



WAYNE STATE

School of Social Work

Student Success Manual

BSW Program

2018-2019

GENERAL INFORMATION This publication is for informational purposes and is neither a contract nor an offer to contract. The School of Social Work reserves the right to change any provisions or requirements at any time without notice. This material supplements the Wayne State University Undergraduate Bulletin and the Schedule of Classes and is not intended to replace these documents. It is the responsibility of the student to meet and satisfy all University, College, and program requirements.

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2018-19

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Message from the Dean

Welcome to the Wayne State University School of Social Work. For over 80 years, we have produced leaders in social work practice and research who have helped address and alleviate pressing societal problems such as poverty, injustice, and inequality. Our location, Detroit Michigan, is a dynamic urban environment that provides an exciting educational setting for students to learn social work practice with individuals, families, and communities. Our success has made us a national leader. As we move forward, we are building on this tradition with a 21st century agenda that includes promoting social justice and fostering overall well-being through engaged teaching, research and service.

Our success, rooted in the success of our students, stems from our high and unwavering standards, which you will find outlined in this student handbook. The curriculum and the objectives of both coursework and field work have been developed to give you every advantage as you enter the social work profession. The School of Social Work is bound not only by Wayne State University's policies and guidelines, but also by standards established by the Council on Social Work Education (CSWE) which provides a framework to guide our programs, curriculum, faculty members, and student body.

Some of the policies and procedures contained within ensure our compliance with federal regulations, safeguarding fair and equal applications of academic and administrative requirements. Others standardize course content, grading, and protect faculty and students from inconsistent practices. It is vital you as a student know these policies and protections exist while understanding their application.

Although the time you spend in our program will be challenging, it will be fair and provide you with the knowledge and competencies to make a positive impact in your community. Your values and beliefs may be questioned and expanded; your skills will be put to the test both in the classroom and in the field. Our faculty members have great expertise and compassion; they will expect you to work hard to realize your full potential but will also provide encouragement to meet expectations and guide you toward success.

You will find your time with us to be fulfilling, challenging, and valuable as you prepare yourself for a career in social work.

Sheryl Kubiak, PhD
Dean and Professor

Section I: Overview of the Wayne State University School of Social Work

Vision, Mission, and Program Goals

Vision Statement

A learning collaborative of talented and diverse faculty, staff, and students addressing complex problems, promoting social justice, and fostering overall societal well-being through engaged teaching, research, and partnership within an urban and global context.

Mission

As a school within an urban research university, the mission of the Wayne State University School of Social Work is to transmit, develop, critically examine, and apply knowledge to advance social work practice and social welfare policy to promote social, cultural, and economic justice for the betterment of poor, vulnerable, and oppressed individuals, families, groups, communities, organizations, and society, by:

- preparing ethical and competent social work generalists, advanced practitioners and scholars at the B.S.W., M.S.W., and Ph.D. levels, respectively, with learning that primarily emphasizes urban settings;
- conducting research, primarily relevant to urban populations; and
- providing innovative leadership and service to the urban community and the profession.

School Goals

1. To prepare B.S.W. students for ethical, competent entry level, generalist professional social work practice, particularly in urban settings with diverse, underserved, impoverished, vulnerable, and oppressed individuals, families, groups, organizations and communities.
2. To prepare M.S.W. students for ethical, competent advanced level professional social work practice, with a focus on interpersonal practice or innovation in community, policy and leadership, particularly in urban settings with diverse, impoverished, vulnerable and oppressed individuals, families, groups, organizations, and communities.
3. To prepare Ph.D. students as ethical, competent advanced scholars equipped to engage in research on contemporary clinical or urban issues and problems for the advancement of social work practice and social welfare policy and to assume leadership positions as social work educators, researchers, and agency administrators and clinicians.
4. To create and transmit knowledge through research and scholarship integrated in teaching and service that advances social work practice and social welfare policy.
5. To expand mutually beneficial partnerships with our social work, social welfare, and other human-service-communities-of-interest to enrich teaching, research and scholarship, to take a leadership role in the development of service delivery systems to improve and enrich human conditions locally, regionally, nationally and internationally.
6. To foster a commitment to continuing education, maintaining competence in practice, and seeking opportunities for renewal and advancement within the profession.

Accreditation

The Wayne State University School of Social Work is accredited by the Council on Social Work Education (CSWE). Through the accreditation process, the school must demonstrate that we are preparing students for competency in social work practice, as articulated in the CSWE Educational Policy and Accreditation Standards (EPAS). According to the CSWE, “social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being” (p. 6). Each course at the School of Social Work is geared to help students develop competency in several areas. Reading the list of competencies and integrating behaviors (knowledge, values, skills, and cognitive and affective processes) helps students appreciate the multi-faceted nature of social work practice. Interested students can consult the [EPAS document](#) for more information.

| <u>Competency</u> | <u>Integrating Behaviors (knowledge, values, skills, and cognitive and affective processes)</u> |
|--|---|
| Competency 1: Demonstrate ethical and professional behavior | <ul style="list-style-type: none"> • 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 |
| | <ul style="list-style-type: none"> • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations |
| | <ul style="list-style-type: none"> • Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. |
| | <ul style="list-style-type: none"> • Use technology ethically and appropriately to facilitate practice outcomes |
| | <ul style="list-style-type: none"> • Use supervision and consultation to guide professional judgment and behavior |
| Competency 2: Engage diversity and difference in practice | <ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels |
| | <ul style="list-style-type: none"> • Present themselves as learners and engage clients and constituencies as experts of their own experiences |
| | <ul style="list-style-type: none"> • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies |

| <u>Competency</u> | <u>Integrating Behaviors (knowledge, values, skills, and cognitive and affective processes)</u> |
|---|--|
| Competency 3: Advance human rights and social, economic, and environmental justice. | <ul style="list-style-type: none"> • Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; |
| | <ul style="list-style-type: none"> • Engage in practices that advance social, economic, and environmental justice |
| Competency 4: Engage in practice-informed research and research-informed practice. | <ul style="list-style-type: none"> • Use practice experience and theory to inform scientific inquiry and research |
| | <ul style="list-style-type: none"> • Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings |
| | <ul style="list-style-type: none"> • Use and translate research evidence to inform and improve practice, policy, and service delivery |
| Competency 5: Engage in policy practice. | <ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services |
| | <ul style="list-style-type: none"> • Assess how social welfare and economic policies impact the delivery of and access to social services |
| | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies |
| | <ul style="list-style-type: none"> • Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies |
| Competency 7: Assess individuals, families, groups, organizations, and communities | <ul style="list-style-type: none"> • Collect and organize data, and apply critical thinking to interpret information from clients and constituencies |
| | <ul style="list-style-type: none"> • 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 |

| Competency | <u>Integrating Behaviors (knowledge, values, skills, and cognitive and affective processes)</u> |
|---|--|
| | <ul style="list-style-type: none"> • Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies |
| | <ul style="list-style-type: none"> • Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies |
| <p>Competency 8: Intervene with individuals, families, groups, organizations, and communities</p> | <ul style="list-style-type: none"> • 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 • Facilitate effective transitions and endings that advance mutually agreed-on goals |
| <p>Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities</p> | <ul style="list-style-type: none"> • 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 • Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels |

| | |
|---|---|
| <u>Competency</u> | <u>Integrating Behaviors (knowledge, values, skills, and cognitive and affective processes)</u> |
| Competency 10: Analyze the impact of the urban context on a range of client systems, including practice implications | <ul style="list-style-type: none"> • Demonstrate an analysis of the urban setting using theories that lead to practice implications. |

History of the School of Social Work

The history of the School of Social Work begins in 1935, when Wayne University (it would add “State” to its name in 1956) created a Department of Sociology and Social Work to offer courses in child welfare, community organization, social legislation and policy, family systems, and poverty. These sociology programs trained two types of social workers: those who worked for organized charities and those who focused on social reform and activism. The social work curriculum moved to the School of Public Affairs and Social Work in 1936, which gained accreditation in 1942 and became the School of Social Work in 1950. The school offered only a Master of Social Work until 1974, when it added a Bachelor of Social Work to its degree offerings. The doctoral program was established in 2006.

Over the past eight decades, our school has evolved to reflect advancements in the field of social work and to respond to the emerging challenges and opportunities in Detroit. It was among the early promoters of instruction in psychoanalytic theory, of group-based therapies, and community-based projects, and of social welfare policy and research. Social work institutions and organizations highly regard the School of Social Work for preparing students for practice and for encouraging faculty-student collaboration in research and activism.

For more on the history of the Wayne State School of Social Work, please see our 2016 publication “[Looking Back, Looking Forward.](#)”

Degree and Certificate Programs

The School of Social Work offers academic programs at the bachelor’s, master’s, and Ph.D. levels. Over the last few years, innovative changes and new programs have been added to prepare student for work with vulnerable populations, families, and communities. These programs include a dual-title degree in social work and infant mental health, and graduate certificates in alcohol and drug abuse studies (CADAS), Gerontology, Social Work Research and Evaluation, Child Welfare, and Developmental Disabilities. The Wayne State University Board of Governors approved a joint Masters in Social Work/Masters in Public Health program in

2017. The school has also created an innovative dual ([SWAN](#)) PhD with a joint focus on Social Work and Anthropology.

Learning Opportunities, Programs, and Initiatives

Social Work Student Research Community

The SSW also offers a number of initiatives, providing unique opportunities for students. The [Social Work Student Research Community](#) offers students the opportunity to participate in a culture of learning that emphasizes the importance and value of research competence in the field of social work. This community provides social work students with the opportunity to work together to apply the theoretical foundations for research taught in the classroom to the real world.

The Wayne Together Collaborative

The [Wayne Together Collaborative](#) is a partnership between the SSW, the Michigan Department of Health and Human Services (DHHS) and private provider agencies in Wayne County to build a competent child welfare workforce. The program provides selected students with financial support and mentorship to assist their successful transition into professional careers in child welfare.

The BHWET (Behavioral Health Workforce Education and Training) Program is a three-year grant from the Health Resources Services Administration (HRSA). The program seeks to train students in settings where the integration of behavioral and physical health services is attempting to close traditional gaps in these services. We will be training cohorts of masters' level social work and nursing students to collaborate more effectively and utilize integrated care models in healthcare delivery. Students will work in vulnerable and medically underserved communities in our area.

Social Work Grand Challenges

Led by the American Academy of Social Work and Social Welfare, the Social Work Grand Challenges is an initiative set forth to champion social progress powered by research. The 12 Grand Challenges invite social workers to tackle difficult social problems - to increase individual and family well-being, to build a stronger social fabric, and to create a just society. Learn more about the Grand Challenges [here](#).

Section II. University Policies Affecting SSW Students

This page includes links to important university policies and procedures affecting all students.

[Academic Calendar](#)

Please note the following university policy regarding religious holidays:

“Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy, to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.”

[Wayne State University Policies and Resources](#)

All students in the School of Social Work are expected to familiarize themselves with Wayne State University policies that set forth the standards and expectations for the WSU community. The following policies are located in the [Graduate and Undergraduate Bulletins](#) under “University Policies.”

- University Equality of Opportunity Policy
- Disability/Non-Discrimination Policy
- Drug and Alcohol-Free Workplace Policy
- Policy Governing the Use of Alcoholic Beverages on Campus
- Sexual Discrimination, Harassment, and Assault Policy
- Violence in the Workplace Policy

The [Dean of Student’s Office](#) (313-577-1010) supports students in the areas of student organizations, community involvement, student life wellness, and student conduct, support, and intervention. They provide information on [community standards and university policies](#), including the [Student Code of Conduct](#), student rights and responsibilities, and acceptable use of technology resources. The Student Code of Conduct intersects with the Wayne State School of Social Work’s policies and procedures regarding student professional performance standards and procedures for handling violations of those standards, which are included in their entirety in Section IV of this manual.

The [Ombuds Office](#) (313-577-3487) is an important student resource that can help students who need assistance in identifying and understanding university and school policies, among other things.

All students should be familiar with [campus safety resources](#) and have the number for the Wayne State University Police Department (313-577-2222) programmed into their phones.

Obligations to the Instructional Process

The [academic regulations](#) described in the university bulletin include responsibilities of faculty and students to the instructional process, which are reproduced below.

“Since education is a cooperative effort between teacher and student, both parties must fulfill obligations if the integrity and efficacy of the instructional process are to be preserved.

Responsibilities of Faculty Members

1. To contribute to and remain abreast of the latest developments in their fields;
2. To continually pursue teaching excellence;
3. To treat all students with respect and fairness without regard to ancestry, race, color, religion, political belief, national origin, gender, sexual orientation, age, marital status, disability, or veteran status;
4. To encourage differing viewpoints and demonstrate integrity in evaluating their merit;
5. To attend regularly and punctually, adhere to the scheduled class and final examination times, and arrange for notification of absence and coverage of classes;
6. To establish and maintain appropriate office hours;
7. To present, early in the semester, the following course information:
 - a. course objectives and general outline;
 - b. classroom procedures to be followed, expectations concerning class attendance, and proposed dates of major evaluations (including examinations, papers, and other projects);
 - c. grading policy;
 - d. where appropriate, a schedule of class-related activities, including class meetings and laboratory sessions;
 - e. lists of texts and/or other materials needed for the course;
 - f. late enrollment, withdrawal, and other special policies.
8. To provide and adhere, within reasonable limits, to the written syllabus of the course;
9. To know course matter thoroughly and prepare and present the material conscientiously;
10. To be informed of University services and recommend their use to students when advisable;
11. To follow these policies concerning written work and grades:
 - a. grade and return written work promptly;
 - b. submit final grades by the scheduled time;
 - c. retain written materials not returned within the semester (e.g., final examinations, major term papers) for one academic semester in accordance with unit policy and allow students to examine such materials;

12. To implement unit procedures for student evaluation of faculty teaching, with attention to preserving student anonymity;
13. To behave appropriately in dealing with students so as to maintain a scholarly atmosphere

Responsibilities of Students

1. To inform themselves of and to fulfill all requirements of the University and those of the College and Department from which they expect to receive their degree;
2. To fulfill conscientiously all assignments and requirements of their courses;
3. To attend classes regularly and punctually;
4. To maintain a scholarly, courteous demeanor in class;
5. To uphold academic honesty in all activities;
6. To notify the instructor as early as possible if prevented from keeping an appointment or carrying out an assignment;
7. To discuss with the instructor any class-related problem and follow established procedures in the resolution of these problems;
8. To adhere to the instructor's and general University policies on attendance, withdrawal, or other special procedures."

Section III: School of Social Work School of Social Work Admissions and Advising

BSW Program Admission Criteria

The School of Social Work offers the following five program options to obtain a Bachelor of Social Work degree from Wayne State University;

- BSW Main, Full-time
- BSW Main, Part-time
- BSW University Center Macomb
- Where Online Works! (WOW!)
- Schoolcraft Center hybrid program

All program options begin in the fall semester with an April 1 deadline to submit application and all required material.

To be considered for admission to the BSW Program, applicants:

- must present a minimum overall grade point average of 2.50;
- are required to have completed all program-identified social work pre-professional courses;
- must have completed a minimum of 60 undergraduate credits by the beginning of the term of admission, and
- WOW! Program Applicants are required to either own or have regular access to an updated computer system and related software and demonstrate basic technology proficiency to successfully complete the online program.

Applicants who have completed undergraduate General education requirements at institutions other than Wayne State University must submit the Application for Undergraduate Admission, along with official transcripts from all colleges or universities attended, to the Wayne State University Office of Undergraduate Admissions. Instructions for submitting the application are available [here](#).

No Academic Credit for Life and/or Work Experience

The Wayne State University School of Social Work does not give academic credit for life experience; however, your experience will help to strengthen your application.

Wait List Admissions Policy

When target enrollment capacities are reached in the BSW program, a wait list will be initiated in the school's Office of Admissions and Student Services for applicants who have met the SSW designated admissions criteria and are eligible for admission into the program of application. If or when degree program seats become available, wait list applicants will be reviewed and selected for admission.

Wait list applicants will be offered admission in order of highest reviews assigned by OASS designated reviewers. These reviews are consistent with the SSW standard admissions criteria utilized for review of all BSW and MSW degree program applications. The Office of Admissions and Student Services will then notify selected wait list applicants of the offer of admission by telephone and/or email as soon as decisions are made but no later than 30 days prior to the start of a semester.

Once wait list applicants are notified of admission, intent to enroll must be declared to the Office of Admissions and Student Services within 5 business days from the date of notification. The offer of admission may be rescinded and offered to the next qualified wait list applicant upon failure to respond to OASS within the designated time period.

[Awarding School of Social Work Scholarships and Financial Aid Policy](#)

Thanks to generous donors, many private scholarships are available on a limited basis to students enrolled in the School of Social Work.

Completed applications must be received by the School of Social Work Office of Admission and Student Services (OASS). All students will receive notification when the on-line application for SSW scholarships becomes available.

All applicants must complete a Free Application for Federal Student Aid (FAFSA) or Ontario Student Assistance Program (OSAP). The Wayne State University Financial Aid Office will verify the information. Receipt of this award is contingent upon agreement that the SSW may inform the donor of the scholarship of the student's name and selected general information regarding the student's qualifications for the award. Students must submit a copy of a thank you letter to the donor to the office of OASS and attend the annual scholarship reception. Failure to do so will result in the rescinding of the scholarship award.

[Academic Advising](#)

[Roles of Faculty Advisor, Field Instructor, Placement Assistant, and Academic Advisor](#)

An Academic Advisor is a member of the school's academic staff who advises students on academic matters, typically including course planning and registration. The advisors in the SSW are licensed masters level social workers (LMSW's). They are committed to helping students achieve their academic goals in a friendly and confidential setting. The academic advisor is the student's connection to campus resources and a valuable ally in negotiating the School of Social Work and University system.

A Field Instructor is a Masters-level Social Worker (LMSW) with 2 years post-MSW experience and is eligible for licensure in the State of Michigan or another qualified individual identified by the WSUSSW. The Field Instructor is an agency staff member, or affiliate, who supervises students at the field placement agency. The field instructor also evaluates students and provides feedback to the Faculty Field Liaison for grading.

A Faculty Field Liaison is assigned by the OFE to the agency in which a student is placed. The Faculty Field Liaison is either a full-time or a part-time faculty member who monitors and grades the student's field work performance. The Faculty Field Liaison also provides assistance and feedback to the student at the agency and mediates placement-related issues, including any issues that might occur between the student and the field instructor.

Academic Advisement Policy for Bachelors of Social Work Students

All newly admitted students to the Bachelor of Social Work (BSW) Program must make formal arrangements to complete an academic Plan of Work (POW) before the end of the first semester of enrollment in the BSW degree program.

BSW students make appointments with their advisors via advisingworks.wayne.edu.

Plan of Work

The university requires that all undergraduate students have their plan of work completed in [DegreeWorks](#). The POW serves as a written record of all completed (or remaining) pre-professional courses, co-requisites, professional courses/field work, electives, and university general education requirements. The POW will be completed in consultation with the School of Social Work Academic Services Officer (ASO) who serves as Academic Advisor to all BSW students. Upon conclusion of this session, the student is provided a copy of their POW. The POW will serve as a contract and record of requirements for the BSW degree. All BSW students are asked to update their POW at the conclusion of the junior year. During the second advising session, the student receives information on the process for applying for the degree, the MSW Advanced Standing Program, financial aid options available at the graduate level and employment opportunities for the student who wishes not to pursue graduate education.

Course Registration

To begin, go to the online WSU Class Schedule at classschedule.wayne.edu. Follow these instructions to build a wish list and register directly from the Class Schedule. For instructions, see [how to register for classes](#).

[First week priority registration](#) is determined by class standing. Class standing is based on whether you are a graduate student or for undergraduate students, the total number of completed credits you have at the time of registration. After your first day of registration, you may continue to register and adjust your schedule throughout the Priority registration period.

Registration hours are 7:00 a.m. to midnight - Monday through Saturday.

Dropping Classes

Students must drop classes via the Web by logging into [Academica](#). If a student has a hold and needs help dropping a class then they should send an e-mail request from their WSU e-mail account to registration@wayne.edu with the appropriate course information. Students may drop a class for fifteen-week classes through the end of the fourth week of class. Classes that are dropped do not appear on the transcript.

Beginning the fifth week of class students are no longer allowed to drop but must [withdraw](#) from classes. It is the student's responsibility to request the withdrawal. Failure to do so will result in a grade of F. See the [Academic Calendar](#) for specific information on when the withdrawal period ends. A [SMART Check](#) will help students understand how withdrawing from a course will have both a financial and academic impact.

Course Overrides

Students who wish to register for a course for which they are unable to register should complete the School of Social Work's [Override Request Form](#) which is available on the SSW OASS website. Email the form to the address indicated. The forms will be processed in the order in which they are received.

The Registrar's Office provides detailed information on registration policies and procedures.

Tips for Success

Successful completion of the program will be dependent on many components. The effort that students put into their education will help determine what they gain from their time at the Wayne State University School of Social Works. There are a number of steps that students can take to ensure that their time in the program is successful.

Successful Students:

- Attend class on a regular basis. Life sometimes prevents attending, but students are strongly encouraged to connect with their instructors if they need to miss a class. All classes have an attendance policy, and penalties for missed classes are spelled out in the syllabus.
- Are respectful of fellow student's world-views, ideas, and thoughts. One component of a successful learning environment is respect and understanding.
- Connect with fellow classmates. Classmates are a wealth of knowledge and support. Involvement in student organizations and attendance at school sponsored activities provides opportunities for connection.
- Proactively seek out assistance from advisors and other available resources when they are experiencing difficulties. They schedule and attend advising appointments throughout the year and make phone and email contact with their advisors as needed.
- Check their WSU email on a regular basis.

- Assume responsibility for their educational planning by making their own decisions, understanding graduation requirements, and seeking clarification on policies and procedures when needed.
- Observe standards for academic honesty. Successful students understand that plagiarism is a serious ethical violation. They cite all information whether it is quoted, paraphrased or learned from the source. Intentional or unintentional plagiarism carries heavy consequences, including termination from the program.
- Use their time in the social work program to develop professional knowledge, professional ethics, attitudes, and skills.

Academic Honesty and Plagiarism

Every year, a few students have difficulty related to plagiarism. Successful students observe standards for academic honesty and understand that plagiarism is a serious ethical violation. They cite all information whether it is quoted, paraphrased or learned from the source. Intentional or unintentional plagiarism carries heavy consequences, including termination from the program.

The Wayne State University Student Code of Conduct, Section 2.8, states that plagiarism “means to take and use another’s words or ideas as one’s own” (<https://doso.wayne.edu/pdf/student-code-of-conduct.pdf>, p. 2). The Merriman-Webster dictionary states that to plagiarize is “to steal and pass off (the ideas or words of another) as one’s own: use (another’s production) without crediting sources” (<https://www.merriam-webster.com/dictionary/plagiarize>). Plagiarism also violates the social work professional standard of integrity.

We hope that this brief guide will help all students understand that what plagiarism is and how to avoid it.

Intentional plagiarism includes directly copying another’s work (paragraphs, sentences or phrases) and not crediting the original author.

Unintentional plagiarism includes paraphrasing or summarizing another’s work and not crediting or incorrectly citing the original author. An example may be using a direct quotation and citing correctly but not using quotation marks.

Self-plagiarism, which is also a problem on campus, is using a portion or entire body of work previously submitted for one class to another class. We recommend that students seek out new topics to broaden their perspective and to avoid the temptation of using previously submitted work.

How to Avoid Plagiarism

Students can avoid plagiarism by learning how to cite properly. BSW students should own the 6th Edition Publication Manual from the American Psychological Association (APA). This book is available at all campus bookstores.

Citing properly includes knowing when and how to cite when quoting, paraphrasing, and summarizing information. Students must place quotation marks around everything that comes directly from the text. Paraphrasing is more than rearranging or replacing a few words; proper paraphrasing is an interpretation of the author's ideas in one's own words.

The SSW and the University both provide free writing assistance. Writing tutors are available at the SSW by appointment. The SSW also offers workshops on avoiding plagiarism and use of APA style. The Writing Center (313-577-2544), located inside the Undergraduate Library also has tutors and workshops available. There are also a number of free resources available online. One of the best known is the Purdue Online Writing Lab.

The School of Social Work recommends that faculty who detect student plagiarism follow the preliminary procedure for addressing plagiarism that is found in Section 10.1 (a) of the Wayne State University Student Code of Conduct. This procedure allows the professor to handle the plagiarism without filing a formal academic misconduct charge with the Dean of Students' Office. Faculty who follow this procedure must notify students in writing. Faculty can adjust the grade downward – including to a failing grade – for the test, paper, or other course-related assignment where the plagiarism occurred. Faculty may also fail the student for the entire class.

Graduation

The application deadline for [graduation](#) is no later than the end of the fifth week of classes in the term in which students expect to complete their WSU degree or WSU certificate requirements. Each application requires payment of a \$40 fee, and there is one degree or certificate per application. WSU confers degrees in winter, spring/summer and fall terms, and conducts university wide graduation ceremony each year in May and December. The previous December graduates and the current May graduates are invited to participate. Spring/summer graduates are encouraged to apply for graduation by March 1st (being mindful to apply for the proper term of spring/summer) to be invited for May commencement.

Section IV. Policies and Procedures Related to Academic and Professional Performance

This section includes important academic and professional policies and procedures that guide the school's decision making in situations where students are experiencing difficulties with academic or other program requirements. Because these policies are subject to review and update, students should consult their Academic Advisor to make sure they are using the most recently updated version of the policy.

The following policies are included in this section:

- Incomplete Grade Policy
- School of Social Work Student Program Withdrawal, Leave of Absence, and Readmission Policy and Procedures
- Policies and Procedures Relating to Academic Performance (Termination, Reinstatement, and Grade Appeals)
- Social Media Policy
- Student Professional Performance Policy

Incomplete Grade Policy

The mark of "I" (Incomplete) is given when a student has not completed all the work for a class and it is determined by the student and the course instructor that the student will be unable to complete the work prior to the date that semester course grades are due to be submitted to the university. Please note that instructors have the right to make the final decision about awarding an "Incomplete." The use of the grade of Incomplete ("I") is not routine and is limited to only those circumstances that cause disruptions that are beyond the student's control so that s/he could not complete the required course work by the end of the semester. Examples might include circumstances such as the loss of a home, job loss, documented medical/health illness, or other comparable life disruptions. Students experiencing documented medical or health concerns that cause interruptions to the ability to complete course requirements, may qualify to seek a medical withdrawal: <http://reg.wayne.edu/pdf-forms/medical.pdf>. Students are to immediately contact their assigned Academic Advisor in all instances where receiving the mark of "I" in a course seems to be a possibility.

In order to be granted a mark of "I", the course instructor and student must complete and sign a "Contract for Completion of Incomplete Form" which must include the agreed-upon assignment due date between student and faculty. This form can be downloaded at socialwork.wayne.edu. The contract for awarding an Incomplete will not be accepted by the SSW if the faculty member has not provided the student with the due date of the incomplete course work and signed the form attesting to this arrangement. The student will then submit the completed form to his/her Academic Advisor for review and approval. A copy of the completed and signed form will be given to the student for his/her personal records and a copy will be filed in the student's program file at the SSW. The instructor will then submit the mark of "I" for the student when student course grades are submitted to the university. Please note that instructors will not be compliance with this policy if the Incomplete Grade Form fails to be completed.

Because the curricula in the BSW and MSW programs include pre-and co-requisite courses that must be successfully mastered before enrolling in related courses, it is the policy of the WSU School of Social Work that marks of "Incomplete" submitted to the university at the end of a semester as a student's final course grade must be satisfied before the first day of classes of the following semester, e.g., students must submit the missing course assignments to the instructor for previous "incomplete" course work before classes begin for the subsequent semester. If incompletes are not satisfied by the date of agreement between the faculty member and student, a faculty member may award a failing grade for the course.

Alternately, students may be required to attenuate their program plan, which can only be changed with the permission of the Program Coordinator and in consultation with their SSW Academic Advisor. An electronic copy of the "Incomplete Grade Policy" will accompany the semester "End of Classes" notice sent to all faculty by the OASS office.

ALERT for Students!

Federal law determines that courses not completed with a valid completion grade have not been completed. Universities are required to review Incomplete grades (I) and make adjustments to

financial-aid awards accordingly. Federal law also requires that universities must determine when a mark of Incomplete becomes a failed class because students will be requested to return financial aid award funds for certain "non-completed" courses for each semester.

Please contact the Financial Aid Office prior to requesting an Incomplete in your courses to be fully aware of how an “Incomplete” will impact your financial aid situation.

(Revised and Approved - 4.15.13)

School of Social Work Student Program Withdrawal, Leave of Absence, and Readmission Policy and Procedures

Withdrawal

Students may withdraw from a program or course at any time in accordance with University-set deadlines. Students who must withdraw from a degree program, for any non-university determined reason, should follow the procedures outlined below in order to remain in good standing in the program.

1. Immediately consult with the student's assigned Academic Program Advisor in the Office of Admissions and Student Services (OASS) for guidance and advisement. Collaboration with the assigned Academic Advisor is strongly recommended for department specific requirements that may affect the student's withdrawing in good standing.
2. Submit a formal request for withdrawal via a Request for Modified Plan of Work form and check the "withdrawal from program" option. Receipt of the form is to be acknowledged by OASS via email to the student's WSU email address.
3. The formal request shall include:
 - a. The date of withdrawal and the reason for withdrawal.
 - b. An indicated intention to reapply to the program, if applicable.
 - c. A proposed date for reapplication to the program, if applicable.

Students not enrolled in a degree or certificate program course and/or field instruction during any given semester (fall, winter, spring/summer) without prior approval or as outlined by a program-approved Plan of Work are considered withdrawn from their respective programs.

Readmission

Withdrawn students seeking readmission must follow regular admission procedures for the School of Social Work submitting all required documentation.

Students will be re-admitted to either to a full time or part time program of study.

The assigned Academic Program Advisor will work with the student to determine the appropriate Plan of Work. Plans of Work will reflect the full time or part time student program status.

Readmitted students may be required to take additional courses or complete other academic requirements in order to be re-admitted in good standing to the degree program. At the graduate level, the university does not accept credits older than six years at the time of degree completion. Due to changes in accreditation requirements, the School of Social Work does not accept credits

for undergraduate social work courses that are older than six years at the time of degree completion.

Leave of Absence Policy and Procedures

1. Students may request one leave of absence for up to one academic year during the time they are enrolled in a degree program.
2. Students must request a Leave of Absence from the Coordinator of the degree program in which they are enrolled (B.S.W. or M.S.W.) by completing a Request for a Modified Plan of Work. The form is available via a link on the Student Services/Advising page of the SSW website or from the student's Academic Advisor.
3. To assist with the Program Coordinator's decision about granting a Leave of Absence for the student, the Coordinator shall consult with the student's classroom instructors and the student's Academic Program Advisor regarding the student's status in classroom/online and field instruction courses.
4. The Program Coordinator will make the final decision for granting or denying the Leave of Absence. Written notification of the decision is sent to the student, and copies are sent to the Director of Field Education and the Director of the Office of Admissions and Student Services. A copy is also submitted for the student's program file.
5. Students in good program standing and requesting a Leave of Absence for medical reasons are instructed to meet with the assigned Academic Advisor for guidance and advising and for assistance in requesting a medical withdrawal from the university, where indicated.
6. Students granted a medical withdrawal from the university will subsequently receive a Leave of Absence from the School of Social Work and the respective degree program. All other students who are granted a Leave of Absence must officially withdraw from classroom/online and field instruction courses. It is the student's responsibility to notify the SSW if they are granted a medical withdrawal from the university.
7. Whenever applicable, returning students are required to have satisfied or must satisfy all requirements for previous courses in which they were enrolled.
8. Prior to return to the program, the student will meet with his/her assigned Academic Advisor to prepare an updated Plan of Work. The Plan of Work will be based on the semester in the academic year when the student returns, the student's previous progress in the program and the proposed program completion date.
9. When deemed necessary, and in collaboration with the student's Academic Advisor and the Field Director, the Program Coordinator may request that returning students complete additional courses, re-take courses, and/or meet other academic requirements to remain in good program standing. The student's academic records may be referred to the Student

Academic Review Committee for further deliberation and decision-making about additional academic requirements.

10. The student's academic Plan of Work must be completed in time for the returning student to register for the courses required to re-enter his/her degree program at the beginning of the designated semester.
11. At the end of each academic year, Program Coordinators will submit a report to the Associate Dean for Academic Affairs indicating the number of requests for Leaves of Absence and the corresponding decisions.

Approved: May 5, 1988;
Revised 9/1/16
Last revised 1/9/2018

Policies and Procedures Related to Academic Performance

Assessment of Student Academic Performance

School of Social Work faculty members are assigned official responsibility for unbiased assessment of the academic progress of students enrolled in the B.S.W., M.S.W., PhD, and Certificate programs. Guidelines for student assessment are required to be published in course syllabi for each assigned course.

Student academic assessment includes instructional oversight for the School of Social Work and Wayne State University's academic educational standards. The central function of Social Work student assessment is the evaluation of student progress with course assignments and related course grading, both substantive measures of overall student mastery of course content leading to learning outcomes that demonstrate student competency.

Decisions of unsatisfactory progress may be based on inadequacy in performance in class, in field internships and/or by the overall assessment of a suitability and fitness for the Social Work profession. Wayne State University and the School of Social Work are committed to fairness of assessment based on academic policies and procedures that respect and support student-centeredness and due process approaches in the learning environment. To support this philosophy, the School of Social Work specifies policies and related procedures for the following processes: (1) Academic Termination, (2) Grade Appeals Policy and (3) Reinstatement Policy. These policies and procedures are intentionally designed to ensure fair, reasonable and educationally sound options for students to address problematic academic situations while sustaining program quality and best practices outcomes.

The School of Social Work Student Academic Review Committee reviews petitions for reinstatement into the BSW, MSW, and graduate certificate programs after termination. At the request of the Dean of the School of Social Work, the committee may review requests related to grade appeals, including those that result in termination.

Students are strongly encouraged to familiarize themselves with the academic policies that guide program enrollment. The School of Social Work academic advisors are available to assist students with clarification of policies.

Students are advised of their access to the university ombudsperson at any point in the termination, grade appeal, and reinstatement process.

Academic Termination Policies

Undergraduate Program

Undergraduate (BSW) students in the School of Social Work are required to achieve and maintain a minimum grade point average of 2.0 during the junior and senior years, respectively. A student who does not maintain the minimum grade point average will be given an academic warning at the end of the semester in which the grade point average falls below 2.0, or if the student receives a grade of “D+” in a professional curriculum (classroom/online) course.

A student will be terminated from the BSW program if one or more of the following conditions occur:

1. The student receives a grade of “F” in a professional curriculum (classroom/online) course or a mark of “U” in a field instruction course.
2. The student receives two (2) grades of “D+” or below in a professional curriculum (classroom/online) course.
3. The student receives two (2) marks of “M” (Marginal Pass) in a field instruction course.
4. The student receives the combination of a grade of “D+” or below in a professional curriculum (classroom/online) course and a mark of “M” (Marginal Pass) in a field instruction course.
5. The student’s grade point average is below a 2.0 after two semesters (The required minimum grade point average of 2.0 includes all grades in professional and general education courses, including co-requisites and elective courses).
6. The student receives a mark of “WN”, “WP”, or “WF” in a course in the professional curriculum (classroom/online) or field instruction/field work without approval of the assigned Academic Advisor or BSW Program Coordinator.

Graduate Programs

Graduate students in the School of Social Work are required to achieve and maintain a minimum grade point average of 3.0. A student who does not maintain the minimum grade point average will be given an academic warning at the end of the semester in which the grade point average falls below 3.0, or if the student receives a grade of “B-” or “M” in a professional curriculum (classroom/online) course or field instruction.

A student will be terminated from the graduate program if one or more of the following conditions occur:

1. The student receives a grade of “B minus” and below in three professional curriculum (classroom/online) courses.
2. The student receives two (2) marks of “M” in field instruction courses.
3. The student receives a combination of a grade of “B minus” and below in two (2) professional curriculum (classroom/online) courses and one (1) mark of “M” in a field instruction course.
4. The student receives a grade of “F” in a professional curriculum (classroom/online) course or a mark of “U” in a field instruction course.
5. The student receives a mark of “WN”, “WP”, or “WF” in a course in the professional curriculum (classroom/online) or field instruction/field work without approval of the assigned Academic Advisor or MSW Program Coordinator.

According to the WSU Graduate Bulletin, “Grades below ‘B’ constitute valid cause for dropping a student from a program at the department or program’s discretion.”

(<http://bulletins.wayne.edu/graduate/general-information/records-and-registration/>)

Student Responsibilities after Termination

If any of the above listed circumstances occur, it is the student’s responsibility to immediately withdraw from all social work classroom, online and/or field instruction courses. Students may not attend social work classes or field instruction courses while terminated from the School of Social Work.

If students do not officially withdraw from all classes and field, there may be liability for additional university tuition and fees. Students can find information on the course withdrawal process and how to avoid additional fee charges at the Registrar’s web page:

(<http://reg.wayne.edu/students/registration-calendar.php>).

Students are urged to immediately contact the assigned Academic Advisor to seek guidance about next steps.

Grade Appeal Policy and Procedures

Grade Review Policy

It is the instructor's responsibility to evaluate student work using his/her professional academic judgment based on the course grading criteria and procedures published in the course syllabus in the section for Grading and Assignments.

Grounds for appeal of course grades are:

1. Application of non-academic criteria in the grading process, as listed in the university's non-discrimination/affirmative action policy: race, color, sex (including gender identity), national origin, religion, age, sexual orientation, familial status, marital status, height, weight, disability, or veteran status;
2. Sexual harassment or discrimination;
3. Evaluation of student work by criteria not directly reflective of performance related to course requirements.

Grade Appeal Request Procedures

Within thirty (30) days following official notification of grades through the university Academics system for the term in which the disputed grade was awarded the student is to submit a letter petitioning the instructor for reconsideration of a change in grade, along with any documentation that supports the student's request. The letter to the instructor should include:

- A. A statement identifying the grade the student believes he/she has earned in the course,
- B. A precise statement of the details that constitute the objections to the course grade awarded, along with any supporting documentation for the appeal. The student's objections to the course grade must be consistent with the grounds for appeal of grades as outlined in the Grade Review Policy.

The course instructor shall provide a written and dated response to the student's petition for the grade change within 10 business days. The instructor's response to the student should address each of the student's objections to the course grade.

If the dispute remains unresolved or in instances where the university schedule or other circumstances occur so that faculty members may be unavailable to participate in the Grade Review discussion, the student is to complete, sign, date and submit the Request for Grade Appeal Form and Petition Letter to the Dean of the SSW within 10 business days of receiving the instructor's response. Submission of this form serves as the official request to the WSU School of Social Work for the appeal of a course grade. The Petition Letter should include:

- A. The grade the student believes he/she earned in the course,
- B. The details of the student's objections to the grade awarded,
- C. Any supporting documentation, which must include the letter from the course instructor denying reconsideration of the student's petition for a grade change.

The final decision for granting the appeal of the grade rests with the Dean of the SSW. When deemed appropriate, the Dean may refer the appeal to the Student Academic Review Committee for resolution. Students and the course instructor will be notified of the decision within 30 business days after the Dean receives the request. The Dean's decision shall be the final decision of record at the college level.

University Level Academic Appeals Procedure

Grade Appeals

When the appeal procedures within the School have been exhausted, per the University Academic policy (<https://provost.wayne.edu/academic-policy>), the student may request a Provost Review within 30 days of the decision. The request should be addressed to Dr. R. Darin Ellis, Associate Provost for Academic Programs and sent electronically to ag6461@wayne.edu. For assistance with the appeal process, the student may contact the Ombudsperson Laura Birnie-Lindemann at ombudsoffice@wayne.edu.

Postponement

If an unresolved disputed grade, based on student extenuating circumstances, results in termination of the student from a program, the student may request the University Provost to review the school's decision of record. The student must make a written Request for a Provost Review with a copy to the Dean of the School of Social Work within 7 days from the notification of termination from the social work program. The student may also file with the Provost a Request for a Postponement of the effect of the School's final decision. If granted, a postponement permits the student to continue in his/her degree program until the grade dispute has been resolved through the University's Grade Appeal process. Students may be liable for university tuition and fees if the grade is upheld. Request for a Provost Review should outline any additional arguments the student wishes to be taken into consideration by the Provost's review. Procedures for requesting a Provost review are published in the Undergraduate and Graduate University Bulletins.

Reinstatement Policy and Procedures

Reinstatement Policy

Students who have received a Letter of Termination from the WSU SSW BSW, MSW or a Certificate Program may formally request to be reinstated into the program within one academic year following the date of termination from a social work program. If reinstated, students may resume their studies a minimum of two academic semesters following the semester of their termination. Students who wish to request reinstatement should adhere to the submission deadlines set forth in the reinstatement procedures.

The Request for Reinstatement Form and the Petition Letter are submitted together to the Dean of the School of Social Work. The Dean will forward all reinstatement requests to the Student Academic Review Committee for review and recommendations. Please note that submission does not guarantee reinstatement.

Reinstatement Procedures

Students must consult with the Academic Advisor for additional information before submitting a request. Students must complete and sign the Request for Reinstatement Form; write a Petition

Letter that will serve as the formal request to the WSU SSW for reinstatement; and submit required and supplemental documents to the Dean of the School of Social Work. The Petition Letter should specifically address each of the following:

- Provide an explicit statement of the extenuating circumstances that led to termination from the program including any supplemental/supporting documentation.
- Provide an explanation of how you have addressed the problem areas or academic deficiencies that resulted in termination. Include any supporting documentation.
- Provide a detailed plan for continued remediation of the circumstances or problem-solving of the circumstances which led to termination, if granted reinstatement into the program.

Students requesting reinstatement should submit the completed Request for Reinstatement Form, written Petition Letter, and supporting documents to:

Dean of the School of Social Work
 c/o Marilyn Knall
 5447 Woodward
 Detroit, MI 48202

Table I - Submission Dates to Request Reinstatement to the Social Work Program

| Semester Termination Occurred | Deadline to Submit a Request for Reinstatement* | Semester that Reinstated Students Will Return |
|-------------------------------|---|---|
| Fall term | April 1 st of the following year | Fall term the following year |
| Winter term | September 1 st of the following year | Winter term the following year |
| Spring/Summer term | January 2 nd of the following year | Spring/Summer term the following year |

*Students will receive notice of decision within 60 days after submission deadline.

Student Academic Review Committee

The Student Academic Review Committee may request additional relevant written data, opinions, recommendations and/or evaluations from any appropriate sources determined to assist in decision-making.

Committee deliberations are confidential. When the committee has reached a decision, it will transmit its advisory written recommendations to the Dean, normally within a period of five (5) business days unless there is an inability to obtain suitable material for review. The Committee, however, will make all efforts to obtain all needed materials to inform its decision-making for the review process within the designated time frame.

The Committee Chair shall submit the Committee's recommendation (s) to the Dean. The Dean shall receive and review the Committee's official report and notify the student within 30 calendar days of the decision about the student's request for reinstatement.

The Student Academic Review Committee Co-Chair shall maintain accurate and complete documentation of all Committee proceedings of record. All documents related to student requests for reinstatement proceedings and decision outcomes will be filed in the SSW official student program files.

Exception Rule

If the student whose performance has resulted in termination believes that there are extenuating circumstances that may justify early consideration for reinstatement, the student may request in writing, within 30 days of notification of termination, an exception, to the Dean, to consider these circumstances. In such cases, however, the student is not eligible for reinstatement for at least one (1) semester following termination.

Other than situations of extenuating circumstances where the final determination shall be made by the Dean of the SSW, it is the SSW policy that no additional exceptions will be considered for the published due dates for submission for a Request for Reinstatement.

Students (1) who do not request reinstatement within the time limits stated in this document, or (2), who are not reinstated by the Dean following termination from a social work program, must reapply for admission to the School of Social Work. For readmission, regular SSW admissions policy and procedures must be followed. Students requesting readmission may not be readmitted to a social work program for a period of at least two (2) years. Students terminated from a SSW program, if eligible, are not restricted from applying to other university programs or enrolling in courses in other WSU programs. The termination status applies only to programs and courses in the School of Social Work. Students wishing to re-apply for admission are advised to seek guidance from the program Academic Advisor for assistance and/or further clarification.

Revised January 17, 2018

Social Media Policy

The School of Social Work (SSW) encourages the use of communication technologies and social media, including, but not limited to Facebook, Twitter, YouTube, faculty rating sites, blogs, texts, video messaging, instant messaging, picture sharing, interactive websites, and others forms of communication to enhance the exchange of professional and educational ideas within the broader social work educational community. This Policy is intended to provide general expectations and guidelines to SSW faculty, staff, and students aimed at encouraging civility and respect for others while engaging in ethical and responsible social media and Internet use. Moreover, where possible, this Policy serves to bring awareness to privacy and confidentiality challenges associated with the use of social media and Internet-based communication among and between SSW students, faculty, staff, and the School's external constituents.

Policy Expectations

Copyrights. Internet posts may not include Wayne State University or School of Social Work logos, trademarks, or related representations unless granted permission in writing from the Office of the Dean, or designee, in the School of Social Work.

Judiciousness. Privacy and confidentiality rights of others may not be violated (including, but not limited to, classmates, faculty, field instructors, colleagues, family members, friends, acquaintances, and/or clients). Ask permission if you plan to share conversations or events that carried an expectation of privacy. What you decide to post is accessible to the masses, so carefully consider your content before posting.

Responsibility. Post and practice within your area(s) of expertise, others will read/listen to your content and many will trust that you know what you are sharing. Do not misrepresent or present as an expert on a topic if you are not skilled/trained in the area. Whatever you post will be attributed to you and your reputation.

Errors/Mistakes. If you make an error, it is important to correct any misinformation as posts in cyberspace can be accessible for a very long time. If you are planning to post an item that gives you pause, do not post it. If you are unsure, gather additional research and discuss it with a trusted colleague.

Respect. Be respectful of the differences of others, including age, race/ethnicity, culture, gender, religion, sexual orientation, and/or disability. Pay close attention to the NASW Code of Ethics 1.07 Privacy and Confidentiality which states the following:

Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties using computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

Approved: 4/13/13

School of Social Work Policy Regarding Student Professional Performance Standards and Procedures for Handling Violations of Professional Performance Standards

I. Introduction and Relevant Professional Standards

Every student in a program in the School of Social Work (SSW), whether at the graduate or undergraduate level, must meet the professional standards set forth by The National Association of Social Work's (NASW) Professional Code of Ethics (PCE). This Code is part of the academic requirements of each program and can be found at the following website:

<http://www.socialworkers.org/pubs/code/code.asp>.

Professional ethics are at the core of social work. The NASW PCE sets forth the values, principles, and standards for decision-making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the PCE must take into account the context in which it is being considered and the possibility of conflicts among the PCE's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social, educational and professional.

Section II below represents a summary of the core values and corresponding ethical principles and the six major categories of ethical standards presented in the PCE. All social workers and social work students should refer to the full PCE for detailed descriptions and explanation.

In addition to meeting the professional standards set forth in the PCE, students enrolled in the SSW must also adhere to standards for admission to the programs of the SSW and to the professional standards specified in the Field Manual.

For admission to the program, students are required to disclose any criminal history when they apply to the program and are required to report additional criminal violations that occur while they are enrolled in the school.

The Field Manual describes professional standards that all students enrolled in field are expected to meet. The professional standards include integrity, exercise of professional judgment in communication, dress appropriate to the field setting, maintaining confidentiality, meeting attendance requirements, actively engaging in the field placement, and demonstration of self-awareness and self-regulation. Students should consult the field manual for complete descriptions of these standards.

For purposes of this Policy and Procedures for Handling Violations, both the PCE and the SSW's admissions standards and Field Manual professional standards will be collectively referred to herein as "Professionalism Standards".

II. Relevant Ethical Values, Principles, and Standards

The ethical values and corresponding principles that are relevant to the professional activities of all social workers include, but are not limited to, the following:

- Value: Service
- Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.
- Value: Social Justice
- Ethical Principle: Social workers challenge social injustice.
- Value: Dignity and Worth of the Person
- Ethical Principle: Social workers respect the inherent dignity and worth of the person.
- Value: Importance of Human Relationships
- Ethical Principle: Social workers recognize the central importance of human relationships.
- Value: Integrity
- Ethical Principle: Social workers behave in a trustworthy manner
- Value: Competence
- Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

The ethical standards that are relevant to the professional activities of all social workers include, but are not limited to, the following:

Social Workers' Ethical Responsibilities to Clients

- Commitment to clients: Social workers' primary responsibility is to promote the well-being of clients.
- Self-Determination: Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals.
- Informed Consent: Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent.
- Competence: Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- Cultural Competence and Social Diversity: Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures and should be sensitive to differences among people and cultural groups.
- Conflicts of Interest: Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.

- **Privacy and Confidentiality:** Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- **Access to Records:** Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records.
- **Sexual Relationships:** Social workers should under no circumstances engage in sexual activities or sexual contact with current clients. Nor should they engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship
- **Physical Contact:** Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients).
- **Sexual Harassment:** Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
- **Derogatory Language:** Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.
- **Payment for Services:** When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
- **Clients Who Lack Decision-Making Capacity:** When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

Social Workers' Ethical Responsibilities to Colleagues

These responsibilities include treating colleagues with respect, and appropriately handling confidential information about clients that is shared with colleagues. Social workers also must uphold ethical standards related to interdisciplinary collaboration and handling disputes involving colleagues. Social workers must consult with colleagues when necessary to uphold the best interests of clients, and make referrals that include an orderly transfer of responsibility when

necessary. Social workers in a supervisory role should not engage in sexual activity or contact with supervisees. They should avoid engaging in sexual relationships with colleagues where there is a potential for conflict of interest. Social workers should not sexually harass their supervisees, students, trainees, or colleagues.

Social workers also have responsibility to act if they are knowledgeable about impairment, incompetence, or unethical conduct of their colleagues, first by addressing the issue with the colleague. If not addressed, they should take action through appropriate channels (e.g., licensing and regulatory bodies) to address the impairment, incompetence, or unethical conduct.

Social Workers' Ethical Responsibilities to Practice Settings

These responsibilities include standards relevant to the social workers' obligation to their place of employment. The ethical standards address social workers' provision of supervision and their obligations when they serve in an educational role such as field instruction. They also address the obligation to fair performance evaluation, accurate and timely documentation that is safeguarded with respect to confidentiality, and accurate billing practices. Ethical standards addressing client transfer, agency administration, and provision of continuing education at agencies are also included. This section also describes ethical standards related to commitments to employers or employing organizations while at the same time taking reasonable steps to ensure that practices are consistent with the PCE and that employing organizations uphold the PCE.

Social Workers' Ethical Responsibilities as Professionals

Among the important ethical responsibilities as professionals are a commitment to practice with competence and to base practice on recognized professional knowledge. Social workers must practice without discrimination. The standard on social worker impairment spells out the responsibility to address personal problems such as legal issues, substance abuse, or mental health so that they will not interfere with professional judgement or jeopardize clients.

Social Workers' Ethical Responsibilities to the Social Work Profession

Social workers should work toward maintaining the integrity of the social work profession and engage in research and evaluation in an ethically responsible manner to enhance the knowledge base of the profession.

Social Workers' Ethical Responsibilities to the Broader Society

These responsibilities include promoting the general welfare of society and the development of people, their communities, and their environments. Social workers should facilitate participation of the public in shaping social policy, provide services during public administration. They should engage in social and political action that will enhance access to resources, expand choice and opportunity, increase respect for cultural and social diversity, and work toward elimination of oppression and discrimination.

More detailed explanations of these standards are available to students in the PCE.

III. Professional Development Is Part of the Academic Requirements of all SSW Programs

Since the Professionalism Standards articulated herein are part of the academic development of a student in the SSW, responsibility for determining whether a particular student has developed the necessary Professionalism Standards during his/her academic education falls within the autonomous, academic decision-making of the SSW faculty.

Consistent with this principle, issues as to whether a particular student has violated the Professionalism Standards during his/her academic education also falls within the autonomous, academic decision-making of the SSW faculty.

A. Intersection with WSU's Student Code of Conduct

It is important to note here that some of the values, principles and standards set forth in the Professionalism Standards, if violated, may also fall within the provisions of the University's Student Code of Conduct (SCOC), which can be accessed at:

<http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf>

The SCOC is the university's code governing student behavior. It is the officially-adopted Board of Governors document that applies to all schools and colleges of the university. One purpose of the SCOC is to "provide a framework for the imposition of discipline in the university setting". The Code gives general notice of prohibited conduct and of the sanctions to be imposed if such conduct occurs in the university setting.

Section 10.1A and Section 10.1B of the SCOC describe procedures for academic misbehavior as defined under Section 2.1 of the Code. This includes cheating, fabrication, plagiarism, academic obstruction, enlisting the assistance of a substitute in the taking of examinations, and violation of course rules as contained in the course syllabus or other written information provided to the student.

Under Section 10.1A, when a faculty member is persuaded that academic misbehavior has occurred, the faculty member may, without filing a charge, adjust the grade downward... In implementing this section of the Code, the faculty member must follow the procedures set forth in this section, which provide proper notice to the student and an opportunity to appeal the downgrade.

In addition, the SCOC delineates both academic and non-academic misbehavior, as described in Section 4.0, for which students may be sanctioned if found in violation of the Code. Any misbehavior delineated under Section 4.0 of the Code should be processed through the SCOC by the filing of a charge with the Student Conduct Officer (SCO).

The SCOC does not specifically address the various values, principles and standards that are established by the SSW Professionalism Standards as described above, all of which apply to the academic development of students in the SSW.

Therefore, any conduct that falls within the Professionalism Standards as discussed in Sections I and II above, shall be handled exclusively by the Professional Performance Review Committee (PPRC), which is described in Section B below, and shall be handled pursuant to the procedures established in Section V below.

B. Professional Performance Review Committee (PPRC)

CSWE accreditation standards require that social work programs address violations of social work professional performance ethical standards. For this purpose, the SSW has established a Professional Performance Review Committee (PPRC) which consists of:

1. the Associate Dean for Academic Affairs (ADAA), as Chair, (in consultation with the SSW Dean),
2. the Director of the Field Education (DFE) or Assistant Director (determined by the status of the student involved with unprofessional behavior),
3. the BSW or MSW Program Coordinators (determined by the status of the student involved with unprofessional behavior),
4. the SSW Staff member who serves as Assistant to the Associate Dean (as a non-voting member),
5. a student member, who will have an advisory vote only.

The PPRC, in consultation with the SSW Dean, is: a) the decision-making body for the SSW with regard to issues of Professionalism Standards for all students in the SSW; b) responsible for promoting the development of these Professionalism Standards within the SSW; and c) responsible for monitoring these Professionalism Standards for all students in the SSW.

The PPRC has the authority to address all student professionalism issues that fall within the Professionalism Standards without referring the matter to the University's Student Conduct Office (SCO). The PPRC has the authority to engage in fact finding, decide whether a violation has occurred, and to recommend to the Dean of the SSW sanctions and consequences that include termination from the program.

In each case where the PPRC has rendered a final determination, a copy of that final determination, along with a copy of the notification provided to the student regarding the final determination, shall be sent to the SCO as the central repository of all student conduct records.

IV. Reports of Unprofessional Behavior

Any person may file a report of unprofessional behavior where he/she believes a social work student has violated any of the Professionalism Standards.

A. Contents of Written Reports of Unprofessional Behavior

All written reports of unprofessional behavior must contain the following information:

1. Name of the student being reported as unprofessional.
2. Reporting party and relationship to the student.
3. Date and location of the incident(s).
4. A description of the unprofessional behavior(s) and the relevant Professionalism Standard(s) involved.
5. Names and contact information of individuals who can provide supporting information.
6. Name and contact information of any student who was accessory or witness to the unprofessional behavior(s).
7. Documentation of any communication with the reported student(s). This includes but is not limited to e-mails and meeting notes.
8. Any supporting documentation pertinent to the unprofessional behavior(s).

The report must be made within a reasonable time after the alleged unprofessional behavior has occurred or within a reasonable time after the reporting individual learns of the unprofessional behavior.

B. Reports from A Field Agency Supervisor

Where a Field Instructor (Agency-based Supervisor) (who is not a WSU employee) makes a verbal and/or written complaint/report regarding the alleged unprofessional behavior of a student under his/her supervision, to the Faculty Field Liaison (FFL), the FFL is responsible for the following:

1. Obtaining a written summary from the Field Instructor;
2. Informing the student of the complaint/report, meeting with the student in person to discuss the relevant Professional Standards involved, allowing the student to review the FI's written summary, and providing the student with a reasonable period of time to submit a written response from the student addressing the complaint/report; and
3. Preparing a written report of the unprofessional behavior along with the written statements and a recommendation. This report and recommendation shall be submitted to the Director of Field Education (DFE).

The DFE will then make a recommendation to the ADAA specifying one of the following options:

1. The complaint requires no additional action and is resolved. If the complaint requires no additional action and is resolved, written documentation of the complaint and its resolution will be maintained by the ADAA until said student graduates.
2. The student be given an appropriate internal sanction for the unprofessional behavior, along with a reasonable deadline for completion of the sanction. Examples of appropriate internal sanctions include writing a comprehensive literature review in the area of an ethical violation, writing a professional paper that focuses on the ethical topic from which the complaint has arisen, attending several mentoring sessions with a program administrator, etc., or presenting a workshop to a local agency on ethical responses in challenging practice situations. If the student accepts the sanction, the matter is resolved upon completion of

the sanction. Written documentation of the complaint, sanction and completion of the sanction will be maintained by the ADAA until said student graduates.

- a. If the student does not accept the sanction, or fails to complete the accepted sanction within the time provided, the matter is referred to the ADAA for a decision on a sanction. The ADAA has the discretion to consult with members of the PPRC as deemed necessary. A copy of the final resolution will be given to the DFE and maintained by the ADAA until said student graduates. The DFE shall be responsible for ensuring that the sanction is complied with and that the student is warned that any further repeat of this type of unprofessional behavior will automatically be referred to the PPRC for handling pursuant to Section V. below.
3. If it is determined that a sanction of suspension, expulsion/dismissal and/or a transcript notation may be warranted, the matter shall be referred to the PPRC and shall be handled pursuant to the provisions set forth in Section V. below.

C. Reports from Faculty Members

Faculty members may verbally report complaints to Program Coordinators or the Director of the Office of Admissions and Services for SSW (OASS) who shall prepare the report pursuant to the policies and procedures noted in Section A. above and send it to the ADAA.

The Program Coordinator and/or Director of the OASS will initially do the following:

1. Inform the student of the complaint/report;
2. Meet with the student in person to discuss the relevant Professional Standards involved,
3. Allow the student to review the written report or summary of the complaint, and
4. Provide the student with a reasonable period of time to submit a written response addressing the complaint/report.

The Program Coordinator and/or Director of OASS will then make a recommendation to the ADAA specifying one of the options listed under Section B. above (i.e., no additional action, appropriate internal sanction, or referral to PPRC).

V. Procedures for Handling Reports of Unprofessional Behavior Where the Matter Is Referred to the PPRC

In all instances where it has been determined that a sanction of suspension, expulsion/dismissal and/or a transcript notation may be warranted for the alleged unprofessional behavior, either because of the seriousness of the allegation¹ or because there have been repeated instances of

¹Exception: If the charge of unprofessional behavior involves any type of “sexual misconduct” or “sexual harassment”, the SSW must refer the matter to the SCO, who is responsible for coordinating all such matters with the University’s Title IX Coordinator or Deputy Coordinator, who are responsible for investigating all such matters regardless of whether the complainant files a formal charge.

unprofessional behavior, the student shall be notified of a hearing before the PPRC, which shall be conducted pursuant to the following procedures:

A. Procedures

1. The student shall be given written notice of the hearing date at least five (5) school days prior to the hearing.
2. The student shall have access to the case file prior to the hearing date.
3. The student and the person who made the report of unprofessional behavior (hereinafter referred to as the charging party) should both be present at the hearing. If the student fails to appear, the hearing may proceed without him/her, and if the charging party fails to appear, the hearing may proceed without him/her.
4. The Chair of the PPRC shall have the discretion to exercise control over the hearing process to avoid needless consumption of time and to prevent the harassment or intimidation of witnesses.
5. Both the student and the charging party shall have an opportunity to be heard. The student may not be required to testify against herself/himself. Both sides shall have the opportunity to call appropriate witnesses and the opportunity to question opposing witnesses.
6. Any party may bring an advisor or an attorney, provided that in order to be permitted to do so, the party must notify the Chair of the PPRC, in writing, of the name of the advisor or attorney at least 48 hours prior to the hearing. The role of the advisor or attorney during the hearing is solely to counsel and assist the party; the advisor or attorney may not participate actively in the conduct of the hearing.

If a formal charge is filed by the complainant under the SCOC, the matter will proceed under the Code to resolution, and if the student is found responsible for the charge, the Dean of Students shall formally notify the PPRC of the fact that the student was found responsible and of the sanction imposed. The PPRC has the discretion to impose additional sanctions where, in its academic judgment, the adjudicated behavior is also a serious violation of the Professionalism Standards.

If no formal charge is filed under the SCOC, upon completion of the Title IX investigation, any findings or recommendations of the Title IX investigator shall be provided to the PPRC, who then has the discretion to impose sanctions based upon its academic judgment.

7. In making its determination, the PPRC may take into consideration all relevant factors, including the nature of the alleged violation, the egregiousness of the behavior, its context and its purported intent; the student's perspective; the reporting individual's perspective; and any prior instances where the student has been found responsible for unprofessional behavior.
8. A decision by the PPRC that the charge of unprofessional behavior is sustained must be based upon a preponderance of the evidence standard. A preponderance of the evidence is that which is sufficient to convince the Committee that it is more probable than not that the student's alleged misconduct occurred.
9. Within ten (10) school days of the hearing, the PPRC shall prepare and send to the SSW Dean, its decision, including a summary of the hearing and the relevant facts upon which the decision was made. If the PPRC sustains the charge(s), it shall recommend a sanction or sanctions.

B. Sanctions

If the PPRC sustains the charge(s), the SSW Dean shall decide appropriate sanctions as specified in Section 5.0 of the SCOC. The Dean may adopt the sanctions recommended by the PPRC or may impose sanctions more or less severe than those recommended by the PPRC. The Dean shall notify the student, the charging party, and the University's SCO of the decision and the sanctions, in writing, within five (5) school days. The Dean shall also notify the student of his/her appeal rights as discussed below. In those cases, in which the nature of the sanctions requires notice to the Registrar, the SCO shall forward the dean's notice to the Registrar.

C. Appeal Rights

Where the PPRC sustains the charges and sanctions are imposed, the student may file an appeal to the Provost pursuant to the procedures set forth in Section 18.0 of the SCOC.

VI. Student Notifications

All student notifications pursuant to this policy shall be by email and by a letter delivered by the U.S. Postal Service to the student's address of record.

Revised 1/24/2017

Approved as to form:

² As noted in Section III above, in each case where the PPRC has made a final determination, a copy of that determination and any sanctions imposed by the Dean, along with a copy of the notification provided to the student, shall be sent to the SCO as the central repository of all student conduct records.

Linda M. Galante
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