and reports in 2014, there were nearly 650,000 social workers in the country.

Specifically, graduates of the program here at Findlay do extremely well. The students that graduate generally end up going to graduate school or finding employment within three months of graduation. Also, well over 90 percent of the graduates of the program who have sat for the national social work licensure examination have passed it at the first attempt. The current pass rate of the licensure exam for 2017 graduates is 100%.

ADMISSION TO GRADUATE SCHOOL

The social work curriculum at Findlay provides an excellent foundation for graduate studies. A significant number of social work graduates have been admitted to accredited masters programs in social work. Many have been given advanced standing status, meaning that they are able to receive their Master of Social Work in one rather than the normal two years of study. Recent graduates have been admitted to graduate social work programs at the following universities:

Boise State University
Case Western Reserve University
Cleveland State University
Eastern Michigan University
Indiana University
The Ohio State University

The University of Cincinnati
The University of Denver
The University of Michigan
The University of Tennessee at Nashville
The University of Toledo
Wayne State University

Graduates have also been admitted to graduate schools in other disciplines, including the law (Stetson University) and education (The University of Findlay).

COUNCIL ON SOCIAL WORK EDUCATION CORE COMPETENCIES

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. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

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. Social workers:

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

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. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

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

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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

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. Social workers:

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

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. Social workers:

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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. Social workers:

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

NASW CODE OF ETHICS PROFESSIONAL VALUES

- Service
- Social Justice
- Dignity and worth of the individual
- Centrality of human relationships
- Integrity
- Competence

CURRICULUM

SOCIAL WORK MAJOR COURSES:

<u>HEPR 150</u>	Introduction to Health Professions	1
<u>MATH 123</u>	Elementary Statistics	3
<u>PSYC 100</u>	General Psychology	3
<u>SOWK 101</u>	Introduction to Social Work	3

<u>SOWK 305</u>	Social Work Practice I	3
<u>SOWK 306</u>	Social Work Practice II	3
<u>SOWK 307</u>	Social Work Interviewing Skills	2
<u>SOWK 310</u>	Field Placement I	4
<u>SOWK 347</u>	Research Methods for Social Workers	3
<u>SOWK 355</u>	American Social Service Policy	3
<u>SOWK 360</u>	Human Behavior in the Social Environment I	3
<u>SOWK 361</u>	Human Behavior in the Social Environment II	3
<u>SOWK 405</u>	Social Work Practice III	3
<u>SOWK 410</u>	Social Work Field Instruction II	12
<u>SOWK 447</u>	Senior Research Project	3
<u>SOWK 495</u>	Senior Integrative Seminar	3
	Three hours of psychology electives	
	Three hours of history, public administration, or political science	
<u>EDUC 151</u>	Ethnicity	3
	or	
<u>SOCI 250</u>	Human Diversity in America	3
<u>ECON 199</u>	Introduction to Economic Thinking	3
	or	
<u>ECON 200</u>	Principles of Macroeconomics	3
one of the following:		
<u>SOCI 105</u>	Introduction to Sociology	3
<u>SOCI 220</u>	Contemporary Social Problems	3
<u>SOCI 230</u>	Sociology of the Family	3
one of the following:		
<u>PHIL 100</u>	Introduction to Philosophy	3
<u>PHIL 101</u>	Introduction to Logic	3
<u>PHIL 220</u>	Ethical Issues of the Modern World	3
<u>PHIL 221</u>	Health Care Ethics	3
and one of the following:		
<u>BIOL 100</u>	An Integrated Approach to the Sciences	3
<u>BIOL 102</u>	Introduction to the Biological Sciences	3
<u>BIOL 201</u>	Introduction to Anatomy and Physiology	3

MINOR IN GERONTOLOGY

The University of Findlay's Gerontology program is available as a certificate or a minor. It focuses on a multi-disciplinary study of aging, which encompasses the biological, psychological, sociological, spiritual and economic aspects of aging.

Our program is ideal for students pursuing a degree in other academic areas who plan to work with older adults. It is designed around the busy schedule of non-traditional students and can be taken as a two-year certificate or program or added as a minor to a bachelor's degree.

The certificate program is also a great option for professionals who work with older adults and want to enhance their skills and knowledge base. The minimum eligibility requirement for the program is a high school diploma.

In the Gerontology program, you will study influences on the quality of life of the elderly as well as physical and psychological aspects of aging. You also will investigate the perceptions about the elderly in various societies and how the experiences of older people differ according to culture, ethnicity, class and gender.

A certificate in Gerontology will give you valuable education and insight to best meet the needs of this booming population.

A minor/certificate in Gerontology consists of a minimum of 18 semester hours, including GERN 200, 241, 242, and 425. The student must also select two of the following courses: BIOL 322/322L, 323/323L, GERN 210, 400, 450, HEPR 205, PSYC 208, 309, 385, SOCI 230, 250, GEND 350, or SOWK 101.

MINOR IN SUBSTANCE USE DISORDERS

The University of Findlay offers a minor and/or certificate in Substance Use Disorders (ADDC), which is located in the Social Work and Gerontology Program. This minor/certificate will expand the knowledge of the complexities faced by those suffering from substance use disorders (SUD) and provides an understanding of how to help these individuals recover from their addictions. This is a multi-disciplinary area of study that will encompass the biological, psychological, sociological, spiritual and economic aspects of all types of addictions.

This minor/certificate would enhance and supplement any major offered at The University of Findlay, as the issues surrounding addictions will impact any professional. It is designed to complement any area of study and is flexible to work into most areas of study. The four core classes will cover the following topics: Alcohol and Other Drugs: The Fundamentals, Approaches to Addiction Treatment, Theory and Practice of Individual and Group Counseling, and Professional Ethics and Evaluation. These courses will be taught by professionals that are currently working in the field of Addictions and Recovery. Upon completion of the minor/certificate, the student will be eligible to apply for the Chemical Dependency Counselor Assistant License (CDCA).

A minor/certificate in Substance Use Disorders (ADDC) consists of 18 semester hours, including ADDC 100, ADDC 200, ADDC 300, and ADDC 400. The student must also take two additional courses that are electives to this minor/certificate, including; SOWK 101, SOCI 250, SOCI 230, EDUC 151, PHIL 221, PHAR 380, PSYC 233, or PSYC 240.

FACULTY ADVISING

Upon declaration of a major in social work each student is assigned a faculty advisor from the permanent social work faculty. The primary duty of the faculty advisor is to assist the student in planning their academic career. The student will meet with the advisor regularly during the year to monitor academic and professional progress. Nonetheless, the ultimate responsibility for seeing that all course work is completed and that all necessary course sequencing is followed remains with the student.

Regular contact with students during the course of the year provides advisors with opportunities for continuing assessment of the students' personal development in the profession. Such regular contact is also crucial to the proper sequencing of the students' field experiences.

PROGRAM SPONSORED ACTIVITIES

Social Work Club

Officially recognized as a student organization by the university, the Social Work Club at The University of Findlay gives students an opportunity to implement those philosophies and values taught and learned in the classroom. It also encourages students and faculty to become better acquainted with each other outside the classroom. Members participate in such activities as professional seminars/forums, field trips, community service, and philanthropic projects, all of which allow expansion of knowledge about the social work profession. In recent years, field trips have been taken to such diverse locations as the State Mental Hospital in Toledo, Native American powwows, state adult and juvenile correctional institutions, and the annual program meetings of the Ohio Conference of Social Work Educators. The club has been an active force on campus, participating in many events such as homecoming, bake sales, and decorating a tree at Christmas time. They have helped raise funds for the National Multiple Sclerosis Society and participated in the memory walk. Students who are involved with club and register as a student member earn .5 of a credit per semester.

Phi Alpha Honor Society

In April 1998, Eta Theta Chapter of Phi Alpha, a national honor society in social work, was chartered on The University of Findlay campus. Membership is reserved for social work majors. Students inducted into this society must demonstrate both outstanding scholarship and a dedication to the promotion of the humanitarian goals and ideals of the social work profession.

Outstanding Social Work Student

At the end of each academic year the Social Work program honors an outstanding social work student. The award is given to a graduating senior who has demonstrated high academic performance, service to the university and community, and promise for professional success. Candidates must be nominated by a professional social worker in the community, with the eventual winner being selected by program faculty. A plaque and monetary award are presented during the Social Work Honors Luncheon in April. Detailed information concerning the award may be obtained from the office of the program director.

Social Work Program Advisory Council

To help monitor the progress of the Social Work Program an advisory council of more than one dozen professional social workers and other human service professionals in the service area of the university has been formed. This council meets regularly with program faculty and students to make suggestions for program improvement in all areas of the curriculum, from classroom offerings to field placement possibilities to extracurricular activities for students.

SUGGESTED CURRICULUM PLAN FOR SOCIAL WORK MAJORS

First Year

Fall Semester

SOWK 101 (R3) (3) Intro to Social Work
 ENGL 104 (3) College Writing I
 POLS/HIST/PBAD (C3, E3, U2) (3)
 PSYC 100 (C3, E3, U2) (3)
 COMM 110 (O1) (3)
 HEPR 150 (U2) (1)

Spring Semester

SOCI 220 (C3, E3, U2) (3) Contemporary
 Social Problems
 ENGL 106 (3) College Writing II
 CSCI 150 (O3) (3) Intro to Computers
 SOCI 250 or EDUC 151 (R1) (3)
 Math 110 (3) Intro to Algebra

Second Year

SOWK 310 (U1) (4) Field Placement I
 ENGL 202, 272, or 282 (O2) (3)
 PHIL 100 (E1) (3) Intro to Philosophy
 BIO 102 (C1) (3) Intro to Biology
 Any (R2) Elective (3)

MATH 123 (3) Elementary Statistics
 ECON 199 (C3, E3, U2) (3) Intro to
 Economical Thinking
 PSYC Elective (3)
 Any (E2) Elective (3)
 Elective (3)

Third Year

SOWK 360 (3) Human Behavior I
 SOWK 355 (3) Social Policy
 MATH 130 (C2) (3) Practical Perspectives
 in Math
 Elective (3)
 Elective (3)

SOWK 361 (3) Human Behavior II
 SOWK 305 (3) Social Work Practice I
 SOWK 307 (2) Interviewing Skills
 Elective (3)
 Elective (3)

Fourth Year

SOWK 306 (3) Social Work Practice 2
 SOWK 347 (3) Research Methods
 SOWK 405 (3) Social Work Practice 3
 Elective (3)
 Elective (3)

SOWK 410 (12) Field Instruction II
 SOWK 447 (3) Research Project
 SOWK 495 (3) Integrative Seminar
**Fresh; 0-27, Soph: 27-57, Junior: 57-87,
 Senior: 87+; 124 hours needed for grad.**

ADVISING CHECKLIST**Social Work Program Requirements**

CORE Section	Course Number	Credit Hours	Term	Grade
R3	SOWK 101	3		
U1	SOWK 310	4		
	SOWK 305	3		
	SOWK 306	3		
	SOWK 307	2		
	SOWK 347	3		
	SOWK 355	3		
	SOWK 360	3		
	SOWK 361	3		
	SOWK 405	3		
	SOWK 410	12		
	SOWK 447	3		
	SOWK 495	3		
				Total Hrs: 48
U2	HEPR 150 (1 st time freshman only)	1		
	Math 110	3		
	Math 123	3		
C2	Math 130 Or 132 Or 223	3		
C3, E3, U2	PSYC 100	3		
C3, E3, U2	ECON 199	3		
C3, E3, U2	Any HIST, POLS, PBAD	3		
	PSYC Elective	3		
R1	EDUC 151 or SOVI 250	3		
E1	PHIL 100	3		
C1	BIO 102	3		
C3, E3, U2	SOVI 220	3		
				Total Hrs: 34

Degree Requirements

CORE Section	Course Number	Credit Hours	Term	Grade
O1	COMM 110	3		
O2	ENG 202 Or 272 Or 282	3		
O3	CSCI 150	3		
				Total Hrs: 9

Additional Degree Requirements

CORE Section	Course Number	Credit Hours	Term	Grade
	ENG 104	3		
	ENG 106	3		
R2	Any	3		
E2	Any	3		
				Total Hrs: 12
			Total Combined	Hrs: 103

Additional Elective Options to Complete Towards Degree:

CORE Section	Course Number	Credit Hours	Term	Grade
	SOWK 170	3		
	Any GERN	3		
	Any SUD	3		
				Total Hrs:

CORE+ Requirements Met:

C			O			R			E			U	
1	2	3	1	2	3	1	2	3	1	2	3	1	2

STUDENT SCHEDULING

There are numerous ways to schedule course work. The actual course schedule selected will be based upon such things as high school preparation, scores on university-sponsored advanced-standing and CLEP examinations, college-level credit transferred to Findlay from elsewhere, and the actual point in the student's studies when the social work major was declared. It is imperative that students work closely with the academic advisor at all times to ensure that prerequisites and required courses are taken in their proper sequence to ensure degree requirements are satisfied in a timely manner.

There is also some flexibility in this plan with regards to the pre-professional courses. For example, SOWK 101 (Introduction to Social Work) may be taken either semester of the first year or, in the case of a late declaration of major, in the first semester of the second year. Further flexibility is allowed during the first two years in the scheduling of General Education courses dependent upon the inclination of the individual student.

There is no flexibility allowed in the sequencing of the professional social work courses during the third and fourth years. Those Courses must be taken as outlined in the curriculum plan. **And it must be emphasized that the ultimate responsibility for proper sequencing of courses and the timely completion of degree requirements lies with the student.**

TRANSFER STUDENTS

The Social Work Program and The University of Findlay both welcome students transferring credit from other institutions of higher learning. Academic credit is granted those students based on an analysis of course work taken and whether or not the course work in question was granted by a program accredited by the Council on Social Work Education. No course for which a grade of below a "C" has been received will be allowed to transfer.

The Social Work Program is structured in a manner conducive to the transfer student. The curriculum is such that a student transferring in from a two year community college, or changing majors after two years can complete the program within four semesters. This is assuming that all of the general education requirements are complete upon entering into the program.

Under no circumstances will academic credit for life experience and previous work experience be given, in whole or in part, in lieu of the field placement, or for course work in the professional foundation areas specified in the Curriculum Policy Statement of the Council on Social Work Education.

GRADUATION WITH HONORS

Academic honors will be awarded based on the following cumulative grade point averages: 3.60 Cum Laude, 3.75 Magna Cum Laude, 3.90 Summa Cum Laude.

To qualify for honors, a student must have attended The University of Findlay for a minimum of 50 semester hours of graded course work. (A minimum of 40 semester hours is acceptable for those students transferring with a previous cumulative GPA of 3.60 or higher).

Generally, due to this requirement, transfer students do not meet the 50 semester hours of graded coursework because SOWK 410 (12 credit hours) is graded as pass/fail and does not count towards the 50 hours of graded credit.

PROGRAM ADMISSION REQUIREMENTS

FORMAL ADMISSION TO THE PROGRAM

Students may declare social work as their major at any point during their academic career. However, students are formally admitted to the Social Work Program only after several conditions have been met. These include:

- at least a 2.5 grade-point average in all college-level course work
- at least a 2.75 grade-point average in all course work in the social sciences (including social work) with no grade below a 'C'
- satisfactory completion of all academic competencies required by the university
- successful completion ('C' or better) of SOWK 101 and either successful completion of or concurrent enrollment in SOWK 310 and SOWK 360
- successful completion ('C' or better) of PSYC 100
- submission of a completed Application for Admission to the Social Work Program
- demonstration of a commitment to the values and ethics of the social work profession
- demonstration of the characteristics necessary for the profession of social work
- formal interview with members of the Social Work Program faculty

Students make formal application for admission to the program when they have completed the majority of their General Education requirements for the BA degree. The application is usually made during the second semester of the second year of study. Students who transfer to Findlay from another institution, or who declare a social work major late in their academic preparation, may sometimes find it necessary to complete an extra year of studies in order to graduate with a degree in social work.

Program faculty reviews each application separately. The final decision for each application is based on a combination of academic excellence and professional potential. If the final decision is favorable, full admission to the program is granted. If there are problematic areas, provisional admission to the program may be granted with a specific time frame allowed to remove any deficiencies. If at the end of that time the deficiencies are removed, full admission is granted.

Applications will be denied if the student fails to meet the requirements as detailed in the admission packet. Those students who are denied admission to the program may appeal the decision by following the procedure detailed in the 'Resolving Student Grievances' section in this Handbook.

In no instance may a student who had not been admitted to the program, either in full or provisionally, register for SOWK 305, 307, 361, 306, 347, 405, 410, 447, or 495.

In order to graduate from The University of Findlay with a degree in social work, in addition to the other requirements of the degree, the student must have maintained a 2.5 overall grade-point average and a 2.75 grade-point average in all course work in the social sciences. Prior to the beginning of the fourth and last year of study the student's grade-point average is again scrutinized. If at that time it is so low that it would be impossible to attain either or both of the above averages by the end of the final year, the student will be advised to declare another major. At that time, the student's advisor will assist the student in determining which major will be selected.

ETHICAL RESPONSIBILITIES OF STUDENTS

Ethical behavior is at the very heart of social work. The social work profession holds that social workers are not only responsible for themselves but that they also share a responsibility for others, particularly the clients. Students formally admitted to the Social Work Program, therefore, should also take responsibility for each other as caring community members. This may mean supporting each other through personal crises or confronting one another over destructive behavior. Students whose lives are in constant and unresolved turmoil are in no position to enter a profession as demanding as social work. Therefore you, as a student, will be advised to seek help when needed, and to ask others to do the same. If you are concerned about yourself or a classmate concerning lifestyle, personal activities, or ethical behavior, please talk with your faculty advisor or the Program Director immediately.

To help students maintain ethical behavior at all times in the field placement, students are required to familiarize themselves with the Code of Ethics of the National Association of Social Workers (NASW) and the Code of Ethical Practice and Professional Conduct of the Ohio Counselor and Social Worker Board. Perhaps the most fundamental ethic of the social work profession is that of confidentiality. Social workers, including students, must respect the privacy of clients and hold in confidence all information obtained in the

course of professional service. Students must sign a statement adhering to the Code of Ethics in general and the ethic of confidentiality specifically prior to entry in to the second-year placement setting. Prior to entry in to the fourth-year field placement, students are required to join NASW as student members.

Information about NASW can be obtained from any social work faculty member. A copy of the NASW Code of Ethics can be found in the Field Instruction Manual or online at <https://www.socialworkers.org/pubs/code/default.asp>.

COUNSELING OUT OF THE PROGRAM

For Substandard Academic Performance

After formal admission to the program it sometimes becomes necessary to advise students to reconsider their preference for social work and subsequently change their major. This decision may be based on any one or all of the following reasons related to substandard academic performance:

1. Substandard academic performance in both speaking and writing skills, including:
 - a. failure to maintain at least a 2.5 grade-point average in all course work or:
 - b. failure to maintain at least a 2.75 grade-point average in all social science course work (including social work) with no grade below a 'C' or:
 - c. failure to successfully complete the various competencies required by the university.

2. Unsatisfactory grade in field instruction at any level.

A warning notice is sent to the student by the academic advisor when the student is at risk of falling below the standards outlined above. The Vice-President for Academic Affairs may also send a similar warning. In the event that the student's academic deficiencies indicate dismissal from the program is warranted the student will be so notified in writing by the director of the program.

For Non-Academic Performance

It sometimes becomes necessary to counsel students out of the program for personal problems that interfere with their ability to perform effective professional relationships. To a great extent the gate keeping and screening functions of the program are performed during the two-year preparatory phase of instruction and the formal admission process. However, it is possible that even after formal admission to the program, situations may occur which indicate that student is not suited for the profession of social work. With this in mind, students may be terminated from the Social Work Program at the University of Findlay for the following reasons:

1. Violation(s) of the Code of Ethics of the National Association of Social Workers or the Code of Ethical Practice of the Ohio Counselor and Social Worker Board.
2. Conviction of a crime that might prohibit licensure in the State of Ohio
3. Falsification of information supplied on the Application for Admission to the Program
4. Inability to form or perform in professional relationships with clients or staff in the field placement
5. Behavior that raises concern for safety of self, fellow students, faculty, and clients

When a potential problem with a student is identified the Program Director first meets with that student to ascertain the validity of and the seriousness of the problem. To the extent possible this meeting is kept informal. If a problem is indeed identified the initial response of the program shall be an attempt at remediation without resorting to termination of the student from the program. Remediation shall be an attempt to use those measures deemed appropriate by a consensus of the parties involved. The remediation effort shall be a formal contract between the student and the program. Should it appear that termination of the student is warranted, the student will be so advised and encouraged to take the initiative to “self-select” out of the program.

Should the student decide to withdraw voluntarily from the program, the academic advisor shall work with the student to determine what other discipline and major might be appropriate in which to continue. Once a discipline and major is decided upon an academic advisor will be assigned from that discipline and the students’ file forwarded to that advisor.

Should the student disagree with the decision to terminate, the student will have the right to due process. A panel will be formed and a formal hearing scheduled, at which the program will present such evidence that is has regarding the rational for termination. Members of the panel shall be the Program Director, all other permanent faculty of the Social Work Program, and two members of the Social Work Program Advisory Council. The Program Director will serve as chair of the panel. The student shall have the option of requesting that a fourth-year student majoring in social work and currently enrolled in field placement serve as a member of the panel as well. The selection of this student will occur at the beginning of each academic year. This student shall be elected by a majority of the students in the fourth year class.

At the hearing the Program Director will present evidence as to why the student should be terminated. The student shall have the right to present to testimony and evidence in rebuttal. Upon completion of the presentation of testimony and evidence a vote by secret ballot shall be taken. All members of the panel shall vote with the exception of the chair, which will vote only in the case of a tie. All decisions will be made by simple majority.

The panel will make one of three decisions:

1. Against termination. If the vote is against termination, the student will be allowed to continue as a social work major with no further action required.
2. Against termination with remediation recommended. If this is the vote the panel shall determine the appropriate remediation recommended. If this is the vote the contract will be signed between the student and the program. As soon as the remediation is completed the student will be returned to good standing in the program. If the remediation is unsuccessful the student will be terminated from the program.
3. For termination. If the vote is for termination with no remediation recommended the student will be dismissed from the Social Work Program immediately.

The decision of the panel will be conveyed to the student as quickly as possible, but in no case later than 5 working days after the panel has met. The decision shall be conveyed to the student both orally and in writing. Copies of the written decision will be kept in the students' academic file and also in the office of the Dean of the College of Health Professions. If any of the parties involved disagree with the decision any appeal must be filed with the Dean of the College of Health Professions. Further appeal may be made with the Vice President for Academic Affairs, and finally with the President of the University, who is the final arbiter for all such matters.

Should the panel vote for termination of the student a copy of that decision will also be sent to the Ohio Counselor and Social Worker Board as required by state law.

Resolving Student Grievances

In accordance with the University's provision that students have the right to fair and impartial evaluation of their work and to petition for redress of grievances, the Social Work Program and the College of Health Professions have established the student grievance policy outlined below. (The conciliation procedures specified below do not apply to grievances concerning sexual harassment or grievances concerning final grades for courses. The procedures for filing those grievances are detailed in the University's *Undergraduate Catalog*.)

- A. When students seek to resolve grievances concerning policies or practices in classes taught by COHP faculty, or other issues not covered by other University policies, the student shall begin the conciliation process as follows:
 1. For concerns related to specific academic courses, the student shall talk first with the instructor, although the faculty advisor may also be consulted.

2. In all other matters the student shall consult first with the faculty advisor. (In cases where the student has communicated his or her grievance to anyone else in the University community, such as another faculty member or someone in the academic support services, the formal grievance shall in turn be channeled through the faculty advisor.)
- B. If, after talking with the instructor and/or faculty advisor, a solution satisfactory to the student cannot be agreed upon, the student shall present a written, signed, and dated statement of grievance to the program director of the discipline in question. (By “program director” is meant the person who oversees the discipline in which the course is taught, the area coordinator, or the person responsible for scheduling the courses in the given discipline. If the student is unsure to whom to submit the written grievance, s/he should see the faculty advisor for further direction.) If the instructor is the program director, then the written grievance shall be presented to the Dean of the College of Health Professions. This statement should contain (1) an explanation of the student’s concern, and (2) an explanation of the resolution s/he is seeking.
 - C. Within one week of receiving a written concern from a student, the program director (or the Dean of the College of Health Professions as specified above) shall (1) submit a copy of the student’s written statement to the faculty member and (2) request that the faculty member submit a written response within one week. The faculty member’s response should include (1) the faculty member’s own explanation of issues concerning the student’s concern, and (2) a statement of the resolution that the faculty member desires.
 - D. Within one week of receiving the faculty member’s response, the program director (or the Dean of the College of Health Professions as specified above) shall schedule a meeting to be attended by the student, the faculty member, the program director (or the Dean of the College of Health Professions as specified above), and the student’s advisor (if the student and faculty member agree to the advisor’s presence). During that meeting each of the parties involved in the grievance will be invited to present testimony. Within one week of the meeting, the program director (or the Dean of the College of Health Professions as specified above) will make a formal decision and will submit it in writing to both parties.
 - E. Further appeal in all instances is to the Dean of the College of Health Professions, then to the Vice President for Academic Affairs, and finally to the President of the University, who is the final arbitrator of all grievances.
 - F. Throughout the conciliation process the student or instructor must appeal any unsatisfactory decision within four days excluding weekends and holidays or the decision is assumed to be satisfactory.

FIELD INSTRUCTION

In addition to classroom work, field instruction supervised by professional social workers in a variety of social service agencies in the community provides 'hands-on' learning experiences for social work students. Field instruction begins with SOWK 310, Field Instruction I, a one-semester course normally taken during the sophomore or junior year. In addition to classroom requirements the student will spend at least 60 hours over the course of the semester observing (and assisting as appropriate) a professional social worker in a formal agency setting.

The second component of field instruction is a two-semester sequence, SOWK 410, Field Instruction II, taken during the second semester of the fourth year. During this phase of instruction the student spends a minimum of 32 hours per week (480 hours during the semester) in an agency setting, again supervised by a professional social worker. During each of these field experiences program faculty closely monitors student progress. More information about field instruction may be found in the Field Instruction Manual.

Social Work training can involve physical demands and exposure to certain procedures or substances which may be harmful to a student who has a permanent or temporary medical condition or impairment, including but not limited to illness, injury, or pregnancy. It is the responsibility of the student to report any medical condition that may impact their progress/participation in the program to the UF Social Work Field Education Coordinator (or designee) and the Office of Accommodation & Inclusion (OAI) as soon as the condition is known.

The UF Social Work Field Education Coordinator and OAI will consult with the student to develop an appropriate plan for continuation of the student's education. This includes an evaluation to determine whether reasonable accommodations can be made to allow the student to continue the program. To complete the accommodation verification process, the student must provide information from their healthcare provider outlining their current limitations in performing the essential functions outlined in the program and the expected timeframe of the limitations. Due to the unique requirements of each experiential learning site or facility, additional evaluation may be required. Standards within experiential learning sites may not be the same as those within the University. All evaluations for the purpose of medical verification is provided at the student's expense.

POSSIBLE FIELD PLACEMENT AGENCIES

Bowling Green

Kids Count Too
Open Homes

Findlay

Bridge Home Health and Hospice
Camp Fire
Cancer Patient Services
Century Health
Children's Mentoring Connection
City Mission
Family Resource Center
Findlay Senior Towers
FOCUS Recovery and Wellness Center
Fox Run Manor
Hancock County ADAMHS Board
Hancock County Children's Services
Hancock County Juvenile Court
Hancock County Veteran's Services
Hope House
Senior Towers
Specialized Alternatives for Families
and Youth
St. Catherine's Manor of Findlay

Kenton

Hardin County Board of DD

Lima

Allen County PSA 3
Crossroads Crisis Center
Crime Victim Services

Ottawa

Crime Victim Services
Meadows of Ottawa

Perrysburg

Good Grief of NW Ohio
Heartland Hospice

Tiffin

Community Hospice Care
St. Francis Home
Oriana House
Firelands

Toledo

Harvey House
Zepf Center

Upper Sandusky

Hannah's House

PROGRAM POLICIES

PREFERRED PRONOUN POLICY

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity, gender expression, and nationalities. Class rosters are provided to the instructor with the student's legal name. The Social Work Program faculty will gladly honor your request to address you by an alternate name or gender pronoun. Please advise your instructors of this preference early in the semester so that appropriate changes can be made.

FINGERPRINT POLICY

Due to the nature of the profession, prior to working with clients in field placement (SOWK 310 and SOWK 410), the Social Work Program will require each student go

through a BCI check at both the state and federal level at two different times during the course of the program. The student is expected to cover the cost of this and the check can be completed through the security office at the University of Findlay, or at an agency of the student's choice.

SUBSTANCE USE TESTING POLICY

Additionally, students are also required to give a urine sample for substance use testing prior to beginning any field placement experience (SOWK 310 or SOWK 410). The results of this test are then given to the Coordinator of Field Education and kept in the student file. The Coordinator of Field Education informs students of the process and the location for substance testing. Students are also expected to cover the cost of this test in addition to their fingerprinting. If at any point a field instructor, Coordinator of Field Education, Program Director, agency professional, or faculty member has concerns that a student is using substances during semesters of field placement, students can be subject to drug testing at the request of the Program Director or Coordinator of Field Education. If at any point a student's substance use test comes back positive for substance use, a meeting will be held with the Program Director, Coordinator of Field Education, Field Instructor and student to discuss an appropriate action.

SOCIAL MEDIA AND TECHNOLOGY POLICY

Students currently enrolled in the social work program, whether in courses, fieldwork, or both, are held to high standards for codes of conduct. Students are expected to adhere to social work values and ethics, and engage in professional conduct as outlined in the NASW code of ethics when using social media communication tools, whether these are personal, professional, agency, or university sites.

Some common issues identified are particularly privacy and confidentiality, conflicts of interest, dual relationships, and proper boundaries. The use of social media and technology requires ongoing attention to these challenges.

As a social worker and professional, please consider the ways in which you are using social media and technology. Your professional image and professional self that are guided by the NASW code of ethics extend beyond the field agency and physical setting of an office or classroom.

As you begin a field placement experience, there are questions the program would advise you, as a student, explore with your field instructor:

1. Does your field placement agency have policies in place regarding social media and technology?
2. How much personal information is generally shared with clients, agency staff, and colleagues?
3. What are common ethical concerns that have come up in your agency regarding social media and technology?

4. Are there texting policies for the agency about practices with cell phones and messaging during the work day?
5. What are appropriate methods of contacts with clients? Do agency staff text clients?

(Adapted from: *Guidelines for Social Media, Boise State University School of Social Work*)

The program has outlined the following guidelines for enrolled students in order to make them better future practitioners. The program has the responsibility of creating, monitoring, and disseminating the information outlined in this policy. Information can be changed and edited at any time if deemed necessary. Students, faculty, staff, and agency field instructors will be made aware of this information and have access to a copy for reference at any time.

E-Mail

Students are advised to send e-mail correspondence with a proper greeting, body, and signature. A subject should be included. E-mails should be professional in nature and include a person's title when sending to field instructors and social work faculty. Students should allow 48-72 business hours for a reply. Students should also regularly check their e-mail as instructors use this as a way to convey critical information about their courses.

Cell Phones and Texting

1. Students will provide social work faculty with a proper working phone number before beginning all experiential education.
2. Students should begin contact with agency field instructor through a phone call. After this initial contact, an agreed upon method of communication can be determined by field instructor and student.
3. Texting should not be initiated by student until a field instructor has made the student aware this communication is acceptable. If texting is an agreed upon method of contact, students should be cognizant of times when texts are sent. Texts are not to be sent during weekend hours when field placement hours are not being completed. Texts are not to be sent before 8:00a (unless emergency) or after 8:00p. After 8:00p, information can be sent in e-mail or wait until the following business day.
4. Students should not text social work faculty questions regarding assignments, grades, scheduling, syllabus, or course content. Students are expected to e-mail these sorts of questions or discuss during office hours or after class times.
5. Students are not to text agency staff any identifying information about clients or confidential agency information.
6. Students are not to text during a time in which they may drive an agency vehicle. It is best practice to not text behind the wheel of any vehicle.
7. Students are expected to have a professional voicemail message as they are considered professionals. Ring back tones, etc. are not professional.
8. Students are not expected to give cell phone numbers to clients.

Phone Calls

Students are expected to speak professionally during phone conversations. Phone calls should be returned within 24-48 hours and should be the primary method of communication during field experiences until which a time a field instructor determines other contact methods are appropriate.

Social Media

Social Media includes but is not limited to the following: Facebook, LinkedIn, Twitter, Instagram, Pinterest, Tumblr, WordPress, etc.

1. Students are not to be on personal social media accounts during class time or field placement hours. Keep in mind: you may have a different schedule than your classmates, however, social media posts during the typical work day, even if you are not at placement, still look as though they are being posted during placement.
2. Students should not friend or accept friend requests from agency staff, field instructor, colleagues, clients, or client families, etc.
3. Students should unfriend people they already know who become agency clients.
4. Students are expected to talk with agency field instructor and Social Work Program Field Director at any point they are unsure how to handle friends requests or boundary issues.
5. Social media presence should be professional in nature. Consider the following to aid in this process: use proper grammar and spelling, delete or hide unprofessional or inappropriate posts from the past, change privacy settings to strictest settings, do not keep accounts public, possibly remove last name, etc. Students are reminded that comments and interactions with posts that are public are then available for all to see.
6. Students may consider ways to separate personal content from their professional content.

This policy is put in place for the protection of all parties involved. This includes students, agencies, agency employees, field instructors, social work faculty, the social work program, and the University of Findlay. Students should always seek supervision and ask questions when navigating new territory or when they are unsure of how to handle potentially problematic ethical situations.

Students in the social work program and in field placement are representative of all these parties and their social media presence is a byproduct of this representation. Students are cautioned when promoting products, taking positions on issues, or endorsing companies, products, people, etc., especially during placement hours.

Remember: You can use social media and technology to your advantage while remaining professional. While there is not an explicit expectation of privacy, there are guidelines outlined in this policy and the expectation is that you, as a student, are thoughtful about your posts.

On a final note, use your resources. The code of ethics is a great place to find guidelines for privacy, confidentiality and boundaries. There are many other social work programs

who also have social media policies in place that you can reference. Consider writing your own personal and professional social media policy to help you begin setting boundaries before you enter field placement.

LATE WORK POLICY

No work for any social work course will be accepted late. Work should be turned in by scheduled due date. This includes all work, papers, journals, presentations, or other assignments. Extensions may be granted on a case by case basis with explicit permission given by instructor. Otherwise, all work shall be turned in by the due date or it will result in a 0 for the assignment.

CLASS ATTENDANCE POLICY

Students are expected to be present in class for all scheduled meetings. Excused absences may be granted by the instructor of the course on a case by case basis. Students cannot earn participation points if they are not in class, even if the absence is excused. Each class in some way uses attendance as a method of determining a portion of the final grade. Similarly, participation is also a significant portion of the final grade for each class. Just as job performance, as a professional social worker would suffer due to frequent absences or a nonchalant attitude, final grades will be adversely affected by poor attendance and lack of preparation and participation.

UNIVERSITY OF FINDLAY ATTENDANCE POLICY

As a principle of campus citizenship, it is expected that students attend all classes and laboratory periods for which they are registered. Instructors are permitted to penalize students for inadequate work due to excessive absences. Students absent excessively or students absent three consecutive times may be reported to the Oiler Success Center. As students begin each course, they should make certain they understand the attendance regulations in that course.

COMMUNITY EXPECTATIONS

Each student is expected to be an active learner through investing a substantial time commitment both inside and outside the classroom. Moreover, each student is expected to maximize his or her educational experience by engaging in a two-way interaction with faculty and staff members.

Principles that guide our work:

The trustees, faculty, and staff of UF assert that:

- The University of Findlay is grounded in Christian faith, welcomes all people, and respects the roles of faith and reason in reflective study.

- Merging the best of education in professional preparation, the liberal arts, the natural sciences, and experiential learning is the ideal preparation for 21st-century careers.
- We are all teachers. Teaching students is our most important responsibility; every trustee, professor, and staff member should contribute to our students' learning.
- Together with our students, we will always engage in a caring, honest, respectful, and reasoned exchange of ideas.
- As colleagues with our students, we will be prepared to serve others and to participate fully in a diverse, environmentally responsible, global society.

SPECIAL SERVICES

If you are a student with a disability, it is your responsibility to inform your instructor and register with the Office of Accommodation and Inclusion (oai@findlay.edu) at least one week prior to a needed service so reasonable accommodations can be made.

UNIVERSITY DIVERSITY STATEMENT

As part of our commitment to achieve excellence, the University of Findlay values and actively promotes a welcoming and supportive environment that honors the many aspects of diversity. We aspire to foster acceptance of, respect for, and appreciation of all persons in our campus community. We celebrate our commonalities and unique differences, and we acknowledge that diversity broadens learning, stimulates creativity, promotes the exchange of ideas, and prepares our students for meaningful lives and productive careers.

WORK AND PLACEMENT IN SAME AGENCY

It is the expectation of this program that students do not complete their field placement at a place of employment. In extenuating circumstances, this may happen, and in those cases special permission from the Coordinator of Field Education is required. If a student is in this situation, the field placement expectations and supervisor cannot overlap with the student's employment responsibilities or allotted time.

ACADEMIC INTEGRITY

Students are expected to follow APA guidelines for all assignments, including citing sources on a references page as well as in text. Students are also expected to follow university guidelines for academic integrity and to follow the university policy. This policy can be found in the university catalog at: <http://catalog.findlay.edu/en/current/Undergraduate-Catalog/Student-Rights-and-Responsibilities-Statement/VIII-Academic-Integrity>

UNIVERSITY HONOR CODE

Each and every student of the University will adhere to the following Honor Code: "I will not knowingly engage in any dishonorable behavior, cheat, steal, lie or commit any act of plagiarism during any academic work, course or endeavor. If I observe an act which I believe violates the University's Honor Code. I may, at my discretion, report it to the appropriate personnel."

STUDENT HONOR CODE

"I acknowledge that I have fully complied or will comply with all aspects of the University's Honor Code in submitting this work."

PROFESSIONAL BEHAVIOR

Students are expected to have professional behavior both in and out of the classroom. There are opportunities for many class trips and events and as such, students are representative of the University of Findlay as well as the social work program and behavior at these events is expected to be professional in nature.

DISCUSSION OF GRADES

As mentioned in the social media and technology policy, students should not text an instructor about an assignment or their grade. In the same way, students should also use caution when discussing grades with each other.

RESOURCES

Students should check all available resources including canvas, class notes, the syllabus, and any relevant handouts before asking an instructor a question. Classmates may also be a good resource. As always, do not wait until the last minute to ask an instructor a question about an assignment. 72 hours is a reasonable amount of time before receiving an answer to an e-mail.

Students should plan ahead if they are confused about the requirements of an assignment. Questions are always welcomed!

OTHER PROGRAM NEEDS

CANVAS

The social work program uses Canvas for course assignments and communication. Proper technology is needed for access to Canvas. Students should use Canvas frequently and check for announcements, updates, and related course materials including syllabi.

TEXTBOOKS

Students should acquire the APA handbook in order to follow APA guidelines for assignments. All textbooks assigned for each course should also be acquired as assigned.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: American Psychological Association.

FACULTY OF INSTRUCTION

There are currently two permanent faculty members serving the Social Work Program and one permanent faculty member for the gerontology program, all who have extensive professional practice experience. They are:

Robin Walters-Powell, Ed.D., M.S.W., LISW-S Chair of Social Work and Gerontology and Associate Professor. BSW, Ball State University; MSW, Ohio State University, graduate degree, Wayne State University, Ed.D., University of Findlay. Dr. Walters-Powell has 17 of years teaching experience in social work education. She also has 17 years of professional practice experience in child welfare and medical social work. Office: 215 W Foulke, Office H. Telephone: 419-434-6955. Email: walters-powell@findlay.edu

Megan E. Gonyer, M.S.W., LISW-S Instructor of Social Work and Coordinator of Field Instruction. BA, Bluffton University; MSW, the University of Akron. Instructor Gonyer has 3 years of teaching experience and 6 years of clinical social work experience in the mental health field. She is currently working on her Doctorate of Social Work degree through the University of St. Thomas-St. Catherine joint online DSW program. Office: 215 W Foulke, Office F. Phone: 419-434-4714. Email: gonyer@findlay.edu

Meredith Hawkins Pitt, J.D. Assistant Professor. J.D., Ohio Northern University, MS Interdisciplinary Gerontology, Bowling Green State University, Masters of Education, University of Findlay, BA Arts Administration, University of Kentucky. Dr. Pitt has over nine years of teaching experience in the field of Gerontology. Office: 215 W. Foulke, Office B. Phone: 419-434-5637. Email: pitt@findlay.edu

All social work faculty offices are located in the Social Work Program House, located at 215 W Foulke. We like to encourage a feeling of community amongst the social work majors here at the University of Findlay. We invite students to make use of our lounge area located at the Social Work Program house. Feel free to stop in to utilize the resources that we have available to students