# AVILA BSW STUDENT HANDBOOK

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INTRODUCTION

Welcome to the Social Work Major at Avila University. Social work is an exciting, challenging and rewarding career. Social workers collaborate with people to improve individual lives and make changes in society, working to create conditions that support the full potential of individuals, families and groups. The professional social worker is often misunderstood as someone who only “takes children away from their parents.” While child protection is one aspect of social work, the field offers diverse opportunities for careers in many other areas such as health, gerontology, mental health, corrections, disability and rehabilitation, schools, substance abuse prevention, and community action.

The Avila BSW program is fully accredited by the Council on Social Work Education. This means that the program is regularly evaluated by a national accrediting body that affirms that the Avila BSW Program’s coursework is current and thorough. The B.S.W. degree from an accredited program is increasingly a prerequisite for employment in many social service agencies, for licensure as a social work practitioner, and in gaining admittance to graduate BSW Programs. Graduation from Avila’s BSW Program has proven to be an excellent preparation for graduate study in social work.

The Social Work Major is a professional program designed to enable students to work as a beginning generalist practitioner and/or to pursue a graduate MSW program. Students can begin taking classes now, but the major requires a formal request for admission followed by a screening process. This process occurs in the fall of the junior year. The process is described more fully beginning on p. 25 of this Handbook. While the process may seem scary, the aim is to make sure this is the right choice for the student and that students have the skills needed to be successful.

PROGRAM MISSION

The Department of Social Work at Avila University “seeks to provide a values-based education, grounded in the liberal arts, preparing generalist BSW practitioners for effective social work practice and graduate studies, as well as lifelong professional and personal learning integrating knowledge, skills, and values. Informed in the Catholic tradition and in the spirit of the Sisters of St. Joseph of Carondelet, the program is dedicated to the formation of culturally competent social workers as social change agents in a global community who, through ethical practice, are committed to the well-being of self and others, engaged in the pursuit of social and economic justice, empowerment of vulnerable populations, human rights, and the advancement of social work knowledge through research and practice.”
PROGRAM VALUES

- Excellence in teaching and learning
- Importance of human relationships
- Worth, dignity and potential of each human being
- Diversity and its expression
- Service to others
- Competence and integrity
- Social and economic justice
- Lifelong learning

PROGRAM GOALS

1. To prepare students for graduate studies and as entry level generalist social work practitioners (EP 2.1.1), applying ethical (EP 2.1.2) decision-making (EP 2.1.3) based on social work values, standards, knowledge, skills, and Avila’s Catholic tradition.

2. To prepare practitioners who are grounded in evidence-informed (EP 2.1.3, EP 2.1.6) practice, to work with diverse (EP 2.1.4) individuals, families, groups, organizations, and communities (EP 2.1.10) viewing personal and social issues through global, strengths, and empowerment perspectives (EP 2.1.4, EP 2.1.9), identifying and affecting the bio-psycho-social, spiritual, and cultural functioning (EP 2.1.7) of people and their environments (EP 2.1.9).

3. To prepare students who are committed to influence social policies (EP 2.1.8), deliver effective social services, advance social and economic justice, advocate for human rights (EP 2.1.5), and engage in professional growth and lifelong learning (EP 2.1.1).

PROGRAM COMPETENCIES AND PRACTICE BEHAVIORS

The ten core competencies explicated by CSWE provide the BSW program a framework for developing our curriculum and related program activities. The competencies are utilized to measure student performance and learning outcomes. The program has specified practice behaviors to operationalize the ten core competencies that are reflected in its explicit curriculum. These measurable practice behaviors represent the social work knowledge, values, and skills students are expected to demonstrate at the entry level. The ten core competencies and corresponding practice behaviors utilized by the Social Work Program are listed below:
**EP 2.1.1** Identify as a professional social worker and conduct oneself accordingly

- 2.1.1.1 Advocate for client access to the services of social work;
- 2.1.1.2 Practice personal reflection and self-correction to assure continual professional development;
- 2.1.1.3 Attend to professional roles and boundaries;
- 2.1.1.4 Demonstrate professional demeanor in behavior, appearance and communication;
- 2.1.1.5 Engage in career-long learning; and;
- 2.1.1.6 Use supervision and consultation.

**EP 2.1.2** Apply social work ethical principles to guide professional practice.

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

**EP 2.1.3** Apply critical thinking to inform & communicate professional judgments.

- 2.1.3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge and practice wisdom;
- 2.1.3.2 Analyze models of assessment, prevention, intervention, and evaluation; and,
- 2.1.3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations and communities.

**EP 2.1.4** Engage diversity and difference in practice.

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

**EP 2.1.5** Advance human rights and social and economic justice.

- 2.1.5.1 Understand the forms and mechanisms of oppression and discrimination;
2.1.5.2 Advocate for human rights and social and economic justice; and
2.1.5.3 Engage in practices that advance social and economic justice.

**EP 2.1.6** Engage in research-informed practice and practice-informed research.

2.1.6.1 Use practice experience to inform scientific inquiry; and
2.1.6.2 Use research evidence to inform practice.

**EP 2.1.7** Apply knowledge of human behavior and the social environment.

2.1.7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
2.1.7.2 Critique and apply knowledge to understand person and environment.

**EP 2.1.8** Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

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

**EP 2.1.9** Respond to contexts that shape practice.

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

**EP 2.1.10 (a-d)** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

2.1.10(a)—Engagement

2.1.10(a).1 Substantively and affectively prepare for individuals, families, groups, organizations, and communities;
2.1.10(a).2 Use empathy and other interpersonal skills; and
2.1.10(a).3 Develop a mutually agreed-on focus of work and desired outcomes.

2.1.10(b)—Assessment

2.1.10(b).1 Collect, organize, and interpret client data;
2.1.10(b).2 Assess client strengths and limitations;
2.1.10(b).3 Develop mutually agreed-on intervention goals and objectives; and
2.1.10(b).4 Select appropriate intervention strategies.

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

2.1.10(d)—Evaluation

2.1.10(d).1 Critically analyze, monitor, and evaluate interventions.

ASSESSMENT

INTRODUCTION

The Avila BSW Program has made a commitment to achieving excellence in social work education. The faculty recognizes that this value can be demonstrated through ongoing use of effective multi-modal assessment processes. In addition, the faculty recognizes that such assessment is a continuous process, requiring skill, creativity, and dedication on the part of everyone in the Program.

The Program has developed a comprehensive assessment plan that includes activities and procedures for evaluating attainment of each program objective. There are currently fifteen objectives; thirteen geared to student outcomes, and two addressing faculty outcomes. The Assessment Plan guides the measurement of the Program’s ability to meet all of these objectives. The annual collection of data and analysis of this data result in Program viability and effectiveness by identifying potential areas for growth and improvement, as well as affirming strengths.

BSW PROGRAM ASSESSMENT PLAN

Components

The current Assessment Plan contains two distinct components:

1. Assessment of Objective Attainment
2. Constituency Input

Constituency Input

Assessment activities with the BSW Program Advisory Board, current social work students, Field students and Student Task Forces all utilize collaborative relationships between faculty and constituency groups to provide formative data meaningful to program affirmation and continuous improvement.

Assessment of Objective Attainment
Currently Program goals have at least two objectives with at least one performance indicator attached to each objective. There are a total of 15 objectives (two are Faculty objectives) and 50 performance indicators. Performance indicators contain measurable criteria in the form of knowledge, skills or values related to attainment of the objective. These criteria can be readily observed or assessed by the various assessment activities.

Goals, objectives and performance indicators are distributed to students in course syllabi at the beginning of each semester (August and January). They are also distributed in the Student Handbook, the Field Learning Contract and are available on the Social Work web page. Benchmarks are established for each assessment activity. Usually one benchmark is used for an assessment activity, but on occasion, more than one is established. Faculty have agreed to establish benchmarks based on developmental learning criteria and agreed-upon program standards.

The faculty chose an assessment design with *multiple measures for each objective* in order for results to be interpreted more reliably, given a small student enrollment. The end result is a set of complementary assessment activities that is organized to look at student achievement of the thirteen specific Program objectives from several perspectives; ultimately bringing more clarity to conclusions drawn from data collected.

**DATA**

The plan results in three types of data:

**Data from course embedded activities**

A variety of course embedded Key Assignments make up the heart of the current Assessment Plan. Key Assignments are specific assessment activities or measurement tools linked to the performance indicators. Other assignments exist in social work courses, but the Key Assignments are used as a central element in the Assessment Plan to measure achievement of the performance indicators.

**Data from content/skill specific exams/inventories evaluated with university or national comparison group data**

The BEAP Values Inventory assesses a student’s identification with the values of the social work profession, specifically Confidentiality, Self Determination and Social Justice.

The university’s own Educational Outcome Assessment Committee (EOAC) Writing Assessment was added to the Social Work Assessment Plan to measure performance indicator 1.6.4 (written communication). Faculty chose to include the EOAC assessment activity in the Social Work Assessment Plan because it utilizes non-social work faculty, multiple trained raters for inter-rater reliability, and offers a university-wide comparison group.
The Area Concentration Achievement Test (ACAT) was added to the Social Work plan to measure objectives connected to CSWE Educational Policy content areas. The ACAT is a higher education outcomes assessment with curriculum specific feedback. ACAT results reflect the integration of the content component of disciplinary major, providing information for individual, programmatic and curricular evaluation.

Data from external raters in social service settings

The faculty is excited to utilize the “outside of the classroom” opportunity provided by field instructors’ evaluation of student competencies. The Mini Agency Evaluation Tool and the Field Evaluation Tool provide students four refreshing and real-to-life assessment activities. At least three social workers, other than their instructors, rate student performance on the indicators. These additional ratings deepen student comprehension of the importance of their competency in these areas, motivating them to improve weak areas prior to graduation. This measure also provides faculty with valuable feedback from outside of the classroom, and in a setting critical to students’ ultimate success.

Table A provides an overview of the Objective Attainment component of the Assessment Plan.

TABLE A: Objective Attainment Assessment Activities

<table>
<thead>
<tr>
<th>Modes of Assessment</th>
<th>What Is Evaluated</th>
<th>Assessment Activity</th>
<th>Time Frame</th>
<th>Who Evaluates</th>
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<tr>
<td>Multiple embedded measures linked vertically and horizontally in the curriculum</td>
<td>All Performance Indicators for Objectives</td>
<td>Course Embedded Key Assignments constructed by faculty</td>
<td>Ongoing in all social work major courses</td>
<td>All Social Work Faculty; sometimes student self-evaluation</td>
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<tr>
<td>Skill/Content Exams/Inventories with university or national comparison group data</td>
<td>Performance Indicator 1.2.2</td>
<td>BEAP Values Inventory</td>
<td>Each August in HBSE I course; Each March in Capstone Seminar.</td>
<td>Standardized Values Inventory scored by national company offering comparison to national group scores</td>
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<td></td>
<td>Performance Indicator 1.6.4</td>
<td>EOAC Writing Assessment</td>
<td>Each August in 1st year seminar class; In the Spring each year in Senior Capstone Seminar</td>
<td>University Educational Outcome Assessment Committee non-social work members</td>
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<td>External raters</td>
<td>All Program</td>
<td>Field Evaluation</td>
<td>December each</td>
<td>Field Instructor and</td>
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<th>assess performance in social work agency context</th>
<th>Objectives are evaluated by the Field Tool. The Mini Agency Evaluation Tool measures Performance Indicators 1.2.3,1.3.1, 1.3.7,1.7.1, 2.1.2, 4.2.2</th>
<th>Tools</th>
<th>year in Field Instruction I course; April each year in Field Instruction II course.</th>
<th>Field Students</th>
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<td><strong>External raters assess professional conduct, adherence to social work values.</strong></td>
<td>The Mini Agency Evaluation Tool measures Performance Indicators 1.2.3,1.3.1, 1.3.7,1.7.1, 2.1.2, 4.2.2</td>
<td><strong>Mini Agency Evaluation Tools</strong></td>
<td>In Mini Agency Experience course during fall and spring semesters.</td>
<td>Agency Supervisors and Mini Agency Students</td>
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**ASSESSMENT PLAN INFRASTRUCTURE**

**BSW Program Assessment Plan Committee**

The Program Director and the other full time faculty member currently share overall responsibility for developing, guiding, and updating the ongoing assessment process. They serve as the Program Assessment Plan Committee.

**Role of Adjunct Faculty Members**

Adjunct faculty meet regularly with the Program Director during semesters they are teaching courses, and twice a year in a meeting with full-time faculty to review and discuss assessment results.

**Role of Advisory Board**

The Advisory Board serves in an advisory capacity related to the Assessment Plan design and implementation, offering input similar to adjunct faculty about objectives, performance indicators and curriculum content. Most members are current social service practitioners or junior college human service instructors. In addition, they supply an accountability checkpoint for the program, asking questions when results indicate areas of concern and providing kudos when strengths are affirmed.

**Role of Program Students**
Informal feedback is sometimes sought (or spontaneously given) from students as new assessment activities are introduced in the classroom. In addition, students provide input on curriculum and assessment gaps and unplanned duplication of instruction material.

**Role of Committee Advisors and University Assessment Committees**

The Assessment Coordinating Council is a university-wide committee that oversees the campus assessment plans and approves new assessment instruments being used for any campus evaluations. The EOAC (Educational Outcomes Assessment Committee) is a faculty committee that works to collect assessment information on the undergraduate core courses. They also assist faculty in learning about assessment and supply a packet of supplemental materials about grading and evaluation to each faculty member.

**TIMELINE OF ASSESSMENT TASKS AND REVIEW PERIODS**

The Assessment Plan timeline is ongoing and circular. There really is no start or stop point in the system. Results, analysis and conclusions are reviewed by faculty and the Program Director after each semester and by the Advisory Board, Administration and students on an annual basis. Changes in all program aspects are ongoing and result from data analysis and conclusions, as well as constituency input. Currently, the effectiveness of the plan is looked at by faculty, the Program Director, the Advisory Board, The Assessment Plan Committee and Advisors, and the Avila Administration on an annual basis. Changes in the assessment plan itself result from data analysis and conclusions, as well as constituency input.

**DATA ANALYSIS**

The steps of data analysis regarding attainment of objectives involves the following:

1. Data is collected for each assessment activity, compiled and submitted to the Program Director for computation.

2. Results are compared to the benchmark established for the specified assessment activity.

3. A conclusion about the achievement of a specific performance indicator is drawn based on the achievement of the benchmark(s) specific to that performance indicator. Faculty review these conclusions, and as a result affirm strengths and make recommendations for specific improvements in that area of the curriculum.

4. For further clarity about the attainment of the objective, Key Assignment attainment data is aggregated under each performance indicator.

   (a) A program benchmark is established to evaluate the attainment of performance indicators based on aggregated Key Assignment data. The benchmark for this step in the analysis is “A specific performance indicator is considered to be attained if 80% of the Key Assignments linked to it have achieved their benchmarks.”
(b) Following that computation, the rate of Key Assignment attainment for each performance indicator for an objective is evaluated against a second benchmark “A specific objective is considered to be attained if 80% of the performance indicators linked to that objective have achieved the attainment rate of 80% or above.”

(5) To complete the multi-modal assessment, once all data in each category of measurement has been evaluated independently, further review involves comparing achievement results from different types of measures. Conclusions about overall achievement of each objective are drawn based on a review of an overall attainment rate of benchmarks in each measurement category related to the objective. Confidence in results of particular measures is also considered. Tools with mixed or low confidence are reviewed carefully when factored into the overall attainment conclusion. Future efforts involve strengthening all tools so that each has the faculty’s full confidence.

CONTINUOUS IMPROVEMENT

Once data has been analyzed and conclusions drawn, areas for improvement are identified and plans are made to implement these changes to strengthen the program and its effectiveness at attaining objectives. Faculty meet individually with the Program Director to identify course changes. In addition faculty meet twice per academic year to discuss assessment results and plan for changes as a result of assessment conclusions. Faculty also review and affirm areas of strength and discuss how these areas can be further strengthened.

PUBLICATION OF ASSESSMENT RESULTS AND IMPACT

An annual report is written in June, after the academic year’s data has been compiled, analyzed, reviewed and conclusions have been made. This involves both affirmation of strengths and plans for changes. A full report, including all of the data from each assessment activity is distributed to faculty. A Summary Report is also condensed and distributed, making the information more manageable for most constituency groups. Copies of the annual Summary Report are distributed to the Advisory Board, students at their SSWA meeting, the EOAC committee and Academic Affairs office. Anyone interested can also access either report by request from the Program Director.

PROGRAM HISTORY

The Avila BSW Program was begun in the 1971-72 academic year as part of a regional consortium of university BSW Programs. The consortium consisted of schools in Missouri, Kansas and Iowa. In 1972-73 the consortium submitted an application to the Council on Social Work Education (CSWE) for approval status for the program. CSWE granted approval retroactively to the 1972-73 academic year.

Avila withdrew from the consortium after the 1973-1974 academic year and became an independent program. In 1974 the National Commission on Accrediting and the United States Office of Education granted authority to the Council on Social Work Education (CSWE) to accredit baccalaureate BSW Programs. Membership and staff for CSWE is
drawn from faculty, education programs and practitioners. Avila submitted an application immediately and was among the first group of BSW programs to be accredited. Accredited status was retroactive to the beginning of the academic year 1974-75. Being accredited by this body, means that the program is regularly reviewed and meets the highest standards in social work education. Avila BSW Program has maintained its accredited status continuously since its initial accreditation. Accreditation status is reviewed every seven or eight years. Avila’s program will be reviewed in Spring, 2014.

**PROGRAM PHILOSOPHY**

The Avila BSW Program is organized around strengths, empowerment and ecosystem perspectives. The strengths, empowerment, feminist and ecosystems perspectives help students learn to work in a collaborative and holistic fashion with client systems at the micro, mezzo and macro levels. These perspectives help students both in identifying the unique strengths of the client system and assisting the client system in strengthening, regaining and developing connections with resources in their environment.

The strengths perspective provides a framework to uncover individual and environmental strengths within the client system’s situation. It is effective on all levels—micro, mezzo and macro. In traditional modes of helping, the client system’s strengths are often overlooked due to a focus on problems. The skills, talents, and competencies of individual, family or community clients may be obscured by the hardships and oppression they may have experienced. This strengths perspective focuses on uncovering these strengths and builds on them to achieve client goals. Emphasizing the unique skills and competencies of each client system allows the helping process to be highly individualized. The expressed strengths are drawn upon to formulate an intervention plan that is specific to the client’s situation. This is in contrast to a focus that is problem-centered and neglects individuality and uniqueness in the pursuit of categorizing systems by deficits. The problems are only one aspect of a system’s situation. However, they are the main focus of treatment when operating from a pathology orientation. In contrast, a strengths perspective recognizes that clients tend to develop and grow when their unique abilities are supported during the helping process.

The empowerment/feminist perspective recognizes the power differential between social workers and the client system. It encourages a collaborative relationship between client and social worker with each recognizing and respecting the others’ unique talents and strengths. Client systems at all levels are encouraged to become their own advocates and identify their own goals. Students at Avila learn to work in a collaborative way with client systems, focusing on the client system’s abilities, wants, and aspirations and achieving outcomes directed by the client system. They are encouraged to give up the dangerous though enticing role of expert to become a partner who can assist the client system to move toward their goals.

Because the faculty recognizes that power and powerlessness are central issues for students as well as for prospective client systems, we strive to create classrooms that empower students by valuing and recognizing their contributions to the learning process. Classes allow space for students to express themselves, to voice opinions that are seriously weighed,
and to choose assignments of interest and relevance to them. Constructive criticism is used to improve and enhance students’ social work skills.

Developing community is an important feature of feminist pedagogy. These techniques include use of “space” and “sharing”. In terms of space, classes meet in a circle or square. Traditional arrangements encourage domination of a few voices while the circle encourages everyone to contribute to the discussion. The circle also implied a sharing of ideas and openness to a variety of points of view. People listened to each other rather than the instructor. This difference seems especially important when the class discusses emotionally charged issues such as abortion or gay and lesbian rights.

Feminist pedagogy also stresses training for leadership. One of the ways of doing this is to hold students responsible for their own learning by helping them recognize their own experiences and then differentiate “self” from “other” in terms of seeing the differences and similarities of client’s experiences.

The ecosystems perspective is the third perspective upon which Avila’s philosophy is built. Ecosystems perspective places the client system within an environmental context and emphasizes the importance of the interaction between the two. The Avila BSW Program utilizes ecosystems theory as a major tool with which to analyze client systems. The faculty believes that in a modern, technological society, a client system’s ability to function is heavily influenced by the structural impact of other systems. The faculty encourages students to look at the “whole picture”. Client systems interact with a myriad of environmental supports and stressors. How the client systems supports and challenges fit together are as important and sometimes more important than any individual attribute. Students at Avila are taught to see at all levels that the client system functions in a context. They are encouraged to ask the following questions when working with client systems. What cultural, emotional and social supports does the client system have? What other systems limit or oppress them? What skills can they use to challenge or change what is harmful to them? The student social worker can then help the system to identify ways to improve its sense of efficacy and satisfaction.

Through these interrelated perspectives the Avila BSW Program promotes the recognition of the collaborative nature of a practice that emphasizes a holistic view of client systems and promotes equality and self-determination.

Concern for economic and social justice is one of the unifying themes, or “threads” which is woven throughout Avila’s social work curriculum. The program underscores the need to deal effectively with the complex, interrelated, social, economic, political and cultural factors that create injustice, limit opportunities and forfeit human potential for large segments of the population. This concern fits historically with social work profession which has always been concerned with both the nature of problems generated by client systems’ interrelationships with their social environment and with effecting social change to improve the social functioning and quality of life for all. These concerns are based upon the Judeo-Christian ethical value system, which emphasizes social responsibility, individual responsibility, social equality and justice. As a Catholic university, Avila recognizes and
supports these values by making them an integral part of Avila University’s Intended Learning Outcomes for all undergraduate students. Avila students are enabled and encouraged to develop a set of values that will allow them to grow in freedom and responsibility as they relate to global social and moral issues. This overall university support strengthens and enhances the BSW Program.

The Social Work Faculty teach theory simultaneously with practice. The Faculty empower students to link generalist social work thinking with generalist social work action. Consequently, content on human system behavior theory is presented side by side with an emphasis on practice strategies including consideration of policy influences and research implications.

**DEFINITIONS OF SOCIAL WORK**

**DEFINITION OF SOCIAL WORK**

Social work is the art and science of helping people create more sustaining environments inside and outside of themselves (Petersen, 2001). The dictionary definition says social work is “the applied science of helping people achieve an effective level of psychosocial functioning and effecting societal changes to enhance the well-being of all people.” (Social Work Dictionary, Barker, 1995) Social Work is a profession, which means that it has a body of knowledge and skills that its members must know about. It also means that they adhere to a set of shared values and ethics.

**DEFINITION OF GENERALIST SOCIAL WORK**

The BSW Program at Avila uses Kirst-Ashman (2204) definition for the generalist BSW practitioner as one whom:

~ Uses a planned change process

~ Assesses person in environment

~ Intervenes at multiple levels of a system (micro, mezzo and macro)

~ Uses a broad knowledge base and skills grounded in social work and the social and behavioral sciences

~ Has a BSW from a CSWE accredited school

In addition, effective generalist social work practitioners do the following:

~ Think critically

~ Utilize the NASW Code of Ethics to guide their practice

~ Demonstrate excellent oral and written communication skills
~ Use self in an appropriate fashion in working with clients - continually examining their
own values, beliefs and prejudices in order to work effectively with a diverse client
population in a culturally sensitive manner

~ Use strengths, ecosystems and empowerment perspectives as frameworks, with an
emphasis on and awareness of economic and social justice issues

~ Collaborate with the client system(s) to develop mutually agreed upon goals and
intervention strategies.

~ Are committed to lifelong learning.

CURRICULUM

Introduction

Guided by the CSWE Standards for effective Social Work education, the Avila BSW
program curriculum includes these social work profession content areas:

Human Behavior and the Social Environment – to understand various theories and
models of development across the lifespan within an environmental context. Also
focuses on increasing cultural awareness, issues and mechanisms of oppression and
their impact on lifestyles, choices and support networks. Mutuality in a client
system’s relationship to the environment is an emphasis.

Social Welfare Policy and Services - to understand programs and services and the
ways they are developed and changed. Also to understand the history of social
work, services and the role of policy in service delivery, social work practice and
achievement of individual and social well-being.

Social Work Practice - for information about skills and approaches Social Workers
need for carrying out their responsibilities with individuals, families, groups,
organizations and communities.

Values and Ethics – to guide practice decisions, values and ethical decision-making
as presented in the Code of Ethics of the National Association of Social Workers

Diversity –to help students understand and work effectively with groups of clients
who are different from themselves and diverse.

Populations at Risk and Social and Economic Justice – to help understand how
group membership influences access to resources, dynamics of risk factors and
strategies to combat injustice.

Research - to help better evaluate practice and contribute to new knowledge about
people and the problems they face.
Field Education - for practical experience in the profession at a community Social Service Agency or organization to afford the opportunity to apply theory in practice under the direction of an Agency Field Instructor. This experience reinforces students’ identification with the purposes, values and ethics of the profession; fosters the integration of classroom and practice-based knowledge and promotes the development of professional competence.

COURSE DESCRIPTIONS

SW/WS 205. Social Problems/Social Change. (3)
Students will study social problems such as sexism, racism and classism in the United States and around the world. Individual and institutional responses to social problems will be examined with a focus on human rights and the pursuit of social justice for populations-at-risk. Students will be encouraged to explore the concept of “civic responsibility” and discover what they can do to promote social change on local, national, and international levels. Core II. SP.

SW 225. Introduction to Social Welfare. (3)
Students examine the history, principles, and nature of social welfare, including the relationship of social welfare institutions to society and the delivery systems for social services. Students explore concepts such as human diversity, social and economic justice, the needs of vulnerable populations, and policy in the context of social welfare. Topical areas examined include housing, criminal justice, poverty, mental and physical health, and the welfare of families. Students explore both where their own values are grounded and the consequent social implications. Individual and institutional responses to social problems will be examined with a focus on human rights and the pursuit of social justice for populations-at-risk. Core II. FA.

SW 280. Mini Agency Experience. (1-3)
This experiential course is designed to introduce the student to a specific field in the social work profession. The student will spend 45 hours in an approved agency over the course of the semester shadowing a professional BSW or MSW Social Worker. The student will receive an orientation to the agency, which will include: the range of services offered, social problems addressed, client services, and funding sources. The student will be able to observe social worker-client interactions. May be repeated for credit, not to exceed course maximum credit of 3 credit hours. FA, SP, SU.

SW 290. Topics in Social Work. (1-3)
Seminars on current issues and topics in social work practice. May be repeated for credit. FA, SP.

SW 303. Generalist Social Work. (3)
This course is designed to introduce students to generalist social work practice and professional conduct. Students will learn the meaning of generalist practice and social work roles at the BSW level. The following frameworks and models will be introduced: empowerment; strengths; ecosystems; and economic and social justice. The course covers the values and ethics of the social work profession, and encourages the students to examine their own values and ethics. As values are examined, issues of diversity,
oppression and populations-at-risk are interwoven with the current issues in social work. Integrated into the course is a 20 hour service learning experience in a local social work agency. Meets the Communication Intensive course requirement in the major. Recommended for Social Work majors only. FA.

**SW 317. Grief and Loss. (1-3)**

This course explores the concepts and theories of grief and loss and the needs of individuals experiencing special types of bereavement. The course also reviews modalities for working with people from diverse backgrounds as they deal with grief and loss in their lives.

**SW 320. Multiculturalism. (1-3)**

This course explores diversity on current issues and topics related to Global Social Work practice. May be repeated for credit. FA, SP.

**SW 331. Child Abuse/Neglect. (1-3)**

This course provides an overview of the subject of child maltreatment including abuse (physical, emotional, or sexual) and neglect. The impact of child abuse and neglect on children and families will be addressed. In this course, students also explore personal perspectives and professional responses to child abuse and neglect.

**SW 332. Child Protection. (1-3)**

This course provides an overview of the child protection system including child abuse laws, reporting procedures, and intervention services. The course also examines local and national prevention models and resources for addressing child maltreatment with families and communities. In this course, students also explore personal perspectives and professional responses to child protection and the prevention of child maltreatment.

**SW 333. Resiliency/Trauma Recovery. (1-3)**

This course provides an overview of the subject of resiliency and recovery in regards to trauma. The course focuses on the resiliencies of children exposed to abuse or neglect and explores treatment modalities for working with individuals and families recovering from the trauma of child maltreatment.

**SW 334. Crisis Intervention: The Individual. (1-3)**

This course is a survey of crisis intervention concepts, theories and techniques. The course will focus on the origins or causes of crisis, how a crisis develops, management, resources and techniques for crisis intervention. The course explores various personal responses when faced with an abnormal situation. Coping strategies that assist individuals in lessening post-traumatic stress will be discussed.

**SW 335. Crisis Intervention: The Community. (1-3)**

This course will explore the effects of a crisis on a community. Local and global communities who have faced destruction from natural disasters, war, plagues, etc. will be studied in regards to recovery after a large scale crisis. This course will include information on critical incident stress debriefing (CISD) and management.

**SW 350. Human Behavior in the Social Environment I. (3)**

The Human Behavior and the Social Environment I (HBSE I) course will cover normal growth and development of the individual from infancy through death. HBSE I examines Traditional/Dominant and Alternative theories with specific focus on people of color, men, women, poverty, sexual orientation, elders and persons with disabilities. Traditional paradigms of stage-based theories of individual development will be examined and specifically analyzed and critiqued regarding their inclusion/ exclusion of women and
minorities. Theories on human development will be assessed in relation to how they either contribute to or obstruct understanding human development in terms of individual and cultural dignity and diversity, people’s strengths and resilience, and capacities to grow and change. This is a Communication Intensive course. FA.

**SW 351. Human Behavior in the Social Environment II. (3)**

This course is the second in a two-semester sequence in which students examine the dynamic interaction between individuals and their environments, focusing on small groups, organizations, and communities. The course utilizes a critical perspective to assess the application of social systems theory, theories of social interaction, and other theories used in macro social work practice. Infused throughout the course is an appreciation of human diversity. The course will expand the professional self-awareness of the student in engaging with diverse client groups and populations at risk. This is a Communication Intensive course. Pre-requisite: SW 303 and SW 350. SP.

**SW 352. Practice with Individuals. (3)**

This course explores strengths-based and empowerment approaches to practice with individuals. Social work ethics and values will be explored through the use of case examples. In addition to classroom instruction, this class includes hands-on learning experiences, which incorporate self-evaluation tools, interpersonal skills, interviewing skills, recording and reporting skills. Upon completion of the course, students will understand how to use the planned change process to intervene at the micro or individual level. Prerequisites: SW 303 and SW 350. SP.

**SW/SO 365. Violence in the Family. (3)**

This course provides an overview concerning the dynamics of child, spouse, and elder abuse. The etiology and effects of violence between family members will be discussed. Issues of treatment and prevention of abuse are highlighted.

**SW 397C. Research Methods. (3)**

Introduction to methodology and techniques; formulation of research problems; study design; hypothesis; sampling; measurement; questionnaire construction; interviewing and data collection; processing and tabulation; analysis and interpretation; presentation of findings. This is a Communication Intensive course. FA.

**SW 462. Practice with Groups/Families. (3)**

This course explores structural, solution-focused and empowerment approaches to practice with groups and families. Emphasis is placed on the specific intervention models and skills necessary to assess and intervene in group and family dynamics. An introduction to an analysis framework for decision making on ethical dilemmas in practice is also included. This is a Communication Intensive course. Prerequisite: SW 351, 352. FA.

**SW 463. Practice with Communities/Organizations. (3)**

This course builds upon SW 352 and SW 462 and expands the student’s knowledge and skills through the development of a planned process that could be used in organizations or communities to promote change. The course also explores global interventions to promote social and economic justice and social action movements. Prerequisites: SW 462. SP.

**SW 465. Social Policy and Program Analysis. (3)**

A review and critical analysis of the factors that shape and form social legislation and social policy in the broad fields of social welfare. Emphasis will be placed on
understanding of the processes and importance of social policy formation and the impact on client systems. Prerequisites: EC 195 or EC 203, PS 120, SW 351. SP.

**SW 490. Directed Study. (1-3)**
The student independently pursues an approved and directed in-depth study of a specific topic in the field of Social Work. May be repeated for credit, not to exceed course maximum credit of 3 credit hours. FA, SP.

**SW 495. Field Experience I. (4)**
All Social Work majors are required to fulfill a 500-clock-hour field placement over the course of two semesters in a social service agency under the supervision of a professional social worker. 250-clock-hours of the 500-clock-hour placement must be completed in the fall semester. Prerequisites: SW 351, SW 352. FA.

**SW 496. Field Experience II. (4)**
All Social Work majors are required to fulfill a 500-clock hour field placement over the course of two semesters in a social service agency under the supervision of a professional social worker. 250-clock-hours of the 500-clock-hour placement must be completed in the spring semester. Prerequisites: SW 397, SW 495. SP.

**SW 497. Integrative Seminar. (2)**
In conjunction with SW 495, students participate in a weekly seminar class formatted to assist them in ongoing integration of field and classroom curricular components. The class emphasizes integrative journaling, self-evaluation, development of a supportive and challenging learning community, and exercises in ethical practice. The class also provides time for guided and reflective discussions which include topics like worker safety, self-advocacy in a professional setting, and effective use of supervision. This course meets a Communication Intensive (CI) requirement in the major. Prerequisites: SW 351, SW 352. FA.

**SW 498. Social Work Capstone. (2)**
This course serves as the Capstone experience for the social work major. As the Capstone, the course provides the culminating experience in the major. In this course, students complete a comprehensive case study project, including single subject research. Completion of this project provides an assessment of the student’s understanding and application of competencies in key areas. These include knowledge, skills, and social work values and ethics applied to actual social work practice. This course meets a Communication Intensive (CI) requirement in the major. Prerequisites: SW 397, SW 462, SW 495 and 497. SP.

**GRADUATION REQUIREMENTS**

In order to graduate from Avila University, the candidate for the BSW degree must meet the University and Social Work requirements described below:

**University Requirements**

**General Requirements for a Bachelor’s Degree**
- Completion of at least 128 semester hours of academic work with a minimum grade point average of 2.0 (average grade of “C”).
• Completion of FS 101 First Year Seminar (Required of first-year students entering Avila directly out of high school).
• Of the minimum 128 semester hours required for graduation, at least 64 semester credits must be from accredited four-year colleges/universities. Only those courses designated by Avila University as college/university equivalent will be accepted for transfer credit.
• Completion of the Core Curriculum as stated on the following pages. All students must receive a grade of “C” or above in Core Composition, Communication, and mathematics courses.
• Completion of Communication Intensive Courses.
• Completion of a major of not fewer than 27 semester hours in one subject area including 21 semester hours in courses numbered 200 or above; a minimum grade of “C” in each upper-division course in the major.
• Completion of at least 12 upper-division hours in the major at Avila.
• No more than 60 hours in one area may be counted toward the 128-hour requirement for a bachelor’s degree. Exceptions to this limit may occur in specific degree programs. Any additional credit hours earned in a single subject beyond the designated limit will be counted as credits earned over and above the 128 required for the bachelor’s degree.
• Completion of any additional course requirements specified by the major degree program.
• Successful completion of recital, exhibit, project, research paper, oral examination and/or any other department evaluation requirement.
• Completion of the final 30 hours at the university.

Social Work Requirements

1. Completion of all the general degree requirements as stated earlier in this catalog.
2. Completion of at least 128 semester hours of academic work with a minimum cumulative grade point average of 2.5 (on a 4.0 scale).
3. Achievement of a minimum grade of “C” in all Social Work Courses. Credit/No Credit option is not available in the major.
4. Computer Literacy Requirement: Social Work majors will fulfill this requirement by completion of CS 110 with a grade of “C” or higher OR the successful completion of the Computer Science Department’s “test out” exam. (Fee required).
5. Completion of at least 45 semester hours of Social Work courses, including the following: SW 205 or SW 225, SW 303, SW 350, SW 351, SW 352, SW 397, SW 462, SW 463, SW 465, SW 495, SW 496, SW 497, SW 498. Six credit hours from the following special interest areas: SW 280, SW 290, SW 317, SW 331, SW 332, SW 333, SW 334, SW 335, SW/ SO 365.
6. Completion of the following related requirements:
   • Grade of “C” or above required for the following courses: EN 112, SO 101, PY 101, PS 120, SO/PY 216, SO/PY 230.
   • Passing Grade required for the following courses: BI 111(4), EC 195 or EC 203.

Related Major Requirements
1. **HUMANITIES** (GRADE OF "C" OR ABOVE REQUIRED)
   EN 112. Composition II. (3)

**BEHAVIORAL/SOCIAL SCIENCES** (GRADE OF "C" OR ABOVE REQUIRED)
*SO 101. Intro to Sociology. (3)
*PY 101. General Psychology. (3)
*PS 120. American Government. (3)
SO/PY 316. Social Psychology. (3)
SO 230. Social Statistics. (3)

**NATURAL SCIENCES**
*BI 111 OR BI 112. General Biology I or II w/lab. (4)

**OTHER**
EC 195. Survey of Economics. (3) OR
EC 201. Macroeconomics. (3)

Note: * May also count for core curriculum requirements

**Major Requirements ("C" Or Above)**

SW 204 – Generalist Social Work – 4 hrs
SW 205 – Social Problems/Social Change – 3 hrs
SW 208 – Life Span Development – 3 hrs
SW 352 – Practice with Individuals – 3 hrs
SW 397 – Research Methods – 3 hrs
SW 452 – Human Behavior in the Social Environment – 3 hrs
SW 461 – Practice with Individuals – 3 hrs
SW 462 – Practice with Families/Groups – 3 hrs
SW 463 – Practice with Communities/Organizations – 3 hrs
SW 465 – Social Policy/Program Analysis – 3 hrs
SW 495 – Field Experience I – 5 hrs
SW 496 – Field Experience II – 5 hrs
SW 497 – Integrative Seminar – 1 hr
SW 498 – Social Work Capstone – 1 hr
SW Electives – 6 Hours Total
   Options:
   SW 290 – Topics in Social Work – 1-3 hrs
   SW 280 – Mini Agency Experience – 1-3 hrs
   SW 311 – Child Abuse and Neglect – 1-3 hrs
   SW 313 – Crisis Intervention – 1-3 hrs
   SW/SO 336 – Violence in the Family – 3 hrs

**SUMMARY OF UNIVERSITY/SOCIAL WORK REQUIREMENTS**

Liberal Arts Foundation
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<tr>
<th>Core I – Foundations</th>
<th>Core II – Heritage, Contemporary World, Human Person</th>
<th>Core III – Application and Integration</th>
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<td>Computer Course</td>
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<td>Fundamentals of Communication</td>
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<td>Computer Course</td>
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<td>Introduction to Sociology</td>
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<td>General Psychology</td>
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### Social and Behavioral Science and Social Work Requirements

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<th>Social Work Values/Knowledge 18 hours</th>
<th>Social Work Skills 27 hours</th>
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<td>American Government</td>
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<th>Related Major Requirements 15 hours</th>
<th>Social Work Values/Knowledge 18 hours</th>
<th>Social Work Skills 27 hours</th>
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Plus 20 elective hours for a total of 128 hours to graduate
## FOUR YEAR CURRICULUM PLAN

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<td>Intro to Art, Music Theatre</td>
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<td>HBSE II</td>
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**SOCIAL WORK ADMISSION AND RETENTION POLICY**

**INTRODUCTION**

All professions mandate that their educational programs develop an admission and retention policy for students in their programs seeking professional degrees. This policy statement represents the Council on Social Work Education’s mandate for such a policy for all accredited undergraduate and graduate BSW Programs. Both social work faculty and students have been involved in developing this important educational document.

The purpose of this policy is to give students an opportunity to learn what is expected of them as social work majors and to help them decide whether social work is the appropriate professional career for them. It also acts as a mechanism to help faculty assist students in the monitoring of the students’ professional development. Further, it serves to protect future clients from students and workers who do not meet the prerequisites for professional social work practice.

**ADMISSION TO THE SOCIAL WORK MAJOR**

Application materials for admission to the Social Work major must be completed by the student and submitted for faculty review. Upon receipt of completed application documents, Social Work faculty will utilize a strengths-focus and empowerment perspective in reviewing materials. The goal is a collaborative faculty-student process in the assessment of a student’s readiness and appropriateness for the Social Work major and Field Education. Application Packets are available from the Social Work Office Manager located in O’Reilly 217.

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### First Semester, Fourth Year

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<th>Course</th>
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*Need 128 hours to graduate (64 hours of the 128 should be from an accredited 4-year institution)*  
**Grade of “C” or above required**

### Second Semester, Fourth Year

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16-17
Following review of materials and the student’s responses in the interview, the Social Work faculty will make a decision with one of the following outcomes:

- Admit the student to the Social Work major.
- Conditionally admit the student to the Social Work major with specific admission criteria that must be met prior to receiving full admission status.
- Decline student’s admission to the Social Work major (based on the criteria for admission).

Students who are not accepted into the program will be advised of an alternative degree program.

Students will receive a letter in by postal mail and e-mail mid-December regarding their admission status. Professional development goals will be established in January through individual meetings with all students moving forward in the Social Work Program sequence. Achievement of these behaviorally specific goals will become a focus in the SW 352 Social Work Practice with Individuals course in the spring semester.

Either conditionally or unconditionally, formal acceptance into the Social Work major enables students to enroll in upper level Social Work courses. However, students can only enter their Field Education after a conditional status of admission has been removed. Specific objectives required for a conditional status to become unconditional will be identified collaboratively between Social Work faculty and the student in the January meeting. Evaluation method(s) and a timeline for completion will also be established. Planning for Field Education placement may move forward for a student who has been admitted conditionally; however, the student is not allowed to interview for placement until fully admitted to the major. This must occur prior to April 1st for students entering SW 495 Field Experience I in the fall semester.

**CRITERIA FOR ADMISSION**

Students will be evaluated for admission into the Social Work major according to the following criteria:

- Acceptance by Avila University.
- Minimum cumulative grade point average of 2.5 (Students who have a lower GPA can apply but will only be accepted on a conditional basis and must achieve the 2.5 GPA prior to graduation).
- Attain a “C” or better grade in all Social Work, and Social Science-related courses.
- Are enrolled in or have completed the SW 303 Generalist Social Work course.
- Satisfactory evaluation by a supervisor of the Shadow Experience assigned in SW 303.
- Demonstration of an understanding and commitment to Social Work values and ethical standards documented with a signed commitment to uphold the NASW Code of Ethics.
- Demonstration of social functioning that allows for effective beginning generalist level professional Social Work practice.
In addition to these requirements, students must complete a formal application for the Department of Social Work. After formal application has been submitted and reviewed by full and part-time Social Work faculty, the student completes an interview with the faculty.

APPLICATION MATERIALS
In order to apply for admission into the Social Work program, students need to create an application packet which includes a copy of each of the items requested below. These application materials need to be submitted to the Office Manager in the social sciences suite, O’Reilly 217, beginning November 1st and before December 1st to be considered for admission into the Social Work major.

In order to be considered, Application packets must include the following:

- Personal Statement
- Signed Commitment to Uphold the NASW Code of Ethics
- Signed Admission, Retention, Dismissal Policies and Procedures Statement
- Student Self-Assessment of Professional Functioning
- Shadow Experience Evaluation Form
- Field Experience Planning Worksheet
- Professional Resume

Additionally, the following materials/information will be gathered and reviewed by faculty members as part of the evaluation of each student’s compliance with admission criteria. Feedback on these items will be part of the individual student meetings on professional development in January.

- Faculty Assessment of Student’s Professional Functioning
- Current cumulative GPA from student advising worksheet.

Guidelines for Preparing Application Materials:

1. **Personal Statement**
   **Directions:** Develop a typed essay to be submitted in your application packet that addresses the following items:
a) **Development of Interest in Social Work** – What personal values and life experiences/events has led you to the field of Social Work? Use this section of the essay as an opportunity to explain why you want to become a Social Worker and describe how your life story is linked to your pursuit of a Social Work degree. Use professional boundaries when describing personal events. (Approximately 1 page.)

b) **Perception of Personal and Professional Strengths and Weaknesses** – As you think about becoming a future Social Worker, what are your areas of strength and areas that need to be developed or improved in order for you to succeed in your upcoming field experience and in your career as a professional Social Worker? This section of the essay is a chance for you to reflect on both your personal and professional skills and needs in relation to your upcoming field placement and future career goals. You should utilize the **Student Self-Assessment of Professional Functioning** worksheet to assist you with identifying the areas to be addressed in this part of your personal statement. (Approximately 1-2 pages.)

2. **Ethics Pledge**
   **Directions:** Read the **Commitment to Uphold the NASW Code of Ethics** pledge. Demonstrate your willingness to apply social work ethical principles to guide your practice and to arrive at principled, informed, and culturally responsive decisions by signing the pledge and including it in the application packet.

3. **Student Self-Assessment of Professional Functioning**
   **Directions:** Complete the **Student Self-Assessment of Professional Functioning** worksheet by first rating yourself with an “X” or a checkmark for each item in the appropriate column. Second, place a star by the items of your top three areas of strength, and third, rank your top three areas for improvement with a 1, 2, or 3 in order of priority. Use this assessment sheet to provide expanded comments for the second section of your personal statement as described below. **Submit the completed assessment sheet as part of your application materials.**

4. **Shadow Experience Evaluation Form**
   **Directions:** Ask the supervisor you have shadowed at your shadow agency to complete the **Shadow Experience Evaluation Form** distributed in SW 303 Generalist Social Work class. Upon completion of the form, ask the supervisor to a) place it in a stamped envelope addressed Office Manager, Department of Social Work, Avila University, 11901 Wornall Road, Kansas City, MO 64145 b) seal it, and c) sign her/his name across the seal it. Also, please request that the supervisor returns the form before December 1st. If you completed a shadow or practicum experience for a college grade prior to coming to Avila you may also choose to submit the supervisor evaluation form from that experience with your application packet. This would be supplemental to the current SW 303 **Shadow Experience Evaluation Form.**

5. **Field Experience Planning Worksheet**
   **Directions:** Complete the **Field Experience Planning Worksheet** by answering each question carefully, following the directions on the form, and add it to the admission packet.
6. **Professional Resume**

**Directions:** Develop a 1-2 page professional resume highlighting your educational, employment, volunteer and award experiences. The resume should focus on content that is related to social work and leadership.

**Process and Procedures for Evaluation of Applications**

The process and procedures for evaluation of applications is detailed in a step-by-step format below:

1. Student completes a formal application (includes materials listed above) for the Social Work Major.
2. Student submits verification of cumulative GPA and Social Science related and Social Work course grades to date.
3. Student coordinates submission of Service learning evaluation. One evaluation from the Service learning experience is required.
4. On a voluntary basis (not required as part of the Admission process, but can be of assistance to collaborate strengths) student distributes forms and collects feedback on classroom behaviors from Social Science faculty and submits this.
5. Student completes a Self-Assessment worksheet related to student strengths and areas for improvement.
6. Student set ups and participates in an Admission Interview with at least two social work faculty members.
7. Upon review of Service Learning Evaluation, Instructor feedback, Self-Assessment, GPA and Personal Statement and student’s responses in the interview, the Social Work faculty will make a decision with one of the following outcomes:
   - Admit the student to the Social Work major.
   - Conditionally admit the student to the Social Work major with specific admission criteria that must be met prior to receiving full admission status.
   - Decline student’s admission to the Social Work major (based on the criteria for admission).

**Process and Procedures for Notifying Applicants of the Decision**

8. All students will receive a letter regarding their admission status by postal mail and e-mail mid-December. Professional development goals will be established in January through individual meetings with all students moving forward in the Social Work Program sequence. Achievement of these behaviorally specific goals will become a focus in the SW 352 Social Work Practice with Individuals course in the spring semester.
9. Students who are not accepted into the program will be advised of an alternative degree program.

Any student desiring to appeal a decision related to Admission, Retention, or Dismissal from the Social Work major should follow the Admission/Retention Appeal Policy/Procedure described later in this section.

Students who have been dismissed from the Social Work Program will not be eligible to reapply to the program.
CRITERIA FOR RETENTION
The following Criteria for Retention must be met for the student to continue to advance in the Social Work Program and graduate from Avila University with a BSW:

1. “C” or better in all Social Science related and Social Work courses.

2. Maintain a cumulative GPA of 2.5 or higher Continued adherence to social work values and ethical standards with an increasing understanding of and respect for the positive values of diversity and individual worth and dignity. This also includes non-desertion of clients (NASW Code, Standard 1.15, Interruption of Services: Students must notify Agency in a timely fashion when they will not be in practicum); avoidance of dual relationships (Standard 1.06c: not taking a client as a peer/friend to a social event); practicing within one’s area of competency (Standard 4.01: notifying Field Coordinator if Agency assigns student to areas not competent in); and avoidance of derogatory language (Standard 1.12.)

3. Continued adherence to social work values and ethical standards with an increasing understanding of and respect for the positive values of diversity and individual worth and dignity. This also includes non-desertion of clients (NASW Code, Standard 1.15, Interruption of Services: Students must notify Agency in a timely fashion when they will not be in practicum); avoidance of dual relationships (Standard 1.06c: not taking a client as a peer/friend to a social event); practicing within one’s area of competency (Standard 4.01: notifying Field Coordinator if Agency assigns student to areas not competent in); and avoidance of derogatory language (Standard 1.12.)

4. Maintenance of social functioning that allows for effective beginning generalist level professional practice. This may include (but is not limited to) handling conflict in an appropriate manner and effectively managing one’s emotions and interactions with colleagues, co-workers, clients, teachers and classmates. Maintenance of effective verbal and written communication skills

5. Maintenance of effective professional work behaviors such as professional dress, punctuality, time management, accountability, timely record-keeping, and dealing appropriately with Field Instructor and Field Coordinator feedback.

Students are informed of the criteria for evaluating their academic and professional performance through a variety of measures. Individual courses specify the criteria utilized for evaluating assignments and final course grades in their syllabus. Every student is also required to read both the BSW Program Student Handbook and the Field Manual, which outline the criteria for evaluating performance both in courses and in field.

Any student who wishes to appeal a decision concerning his/her admission to or retention in the BSW Program has the right and opportunity to do so following the appeal policy and procedures identified in Admission/Retention Appeal Process section in this handbook.
Students Admitted Conditionally to the Social Work Major

Some students who apply for Admission to the Major will be conditionally accepted. An Admission with Conditional Status means that the student is temporarily admitted to the Social Work major and allowed under specific circumstances, to continue to advance in the Social Work sequence for the upcoming semester. One or more of the 6 (six) Criteria for Admission will be identified as the area(s) of concern. The Program Chair will relay the decision to the student both verbally and in writing. In this circumstance, a Behavioral Remediation Plan will be developed. This document functions as a “road map” directing the student toward professional knowledge, values and/or skill development that will lead them to an improved chance of attainment of an Admitted Status in the major. The Behavioral Remediation Plan is negotiated and monitored by a specified Avila Social Work faculty member and should follow these guidelines:

- Remediation plans should be a collaborative effort involving the student and at least one Social Work faculty member. The student can also request an advocate to be present at meetings.
- Remediation plans should be behaviorally-specific and time-limited, with agreed-upon measures and monitors of success in place.
- Remediation plans should include specific consequences for unsuccessful achievement of established goals, in addition to consequences related to the achievement of goals.
- Any discussion with the student should clearly state concerns, include a strengths-focus, and be conducted with a spirit of empowerment.

At the contract-designated time, based on the results of the established evaluation(s), a determination will be made by Social Work faculty as to whether the student has been successful at meeting the conditions of the Plan. If the Behavioral Remediation Plan has been satisfactorily completed, the student will receive a letter welcoming them to the major with a full admission status. At that point, the student is required to maintain the Criteria for Retention in the Major.

If it is the determination of Social Work faculty that the goals of the Behavioral Remediation Plan have not been met at a satisfactory level, the student will be notified by the Program Chair, both verbally and in writing. The student, who can bring an advocate, will be invited to attend a meeting with at least one Social Work faculty and/or other academic advisor, to discuss their successful transition to an alternate major.

Students with Full Admission Status

Students who receive a full admission status in the major are required to continue to work on their professional development as they move toward completion of their degree. They are also required to maintain the Criteria for Retention in the major.
TERMINATION FROM THE SOCIAL WORK PROGRAM

Policy

The Social Work Program reserves the right to request that a student withdraw from the Social Work Program if academic performance, ethical or professional behavior, or emotional or physical health indicates that the student may not successfully complete the program or may jeopardize the well-being of others, faculty, clients served, and/or agency personnel.

A decision for terminating a student from the Social Work Program will be based when one or more of the following criteria are met:

- Inadequate academic performance (grade point average below 2.0).
- The student shows evidence of academic dishonesty (i.e. cheating, plagiarism).
- The student demonstrates consistent and ongoing lack of accountability and responsibility in areas designated as student responsibility.
- The student demonstrates inappropriate behaviors related to emotional instability which hinders professional practice.
- The student demonstrates excessive bias, prejudice and judgmental attitudes in the classroom and/or in the field experience.
- The student shows evidence of a violation of the NASW’s professional code of ethics.
- The student fails to comply with the Behavioral Remediation Plan set by the Social Work Program.

Procedures

Social Work Faculty, including Adjunct Faculty and Faculty Advisors, will monitor the behavior of all admitted Social Work majors. Field Instructors/Proctors and the Field Faculty will monitor Field Education performance. Any concern about a student’s ability to meet, and/or one or more violation(s) of any of the 6 (six) Criteria for Retention in the major should be immediately reported to the Chair of the Social Work Program. A written memo should be submitted, specifying the area(s) of concern, and documenting adequate evidence for concern. After the Chair’s receipt of the concern(s), the student will be invited, in writing, to participate in a voluntary meeting that would provide an opportunity for the student to present any information that affects his/her situation. The meeting can include any or all of the following: the student, the academic advisor, the Chair of the Social Work Program, any other full-time or adjunct Social Work faculty member, and an advocate, if desired by the student.

After investigation of the concern(s), one of the following decisions will be made by the Chair of the Social Work Program, in consultation with the Dean of the College of Liberal Arts and Social Sciences as deemed necessary.
• Non-compliance is of some concern, however the infraction can be remedied in a timely fashion; the student is willing and able to do so. A meeting will be held with the student, an advocate, if desired by the Student, at least one Social Work faculty member, and any or all of the following, depending on their involvement with the concern: Field Instructor/Proctor, Field Faculty and/or Liaison, Academic Advisor, other Social Work faculty. An informal plan and timeline is worked out to remedy the concern within three weeks. If the concern is put to rest within that time, the student’s status in the major does not change at this time. If the concern remains at the end of three weeks, or reappears, or there is non-compliance with other retention criteria, one of the following decisions will be made.

• Non-compliance is of considerable concern and the infraction cannot be remedied quickly, however the student’s success with a Behavioral Remediation Plan seems likely. The Program Chair will notify the student verbally and in writing that their status in the major is being changed to a Conditional Status. Specific areas of non-compliance with Criteria for Retention are identified and the policy and procedures related to a Behavioral Remediation Plan are followed. If the Student is currently placed in a Field Agency, the Field Instructor/Proctor must be supportive of the Remediation Plan and willing to monitor any Field-related behaviors during the hours the student is in their placement. If the Field Instructor is unwilling to do this and/or is requesting that the student be removed from their Field Education placement agency, the policy and procedures related to Removal of a Student at the Request of the Field Agency in the Field Education Manual should be followed.

• The infraction is serious enough and/or has exceeded a reasonable time limit, to warrant an immediate dismissal of the student from the Social Work major. The infraction and/or non-compliance with retention criteria cannot be remedied and indicates significant evidence that the Social Work major is not achievable and/or a “good fit” for this student. Should the Social Work faculty observe or discover that a student is exhibiting significant non-compliance with one or more of the Criteria for Retention; and also that this student may be unable or unwilling to remediate the concern(s) to realign with Criteria for Retention; and/or that remediation cannot or is unlikely to occur in a timely manner; and/or that the Student has already been placed on a conditional status, that faculty member will document and discuss their specific concerns and evidence with the Social Work Program Chair. If the above circumstances are present, the Chair will notify the Student verbally and in writing that they are dismissed from the Social Work major. If appropriate, facilitation of a transition to another major will be conducted by the Chair of the Social Work department or another Social Work faculty member or academic advisor.

Any student desiring to appeal a decision related to Admission, Retention, or Dismissal from the Social Work major should follow the Admission/Retention Appeal Policy/Procedure.

Students who have been dismissed from the Social Work Program will not be eligible to reapply to the program.
APPEALS: Any student desiring to appeal a decision not to retain him/her in the BSW Program should follow the Appeals Process and Procedure described below.

ADMISSION/RETENTION APPEAL POLICY/PROCEDURE

POLICY: Students have the right to appeal the decision regarding admission or retention in the BSW Program. Appeals regarding status to the major will be submitted to an Appeals Committee consisting of 3 members drawn from the Social Work Advisory Committee and/or the adjunct faculty.

PROCEDURE: Students wishing to file an appeal regarding admission or retention in the program must submit a request in writing to the Dean of the School of Behavioral and Social Sciences within two weeks of the faculty’s decision. The written request should include a request for an appeal; a rationale for the reversal or modification of the decision; and copies of the required application materials or materials relevant to retention. The social work faculty will also submit documentation regarding the rationale for their decision. The Dean will convene, but not participate in the Appeals Committee process. The Appeals Committee will review the materials submitted both by faculty and the student and make a final determination regarding admission or retention in the program. The decision of the Appeals Committee is final.

THE SCREENING PROCESS

PURPOSE OF SCREENING PROCESS

The purpose of the Admission Interview is to offer the students an opportunity to evaluate their own readiness for formal admission to the social work major. It also provides an opportunity for the student to receive in-person feedback from the full-time social work faculty regarding strengths as well as necessary improvements in identified areas. This process involves assessing the students’ readiness for the 500-hour placement aspect of their education, as well as entrance into the field as a BSW candidate. A second element that will occur during this interview is to begin to discuss ideas about Field Experience placement options.

INFORMATION ABOUT ADMISSION INTERVIEW

Interview

Be prepared to self-evaluate and receive feedback on the following areas:

1. Personal statement

2. Evaluation from service learning supervisor
3. Academic record (A minimum GPA of 2.5 is required with a “C” or better in all Social Work and Social Science requirements)

4. Verbal and written communication skills

5. Analytic ability as demonstrated in classroom discussion and assignments as well as perceived by instructors. (A survey for instructor input will be distributed to any instructors of fall courses taken by the student)

6. Attendance record including punctuality and accountability for absences (A survey for instructor input will be distributed to any instructors of fall courses taken by the student)

7. Professional attitudes and behaviors including client respect; acceptance and non-judgmentalism; and adherence to social work values and ethical principles

8. Ability to make professional decisions

9. Maintenance of social functioning that allows for effective beginning generalist level professional practice

10. Analytic ability as demonstrated in your classroom discussion and assignments as well as perceived by your mini field instructors. (A survey for instructor input will be distributed to instructors of fall courses)

11. Your attendance record including punctuality and accountability for absences (A survey will be distributed to any instructors you have had during the fall for input.)

12. Professional attitudes and behaviors including client respect, acceptance and non-judgmentalism; adherence to social work values and ethical system

13. Ability to make professional decisions

14. Maintenance of social functioning that allows for effective beginning generalist level professional practice

15. Ability to accept feedback

**Part A – Assessment and Feedback**

The interview will begin with faculty asking the student to highlight areas in his/her personal statement. Faculty will have reviewed the statement in advance of the interview and may have specific questions or comments related to this document.

Secondly, the student will be asked to identify particular strengths that will assist the student in performing as a professional social worker. Be prepared to answer this in very specific
terms. For example, “I have very strong oral communication skills. I am able to listen to people with a great deal of compassion.” Following is a poor example: “I like people.” Following the student’s self-assessment of strengths, faculty members will share their impressions with the student, as well as composite feedback they have received from other instructors and mini supervisors.

Thirdly, the student will be asked to identify specific areas related to performance as a professional social worker that need improvement in general and particularly PRIOR to entrance into field experience. Think of these as professional development goals. (See worksheet included in this packet for specific assistance in framing professional development goals.)

Faculty will suggest specific behaviors that need improvement in general and work collaboratively with the student to identify key areas that need improvement PRIOR to entrance into field experience. The student will receive a formal letter of acceptance conditional upon work toward achievement of specific professional development goals. This letter will arrive within a week of the interview.

The student will be asked to develop a professional development plan over break. This plan will be submitted to social work faculty for review at the beginning of second semester in the Practice with Individuals course. Final admission to the major is contingent upon the progress toward and achievement of the student’s professional development goals. If little progress is achieved the student will not be able to enter field experience in the fall.

During spring semester the student will collaborate with classmates and instructors to work on achieving the identified professional development goals. Ongoing amendments to the Professional Development Plan will be negotiated throughout the remainder of the student’s education at Avila University.

Part B – Field Placement Brainstorming

Faculty will ask the student to discuss areas of interest for his/her Field Experience. Please fill out the worksheets provided as part of this packet to help clarify preferences and learning goals. This portion of the interview is brainstorming and assists faculty in formulating ideas about where the student may want to interview for field placement.

Additional Hints

- The interview is considered a formal interview. This means that the student should dress in casual professional attire and conduct him/herself as if in a job interview.

- In order to lesson some anxiety, be reassured that by the time the student reaches the interview stage, serious concerns that have come to attention have probably been raised with him/her prior to this time. However, students cannot assume admission is automatic. It is possible that surveys could yield further information that will raise concerns. Also, the student’s preparation and readiness to hear and work on
feedback during this process is an important consideration. The letter of acceptance signifies the student’s formal admission to the program and is based on the assumptions that conditions related to professional development outlined will be met by May.

- The faculty’s goal is to conduct this interview and professional development process in an empowering manner. The faculty hopes that the student will feel empowered by the process and the faculty will work hard to achieve that goal. However, the faculty also recognizes that it is not always easy to hear constructive criticism and not feel a little “stung” in that process.

- Try to focus on the positives shared! Also, feel free to follow-up later with concerns or a need for clarification. Don’t “carry” negative feelings about this process into next semester. Address concerns with faculty as soon as possible, so that the goal of empowerment is achieved!

**SERVICE LEARNING EXPERIENCE**

In the *Generalist Social Work* course, a shadow experience component provides the beginning student with an opportunity to observe the environment of a social service agency and to see first-hand the roles and functions of a professional social worker. Service Learning experiences can be obtained by registering for the elective course, *Mini-Agency Experience*. These experiences broaden the student’s view of social work and help the student make a better choice in an area of social work practice for *Field Experience I & II* and for employment. **NOTE:** Many placement agencies and employment opportunities will check felony convictions and child abuse confirmed reports. A student thinking of a social work career should also be aware that such a history might preclude obtaining a social work license. Some Field Agencies request a background check prior to agreeing to place a student.

**FIELD EXPERIENCE**

**INTRODUCTION**

After formal acceptance into the social work major you will soon enter the world of social work education’s Field Experience. This two-semester-long journey is a cornerstone in every student’s learning plan. Years beyond graduation, student’s experiences in their field placement and with their field instructor will resound in their professional social work employment. This is a golden time to luxuriate in the student learning process.

The Field Experience is considered the “Signature pedagogy” of professional social work programs. “This experience represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner.” (CSWE EPAS 2008)

*Field Experience I and II* (SW495 and SW496) offer the unique opportunities to gain “real life” observation and performance in a social service agency. It is an exploration time to
**integrate what has been learned in the classroom with what is happening in field.** Both are equally important in the curriculum. When students have completed 500 hours in the agency setting, received weekly supervision by a professional social work service provider with an MSW or BSW degree and a minimum of two years post-degree experience, they, with collaborative effort on everyone’s part, will have **transformed from student intern to social work professional!** This will be evidenced through the evaluation of achievement of ten Core Competencies.

This section of the *Avila BSW Student Handbook* is written to assist you in understanding the experience of Field. Students and Field Instructors will receive a detailed *Field Experience Manual* at the beginning of the first semester of SW 495.

**FIELD PLACEMENT PROCESS**

**Who can enter the field placement process?**

All students who are being considered for senior placements have been admitted in good standing to the *BSW Program*, have attained a minimum 2.5 cumulative GPA and have demonstrated competence in their professional conduct. They will have also completed a 20-hour Shadow experience with a successful evaluation by an MSW or BSW Shadow supervisor. The Shadow evaluation helps students and faculty identify any areas for development prior to 500 hour field placement. Prior to placement, Avila BSW students are expected to have achieved key behaviors for success in practicum such as: punctuality, attendance, accountability, time management, appropriate professional attire, at least average written and verbal communication competence, an ability to receive feedback without defensiveness, and an understanding and respect for the social work values.

At the point of entrance to *Field Experience I*, students will have completed SW 205, SW 303, S0 230, SW 350, SW 351, SW 352, several Social Work Interest courses, and may have completed a “mini-agency” experience involving service learning as well. This foundation will provide a springboard for students to enter Field prepared with foundational knowledge, skills and values of the social work profession. Avila has adopted a “concurrent” model of field experience, where students will be enrolled in their advanced courses at the same time that they are in the Field Experience courses. This allows for immediate application of classroom learning to field experience.

**What if a student’s acceptance in the program is conditional?**

It is not unusual for a student to receive a “conditional acceptance” to allow additional time to meet admission standards. A student with a “conditional acceptance” will still work with the Field Director in the spring to identify placement options for fall.

However, students who are conditionally accepted to the *BSW Program* in December will have to complete their professional development goals and have the conditional acceptance lifted prior to June 1 in order to enter *Field Experience I* in the next fall. Students will establish a development plan with the Field Director, complete with an evaluation plan that
will be implemented by April. The social work faculty will meet in April with the student to
discuss overall readiness for entrance to Field and a decision will be made at that time.
Students must be moved to an unconditional status in the major prior to being placed in the
Field.

How does a social work student go about getting placed?

Placement Time Line

1. **December** – Student completes and submits a Field Placement Worksheet to the
   Field Director. This worksheet helps the student to think through various factors
   they are requesting in their field placement, as well as any logistical obstacles that
   need to be overcome.

2. **January** - Student and Field Director meet to review the Field Placement Worksheet
   and to begin considering various options.

3. **February** - Field Director contacts various agencies to screen for interest and
   suitability as a Field Experience Agency and Field Instructor. Generalist
   opportunities and eligibility criteria for selection as a placement agency and
   instructor are discussed with the potential Field Instructor and evaluated by the Field
   Director.

4. **February - April**
   A. If an agency is willing to consider taking a student and all *BSW Program*
      criteria have been met by the agency and by the potential Field Instructor,
      the student receives contact information for at least one and often two
      organizations.

   B. Students contact the reviewed Field Instructors by phone and/or email and
      arrange and conduct an on-site interview at the agency as soon as possible.
      This interview gives the potential Field Instructor a chance to assess the
      student “fit” with the agency and vice versa.

   C. Students submit an evaluation indicating whether they feel the agency is a
      good “fit” for their interests following interviews. If they have had more
      than one interview they rank order their preference. Potential Agency
      Instructors also provide written feedback and withdraw from or commit to
      providing placement to the specific student. Student sends a “Thank You”
      note to all persons they interviewed with. Department does this as well.

   D. Matches are finalized by the Field Director and a verbal commitment is
      secured from both the Student and the Field Instructor.

   E. The Field Director refers the Student and the Agency Field Instructor to the
      Assistant Director of Field Education to follow up and complete paperwork
      and other requirements in collaboration with the Student so that the
placement can begin on time in late August. This includes things like all parties signing an Agreement to Provide Field Experience, acquiring necessary background checks, health screening, inoculations, coordinating with Disability Services for accommodation assistance if needed by the student, securing professional liability insurance coverage through Academic Affairs office, and any other details that are involved. This transition helps the Assistant Director in beginning her relationship with Students prior to their placement by allowing engagement with the Student, Agency Instructor and Field Agency before she begins Fall Liaison responsibilities. Note: If students have not finalized a field placement by May 1, there is a strong possibility that they will not be able to enter field in the Fall.

5. August
   A. The Field Director conducts a mandatory Field Experience Orientation for all Students and their Field Instructors prior to the beginning of Fall classes.
   
   B. The meeting occurs at Avila University to review the requirements of the generalist placement, to distribute and review the Field Manual, and to instruct everyone on processes related to the Learning Contract and Evaluation Tool.
   
   C. Field placement begins at the Agency following attendance at Field Orientation. Rarely, Students may be given permission to attend an agency training that is scheduled earlier in August, but only with the permission of the Field Director.

6. September – April
   A. Student begins the field placement, attending an average of 20 hours per week for a grand total of 500 hours by late April.
   
   B. Site Visits between Field Instructor, Student and one of the Field faculty, will occur in late September to review the completed Learning Contracts, and in December and April to evaluate progress and receive grade recommendations.
   
   C. A Field Training is held at the start of 2nd semester to facilitate the skills of the Field Instructors and to review second semester assignments, including the Capstone Colloquium, and other procedures. This Training is led by the Assistant Director of Field Education, assisted by the Director of Field Education.

Once a student is placed, are they guaranteed field experience?

No. A student is NOT guaranteed a field placement by virtue of being involved in the interview process. If a conditional status is in place, the student may interview, but this status must be elevated to an unconditional status by May 1. If it is not, the student will be encouraged to consider delaying Field for a year while working on knowledge, skills and/or values; or assisted in looking at other majors. Rarely a student will be allowed to enter the Field Experience for six weeks under the conditions of a strict behavioral remediation
contract. The Agency Field Instructor and the Student are made aware that violation of the contract could result in immediate termination of the placement. Students are also made aware of the risk for them related to credit hour reduction for the fall semester.

Following placement, at any point in time, the student, the agency or the Director of Field Education may decide placement of the student is not suitable based on performance criteria and written expectations outlined in the Field Manual. Field placement carries with it a high expectation for student performance. The agency can withdraw their offer to place the student for a variety of reasons also covered in the Field Manual. In addition, the Director of Field could decide to end a placement based on poor performance by the Field Instructor and/or the Student, at the recommendation of the Assistant Director of Field Education.

**MORE ABOUT STUDENTS INTERVIEWING AT FIELD AGENCIES**

**Specifically, what happens when the student goes out to interview at the agency?**

This is an important interview. Students are interviewing the pre-approved agency personnel to see if the agency is a good “fit” for the student, and so that they can become more familiar with the population and setting that they are committing to. The student is also checking to see if prime agency hours will work with their school and/or personal schedules, including things like child care hours, transportation restrictions, etc. The student needs to find out all of the important details that impact them directly. For example, does the agency pay mileage to interns? Are they expected to use their own car to transport clients? When will they be able to have their own case load? What type of intern has worked out best in the setting if they have had others? The student is also checking to see if the personality and style of the Field Instructor is a good “fit” for them. Personality clashes can happen, and students need to get a “sense” about if they can work with the Field Instructor for nine months.

The student should consider this a formal interview and dress accordingly. For women and men the style of dress is generally considered, at a minimum, “casual business” attire. First impressions count and so the student wants to present themselves in a professional manner. For men, a suit is not required, but dress slacks and a nice, tucked-in shirt with a collar are typically expected. A tie is optional, but, in a more formal setting, may gain points. Women should dress in slacks or skirt and a blouse or a dress. A jacket is optional, but in more formal settings, may gain points. Women should consider modesty factors such as skirt length, hosiery, and necklines. Students should not eradicate their personality and their own style of dress, but should consider that a student dressed for class is usually less formal than what would be expected in an agency interview.

Jeans are not appropriate for students to wear to the interview. Students should also consider personal expressions of their personality and consider whether to leave obvious body piercings, tattoos, shocking pink hair color, etc. visible. The student who is offended by such a suggestion must make sure with the Field Instructor that their personal unique style will be acceptable to display during the internship.
Students must take a current, brief and professional resume with them to the interview. This should include the date the student expects to graduate, previous education/degrees/training, any work experience related to people-skills or responsible work ethic, and any awards, honors or civic involvement, previous practicum placements, volunteer activities, etc.

**What are some absolute necessities about the interview?**

Arrive exactly on time, or better still, 10 minutes early. Make sure you double check the address with someone at the agency you are going to – MapQuest it – and take the phone number with you in case you get lost so that you can call for direction assistance.

Be sure to bring your resume and any other requested documents.

Speak clearly, smile and put your best self forward. Know what your strengths and areas for growth are. Know what you are interested in learning and doing at the agency.

Do a little checking on the internet for some background information about the agency where you are interviewing. Mention something that you found interesting about the site during your research. Have at least one or two questions about the organization prepared. This shows initiative and interest on your part.

Be sure to make a list of all of your questions beforehand. Be conscious of time, but make sure to get all of your questions answered. You are interviewing them as much as they are also interviewing you.

Thank them for their time. Remember you are representing Avila – and you are making an early impression in the social work field for yourself! Send a “Thank You” note to the person or people that you interviewed with. This should be a handwritten note (not email or text) and will show the person you are courteous and respectful.

**SCHEDULE**

**How many hours do students have to put in at the agency?**

Students need to complete 250 hours each semester. There are 15 full or partial weeks (not counting fall break or spring break) each in the fall and spring semesters. This means that students will need to be at their placement an average of 18 - 20 hours per week in order to reach 250 by the second week in December, and another 250 for 500 total by the last week of April.

Students and Field Instructor negotiate weekly schedules based on the student’s class and work schedules and also what makes sense in that setting in order to provide optimal learning opportunities, and to ethically fulfill client obligations. Student schedules at the agency may vary slightly week to week, but there should be advance planning on the part of students. Once the student sets their schedule for the week, they should stay committed to it unless there is illness or an emergency. In other words, in this area, the student has an
obligation to their agency to be consistent in managing time and schedules so as not to leave gaps for the agency, or inconvenience them or clients when there are planned activities for the student on any given day.

**STUDENT ACTIVITIES IN FIELD**

**What will a student be doing at the agency?**

The goal of Field Education is to provide the student with experiences in the social work profession at a community social service agency or organization, and to afford the opportunity to apply requisite knowledge, values and skills under the direction of an agency practicum instructor who has an MSW or a BSW from an accredited school of social work, as well as a minimum two years post-graduation experience.

The experience provides the student with an array of learning experiences which include:

- observation of a variety of social work roles at the micro, mezzo and macro levels
- direct generalist practice experience with clients in a variety of social work roles
- weekly conferences with the Field Instructor for assistance, coaching, feedback, instruction and supervision
- exposure to agency policies and procedures
- interaction with other social workers and professionals in the agency – learning to function as a member of an organization
- assessment of community needs in the geographic area or population served by the agency
- familiarity and utilization of the network of referral agencies
- opportunity to work with diverse client systems
- awareness of one’s growth and development in the field
- sharpening of skills through process recording
- one-on-one work with individual clients
- social work practice experience or observation with families
- facilitation or co-facilitation of a group experience
- facilitation or co-facilitation of an in-service training or other organization intervention
- application of evidence-based practice models to all system levels
- opportunity to evaluate own practice
- participation in agency program evaluation methods

Avila’s BSW curriculum emphasizes the strengths perspective, empowerment processes, and an ecosystems perspective when working with client systems of all sizes. Students are interested in and expected to observe application of these perspectives in agency settings. Most, however not all agencies, demonstrate these perspectives; but in such cases where they don’t, the Integrative Seminar class will assist the student in understanding how these perspectives could be applied in their setting.
SELECTION OF SITES AND FIELD INSTRUCTORS

How does the program pick field placement sites?

Some agencies contact Avila requesting students and at other times, the Director of Field Education directly contacts to request placement. Avila has positive, long-standing relationships with many agencies utilized for student placement, but is also always in the process of orienting new Field Instructors and Agency sites based on individual student needs and requests. The Director of Field Education does an extensive interview with the Field Instructor and sometimes the Agency Administrator before allowing a student to interview at that site to ensure that all criteria are met.

How does the BSW program choose Field Instructors?

The criteria for the selection of a field instructor requires an MSW or BSW-degreed employee of the Field Agency, preferably with two years post-degree experience.

The agency Field Instructors must:

1. Meet with the Assistant Director of Field Education two times the first semester and once the second semester at the Field Agency
2. Attend a Field Experience Orientation and a Field Experience Training on Avila’s campus during the field semesters (C.E.U.’s are available)
3. Work with the field student in the process of formulating the field learning contract (final responsibility for the contract is with the field student). The agency field instructor, field student, and Assistant Director of Field Education sign the contract
4. Provide an educational learning experience for the student that is consistent with the Program’s core competencies and practice behaviors
5. Provide ongoing verbal evaluation of the field student’s performance and professional development as well as written evaluation of the student’s achievement of practice behaviors and core competencies at the end of each semester
6. Whenever a problem serious enough to jeopardize the field student’s placement or a question regarding the performance of the student arises, the agency field instructor must contact the Assistant Director of Field Education, who will then consult with the Director of Field Education. If withdrawal of the student from the agency becomes necessary, it will be initiated and coordinated by the Assistant Director of Field Education in close consultation with the Student and Agency Field Instructor as well as any relevant members of the agency. The Director of Field Education will oversee any termination process by remaining in close contact with the Assistant Director of Field Education.
7. Oversee a time monitoring system and sign the time sheets of the field student to ensure student’s completion of five hundred 500 clock hours of field work.

FIELD PLACEMENT AGENCIES

Listed below are some of the agencies in which Avila students have completed field placements. The Field Coordinator is always working to establish new field placement sites to meet student’s needs and interests.

Associated Youth Services       Mother’s Refuge
Beacon Hill                     Network Homeless Support
Catholic Community Services     Kansas City CARE Clinic
Center School District          St. Joseph’s Hospital
Don Bosco Center                SAFE HOME
Esperanza House                 Village Shalom Geriatric Center
Friendship Village              Social & Rehabilitation Services
Foxwood Springs Living Center  Trinity Lutheran/ Aids Program
Independence School District    Truman Behavioral Health Network
Johnson County Mental Health    Truman Medical Center- Lakewood
Jackson County Division of Family Service   TLC for Children & Families
Jackson County Juvenile Justice Center  The Children’s Place
John Knox Care Center           Life Care Center, Grandview
Kansas City Hospice             Lee’s Summit Hospital
Mattie Rhodes Center            Metro Organization to Counter Sexual Assault (M.O.S.C.A.)
Jewish Family Services          Genesis Promise Academy
Grace Hospice                   Synergy Youth Services
Rose Brooks Center              Skills to Succeed
Johnson County Department of Corrections  DeLaSalle Education Center
PRIOR LEARNING POLICY

While the Avila University policy on prior or experiential learning allows for academic credit for life experience or previous work experience, the final decision on prior learning credit is left up to the individual program or department. In compliance with the Council on Social Work Education guidelines, the Avila BSW Program does not grant academic credit for life experience or previous work experience or allow such experience to substitute for any of the courses in the Social Work curriculum. (Avila University Catalog p.120)

TRANSFER OF CREDIT POLICY AND PROCEDURE

Policy: The Avila BSW program will accept social work courses transferred from another BSW program accredited by CSWE, only if they are deemed equivalent to the Avila Social Work major required courses and are below 352 level. This determination will be made by the Chair of the Social Work department in consultation with other full-time faculty. The transferring Institution’s Course Descriptions and/or Course Syllabi may be requested from the student in order to evaluate equivalency. If equivalency is validated, a student must have received a grade of “C” or better in the course, as well. Due to the concurrent nature of the field instruction process and advanced foundation course work, upper level Social Work courses (above 352) and SW 495, SW 496, SW 497 and SW 498 will not be considered for transfer. After transferring to Avila, the social work student must successfully complete their final thirty (30) hours of course work at the University, and at least twelve (12) of those hours must be in upper level social work courses.

Students transferring from another CSWE accredited social work program must submit an Admission Application at least one semester prior to transferring. This will include a Personal Statement, Field Worksheet, current GPA (verified), self-assessment inventory, and at least one letter of reference from a social work educator or practitioner familiar with the student. The Admission Packet will be reviewed by social work faculty to determine the student’s attainment of the Admission criteria and their overall demonstrated readiness to enter Field Experience I in the next fall semester.

In accordance with CSWE Standards, no credit is given for life or work experience. In addition, field placement practice courses are not transferable from non-accredited social work programs.

In addition, the Avila BSW program faculty has reviewed the social work and social welfare courses offered at several local community colleges. These courses are taught by MSW instructors known to the Avila BSW program faculty and contain content equivalent to Avila’s Social Problems/Social Change and Introduction to Social Welfare courses. Therefore, the Avila BSW program will accept the specified courses from local community colleges in place of the Avila BSW program’s Social Problems/Social Change or Introduction to Social Welfare courses, provided students have obtained a C or better in the course.
Human service courses from other community colleges will be reviewed by the faculty for content and instructor qualifications on a case by case basis.

**Procedure:** Any student transferring to Avila University has his/her transcript reviewed by an evaluator in the Office of Registration and Student Records at the time of formal application to the University. Social Work Faculty will be consulted about social work course equivalencies. Faculty may request copies of the course syllabi and instructor qualifications if there is a question on any course. Once the transcript evaluation process is completed, there are three signed copies of the transcript evaluation. One is kept in the Registration and Student Records’ office; a second is kept in the advisor’s file and a third is sent to the student. Students can request the University and Avila BSW program to review any course, if he/she feels an error has been made and the course meets the content criteria. While the social work faculty is willing to reassess any course once to prevent the possibility of error, when a final decision is reached it is not subject to appeal.

**ANTI-HARASSMENT/ANTI-DISCRIMINATION**

Avila University’s Anti-Harassment /Anti-Discrimination Policy is found in the appendix of this handbook, the University’s Student Handbook, and the current University Catalog. Avila University’s policy is “to maintain an environment for all of our employees and students that is free of unlawful harassment, illegal discrimination, and unprofessional conduct. It is never justifiable to harass one of our employees or students because of their race, color, gender, religion, national origin, age, disability, or sexual orientation. Unlawful harassment is counterproductive and does not serve the principles on which Avila University operates. We respect the dignity and worth of each employee and student” (Avila University Harassment Policy). The Avila BSW program is proud to comply with these policies and, in addition, does not discriminate on the basis of race, age, gender, color, religions, disability, national or ethnic origin, sexual orientation, or any other characteristic protected by law.

**STUDENT ADVISING**

**Policy:** All social work majors are assigned to a **full-time** Social Work faculty advisor. The faculty advisor meets regularly with advisees to facilitate effective curricular decision making, to assess progress toward competencies and practice behaviors and to develop student responsibility for educational choices. It is ultimately the student’s responsibility to ensure that he/she meets university and BSW program requirements. Faculty advisors also communicate shared concerns of faculty to the student and assist students in resolving these concerns. In addition, advisors help advisees in identifying specific populations with which they would like to work in preparation for placement in field or service learning and in assisting students in making future career choices.

**Procedures:** Upon declaring a social work major, students are assigned alphabetically to a Social Work faculty member, based on their last name. Either the student advisee or the advisor may initiate contact; however, the ultimate responsibility for remaining in contact
with the faculty advisor rests on the student. Students are expected to meet with their advisor in order to be advised and cleared for registration each semester. In addition, advisors will assist the student in requesting graduation audits, referral to campus resources and help regarding job placement and/or graduate studies.

Students in the Social Work department can request a change of advisor by putting the request in writing and submitting it to the Social Work Chair.

**Responsibilities:** The Avila BSW Program divides the advisor’s primary functions into academic and professional advising as follows:

**ACADEMIC ADVISING**

The faculty advisor meets a minimum of one time per semester with their advisees, although the advisor is available at any time for the student. The goal of academic advising is to facilitate effective curricular decision making, to assess progress toward academic goals and to develop student responsibility for educational choices.

Specifically the advisor helps to guide the student in the selection of relevant courses both in required university and social work courses and in elective courses. This includes the proper sequencing of courses, including prerequisite courses, and the selection of electives to best augment a student’s professional goals. Before the beginning of each semester, the advisor and student jointly assess the student’s academic progress and determine what courses need to be taken in the upcoming semester to meet both social work requirements and university core requirements.

The advisor also carries out necessary administrative functions such as signing registration forms, declaration of major status, eligibility for graduation and informing students of necessary procedures. Academic advisors, according to university policy, will also be notified by the Academic Affairs office if a student has been caught plagiarizing or cheating for a second time on campus.

In addition, the advisor provides assistance in the resolution of problems concerning the program, courses, faculty or administration. For example, if a student receives a D or F grade in any class, the advisor is notified and contacts the student to assist them in assessing the reasons for the grade and in developing a strategy to address the issue. The ultimate goal of the advisor is to empower the student to address concerns, achieve success and take responsibility to ensure that he/she meets university and social work program requirements.

The Social Work advisors are trained in Avila’s educational requirements in two ways. First, the advisor is oriented to the advising process in the first semester after they are hired. They also attend workshops and receive a copy of the Avila University Advising Guide through the My AU portal for Instructors. Periodically the Vice Provost holds mandatory advising trainings for all faculty at the beginning of an academic year.
Second, the advisor is oriented by the Dean of the College of Liberal Arts and Social Science and the BSW department Chair regarding school and social work policies and procedures. On an ongoing basis, the faculty advisors are collaborators in the design and development of the BSW program curriculum and academic standards. Therefore, they are aware of changes in curriculum or new academic requirements.

**ADVISING REGARDING THE SOCIAL WORK PROFESSION**

Social Work Faculty advisors also recognize a need to enable students to evaluate their own potential as a beginning level social work professional. Open and honest discussions with students early in the academic process, assists some in determining that this is not the major that is best for them and allows them sufficient time to change majors without endangering their projected graduation date. For others, it clarifies and solidifies their commitment to the major and assists them in identifying potential strengths and identifying challenges. Once students have been formally admitted to the program, advisors use sessions to monitor the students’ achievement of their professional goals which are mutually determined during the admission interview. In addition, advisors may help advisees in identifying specific populations which they would like to work in preparation for placement in service learning or field.

In assisting students in making future career choices, advisors encourage students to utilize the Shadow experience, Mini Agency experience and field placement experiences to help them in determining where their interests and aptitude lie within the social work field. Advisors also address, in conjunction with the Field Faculty, any concerns in regard to professional performance once the student is placed in a service learning or field placement setting.

Furthermore, faculty advisors encourage students in their assumption of a professional persona by recommending membership in professional organizations and encouraging students’ participation in local workshops and conferences.

Faculty advisors also offer practical assistance to students by reviewing student resumes and assisting students in preparing for job interviews. The University Student Learning Center is available for additional help, if needed. In addition, faculty advisors refer students to career days, inform students of possible job opportunities, and assist students in finding resource people to meet with who are willing to share their social work experience in specific areas or graduate school experiences.

**FACULTY-STUDENT INTERACTIONS**

Faculty-student conferences are considered part of academic advising. Faculty are not to treat students as clients, but may make a recommendation that a student consider accessing on-campus counseling if the student’s educational goals appear to be jeopardized by personal circumstances. Faculty-student interactions are **not** covered by confidentiality. Faculty may share relevant student disclosures with other social work faculty or university administration at the discretion of the faculty member. FERPA guidelines related to student confidentiality will be upheld.
RETENTION OF STUDENT ADVISING FILES

**Definition:** The term Social Work Advising File refers to the student files kept by the advisor in the Social Work Department. These records contain the packet submitted by students for admission to the program, including verification of GPA, supervisor evaluation(s) of at least one service learning evaluation, recommendations of social science faculty, a personal statement, a self-assessment completed by the student, and an assessment completed by the social work faculty. The records may also contain information pertinent to advising and copies of transcripts from former institutions. In their senior year, students submit a resume and write a letter of reference for themselves which are also placed in the advising file.

**Length of time kept:** The above social work files will be purged within 6 months of either the student’s completion of all graduation requirements for a BSW degree from Avila University or their formal withdrawal from the BSW Program and/or from Avila University. These files will then be transferred from the advisor’s office to a locked file in the Social Work Department. The only items which will be kept in the social work file, thereafter, will be the student’s contact sheet, self-written letter of reference, a copy of their formal acceptance letter to the program, their final field evaluation and their resume. If a student is NOT accepted into the BSW Program, a copy of that letter will be sent to the registrar’s office to become part of their permanent file. A second copy will be kept in the social work file.

**Rationale:** The purged items are all verified by other means, either through class grades, official transcripts, and/or bestowal of the BSW degree. The self-written letter of reference, final field evaluation and student resume are kept to assist faculty in writing appropriate letters of reference, if requested by the student at a future date. In addition, some graduate schools request a copy of the final field evaluation. The acceptance letter to the program is the only official acknowledgement that the student has either been accepted or denied entrance into the BSW Program. (Approved 8/03/05)

**CLASSROOM = WORKPLACE**

Necessary competencies of the professional generalist social worker are reliability in daily attendance, promptness, accountability and time management. The Avila BSW program faculty views the classroom as a microcosm of the work world. Faculty evaluate students’ readiness for placement in field instruction by examining student behaviors related to attendance, promptness, accountability and time management in the classroom setting. Students failing to meet these expectations may not be allowed to advance in the major, even if their coursework is passing. Students are establishing a track record of professional behavior starting with the social work courses. In addition, students are expected to behave in accordance with the NASW Code of Ethics. Students are particularly expected to be respectful of the worth, dignity and potential of not only clients but fellow students, colleagues and professors.
SEXUAL HARRASSMENT POLICY

The BSW department strongly supports the Avila University’s Anti-Harassment/Anti-Discrimination Policy, found in the Appendix of this Handbook, the University Student Handbook and the current University Catalog. In addition to university sanctions, violations of this policy may be grounds for the filing of a complaint with the NASW Committee on Inquiry. Social work faculty are available to discuss with students any concerns they may have in this area.

SEXUAL HARASSMENT AT FIELD EXPERIENCE SITES

Student interns are expected to treat the staff and clients of their field agencies with respect and courtesy. The sexual harassment of such persons by a social work intern may be grounds for termination of their placement, failure of the field experience course, and/or dismissal from the BSW program.

Although staff of practicum agencies are not subject to the anti-harassment adjudication procedures of the university, it is expected that students will not be subjected to such behavior at these sites. The Director of Field Education will investigate any reports of students being sexually harassed during their internships. If she/he believes that such harassment has occurred, the situation will be reviewed in a meeting of all social work faculty members, at the conclusion of which a recommendation for action will be made.

Examples of actions that may be taken include, but are not limited to: holding a problem-resolution conference with the person and or group of persons who is harassing; reporting of the incident to the supervisor of the harasser; changing Field Instructors; termination of the placement, temporarily or on a long-term basis; or reporting the harassment to the NASW Committee on Inquiry or other appropriate regulatory body.

SEXUAL RELATIONSHIPS

The BSW Program expects participants in any aspect of the Avila BSW program to abide by the ethical standards regarding sexual relationships. The NASW Code of Ethics, under “Social Workers’ Ethical Responsibilities to Clients, Standard 1.09 Sexual Relationships” states:

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced. (b) Social workers should not 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. Sexual activity or sexual contact with client’s relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers – not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship – assume the full burden for setting clear, appropriate, and culturally
sensitive boundaries. (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client… (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship…

Under “Social Workers’ Ethical Responsibilities to Colleagues: Standard 2.07 Sexual Relationships” the Code of Ethics goes on to say:
(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisors, students, trainees, or other colleagues over whom they exercise professional authority. (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

POLICY REGARDING CONFIDENTIALITY

Policy: In any instance in which a client is mentioned in a classroom or class assignment, whether in a brief vignette, oral or written case presentation, or any other manner, the following assurances of confidentiality must be observed:

a. The names of persons who are clients, clients’ family members, and any other persons in this environment must be disguised so that they will not be recognizable.

b. If the configuration of personal or family characteristics is such that it could render persons identifiable (age, family size or composition, race, occupation, disability, etc.), some aspects of the configuration must be altered. Aspects least detrimental to understanding of the situation are the ones which should be altered, but when there is doubt, the principle of confidentiality must take precedence over completeness in every detail.

c. The specific place of work or schooling of clients should not be mentioned unless it is essential to the case, the entity is so large, and the person’s other characteristics are sufficiently nonspecific that he/she cannot be identified.

Any discussion about clients in the classroom takes place in the context of professional learning and teaching. As such, it is protected by the social work profession’s ethics regarding confidentiality. Such content should never be discussed outside the classroom except with professional colleagues and then only for learning purposes.

Any written materials or tapes regarding clients must be prepared, used, and stored so as to ensure clients’ privacy. For tapes, to be used in the classroom, clients’ permission must be gained in writing before taping may take place. Procedures used must be in conformity with university rules and regulations as well as with those of the student’s field agency. Responsibility to see to it that no one has access to such materials, except for legitimate
professional purposed, rests with each student and faculty member. Tapes should be erased or destroyed following assignment completion and grading.

**STUDENT RIGHTS**

**GENERAL STUDENTS’ RIGHTS AND RESPONSIBILITIES**

The Avila BSW department is a Council on Social Work Education (CSWE) accredited program which assures the student a program of academic excellence and professional training in the practice of social work. CSWE shows concern for student’s rights by stating in their Standards for the Accreditation of Baccalaureate Degree Programs in Social Work certain requirements. As a BSW program, which respects the rights of people to have a voice and to self-advocate, the program has established policies and procedures to ensure that students feel their rights have been protected.

This document, the Avila BSW Student Handbook, identifies those policies and procedures relevant to students’ rights. These policies and procedures address issues re: grade appeals; sexual harassment; admission, retention and dismissal from the BSW Program; appeal procedures; plagiarism; non-discrimination; transfer policies; student record policies; privacy rights; and advising. Student policies related to field education are addressed in the Field Experience Manual.

**Rights**

Social Work majors have the right:

- To be treated with courtesy, respect and fairness by college faculty, staff, and administrators.
- To change advisors by submitting a simple written request to the Chair of the BSW program or the Dean of the College of Liberal Arts and Social Sciences.
- To receive reasonably prompt feedback on assignments and tests and be informed in a timely course work through warning slips. A student also has the right to be informed about what she needs to correct or improve performance.
- To have their student advising records retained in a safe, secure manner.
- To privacy, not to have personal or academic information released to the Field Instructor without the student’s written consent.
- To appeal and follow procedures concerning admission/retention/dismissal from the Program and academic grades.
- To request review of any social work transfer coursework that was not accepted for social work core curriculum credit.
- To have a voice and be heard in choosing client populations and agency settings for internships and field placements.
- To not have student’s written assignments copied or distributed without student’s consent.
• To participate and give feedback to the faculty regarding the hiring of full-time tenured-track Social Work faculty by meeting the candidates and hearing presentations by the candidates.
• To participate in curriculum development and revision by providing feedback to the Social Work faculty by filling out evaluations.
• To be informed of changes in the Social Work curriculum in a timely manner that impacts a student’s requirements for the major.
• To form organizations and/or clubs with other social work majors and to plan activities with them.

Responsibilities

In addition to their rights, Social Work majors have the responsibility:

• To act according to the *NASW Code of Ethics*.
• To treat college administrators, staff, Social Work faculty, Agency Field Instructor and fellow students with respect and courtesy.
• To read the BSW Program’s Student Handbook to be familiar with the requirements, curriculum and policies of the Social Work Program and the *NASW Code of Ethics*.
• To be familiar with the Council of Social Work Education’s Educational Policy and Accreditation Standards (EPAS) found in the Student Handbook.
• To read the Field Manual and be familiar with and follow the expectations and requirements for field placements.
• To fill out course, field, and other Social Work Program related evaluations.
• To respect confidentiality both in the classroom and in the field placement.
• To meet with their advisors regularly concerning their courses and schedules and graduation requirements.
• To share important information that affects their academic and/or field placement performance with advisors.
• To maintain good attendance, be punctual for class and field placements, turn in assignments on time and make appointments with faculty and Field Supervisors as necessary.
• To notify their advisors of any decision to change majors and/or transfer to another college, preferably discussing these issues with the advisor prior to making the decision.
• To meet all deadlines and paperwork required for course registration, dropping and adding courses, incomplete grades, academic courses and fieldwork.

It is hoped that grievances concerning alleged denial or violation of student’s rights within the BSW department can be adjudicated through informal channels. Open, honest communication between the student(s) in question and the instructor, advisor or chair of the program usually allows for the successful resolution of issues. However, should that not be possible, the student has recourse to formal, established university wide procedures for the adjudication of any grievances. These policies and procedures address issues regarding grade appeal; sexual harassment; plagiarism; non-discrimination; grievance procedures;
transfer policies; and privacy rights as required by FERPA. University policies and procedures are included in the Avila BSW Student Handbook in the Section marked University Policies and Procedures.

As a professional program the Avila BSW department requires its students to demonstrate responsible behavior, which will be needed as future social work practitioners. Therefore, students in the Avila BSW department are required to attend class regularly; to be accountable in reporting absences, to be prompt for class and meetings with faculty and other students; to be prepared for class discussions; to manage their time well; and to comply with social work values and ethics.

STUDENT PARTICIPATION IN FORMULATING AND MODIFYING POLICIES

The Social Work faculty seek student feedback on program policies and procedures in order to make sure that they are fair and protect students’ rights, not only as seen from a faculty perspective but as seen from a student perspective. Faculty is also interested in student feedback on curriculum and field placement. To obtain this feedback, faculty use a variety of methods. Faculty have formed student task forces requesting feedback on a certain policy or procedure, for example the admissions procedure described in AS: 5.0. In addition, faculty use the student evaluations of courses to obtain student input on specific classes, textbooks and teaching methods. The Social Work Student Association (SSWA) has also been used as a source of feedback on a wide variety of issues. Selected students are also voting members of the Search Committee for full-time Social Work Faculty. There are also two student representatives on the Student Faculty Staff Advisory Council.

At the University wide level, social work students have been student representatives on the university’s Academic Affairs Committee, president of the Black Student Union and active members of a variety of other organizations. In addition, social work students can and do participate in University’s student activities including the Group Activity Programming (GAP) group, SODA, Campus Ministry, and Avila Singers, among others. As noted above, the presidents of all campus organizations meet monthly to address campus wide activities and to provide mutual support and consultation.

GRIEVANCE PROCEDURE

It is hoped that grievances concerning alleged denial or violation of student’s rights can be adjudicated through informal channels. Open, honest communication between the student(s) in question and the instructor, advisor or coordinator of the program usually allows for the successful resolution of issues. However, should that not be possible, the student has recourse to formal, established procedures for the adjudication of their grievance. Information concerning grades appeals and grievances and the formal procedural steps involved in their resolution is contained in the Appendix of this handbook.
ACADEMIC HONESTY AND PLAGIARISM

The university defines “plagiarism” as taking ideas from another and passing them off as one’s own. Included would be the practice of incorporating portions from a book or article into a paper and not acknowledging the source, copying a whole paper or report directly from a book or article, securing a paper or report from someone and submitting it as one’s own work. Social Work sees plagiarism as an ethical issue, which can result in dismissal from the major. See current catalog under “Academic Honesty” for university penalties.

PROFESSIONAL ORGANIZATIONS

As a means of acculturation to the profession of social work, all students are encouraged to join social work professional organizations, as student members.

NASW

The National Association of Social Workers is a professional organization with 80,000 members and Chapters throughout the United States, whose primary purpose is to help all Social Workers to advance their practice in the field of helping people. NASW established social action priorities in three critical areas: Elimination of Poverty; AIDS and HIV; and National Universal Health Care. NASW also has national goals for improving social work salaries and workloads.

NASW programs fit into four broad functional areas: professional development, professional standards, professional action to achieve sound social policy affecting those served, and membership services.

The full time baccalaureate student may join NASW at the cost of $48.00 per year. (Regular member is $125.00) This entitles the student to voting rights, to receive the monthly NASW News, and Social Work (bi-monthly professional journal), and to receive membership services (insurance, etc.). The national membership also entitles the student to membership in the local program units in the Missouri or Kansas State Chapters.

NABSW

Students may also join National Association of Black Social Workers (NABSW). The NABSW was founded in May, 1968, in San Francisco. This organization was formed in response to issues related to providing human services in the Black community, educating social workers for effective service in the Black community, and providing opportunities for participation of Black social workers in the social welfare arena. Membership in NABSW is open to Black people working in human services and is not predicated upon degree or experience. There are chapters throughout the country.
CSWE

The Council on Social Work Education (CSWE) is the accrediting body for baccalaureate and master degree programs that educate students in the colleges and universities throughout the United States. The purposes of accreditation in social work education are: 1) to assist programs in achieving the educational goals of the profession and of the institutions of which they are a part; 2) to promote a high standard of education rather than uniformity of educational programs; 3) to foster continuing self-study and self-improvement in BSW Programs; 4) to encourage planned experimentation and imaginative educational development; and 5) to relate social work educational programs to the needs and demands of professional practice. Avila University’s BSW Program has been fully accredited since 1974. (See Appendix for CSWE Accreditation Standards)

SSWA

Membership in the Avila Student Social Work Association (SSWA) is open to any social work major and other interested students on the campus. The purpose of the club is to provide a social and service organization through which students can obtain support and gain experiences that will enhance their development as beginning generalist social work practitioners. The Avila University Student Government Program sponsors the Student Social Work Association (SSWA).

The association is operated and conducted by students and for students. The Executive Board is composed of the President, Vice-President, Treasurer, Secretary and Historian. Representatives for official committee work for SSWA, the university, the school, and the BSW program are elected or appointed by the association members.

Students determine the yearly dues (if any). Elections are held in early September. The social work faculty advise the group. The current advisor is Dr. Francis Origanti.

Past activities include: an Easter Egg Hunt at a shelter; fund raising for contributions to AIDS Hospice; a field trip to a prison; Christmas Parties; Christmas Giving Trees; Handicap Awareness Day; providing hygiene products for a Romanian Orphanage; food drive for a shelter; and co-sponsoring a safety awareness workshop. Students select officers each spring and pick projects based on student interests.

STUDENT AWARDS

The Dorothy Gallagher Award
The Dorothy Gallagher award is given in honor of Dorothy Gallagher, who taught at Avila’s predecessor, St Teresa’s, from 1949 to 1962. Miss Gallagher had an MSW from Washington University in St. Louis and had worked for the Jackson County Welfare Office. At St. Teresa’s, she helped develop the Sociology program and continued to be active in social work in the Kansas City area. Her family endowed the Guadalupe Center and, in the tradition of Jane Addams, Dorothy and her sister lived at the Center. Dorothy was fluent in Spanish, and worked with the Hispanic Americans in that area without pay.
This annual social work award is intended to honor her memory by honoring a student who exemplifies social work values. The student must have at least a 3.5 GPA in social work courses, and should demonstrate maturity, self-awareness, personal and social responsibility, the ability to think and reason critically and analytically, and have demonstrated growth in these areas during his/her time in the BSW Program at Avila. Social work faculty selects the recipient for the award.

**Outstanding Social Work Student Award**

The Outstanding social student award honors a social work student who, beyond academic performance, promotes the field of social work through a variety of service and volunteer activities that benefit the Social Work Department, the College, the University, and the community. The award honors current members of the social work student body whose involvement throughout their BSW career at Avila demonstrates exemplary pride and dedication and outstanding contribution to the goals and mission of the profession through their personal commitment of time and energy, volunteerism, scholarship and leadership – thus reflecting positively on fellow students and the Social Work community at-large. The social work student body elects the recipient for the award.

**INTERNET LINKS FOR SOCIAL WORKERS**

[www.socialworkers.org](http://www.socialworkers.org)
NASW’s link has links to generalist and specialty practice in social work

[www.aphsa.org](http://www.aphsa.org)
American Public Human Services Association – information on organization and on welfare reform legislation. Links with state, federal and other web sites on related issues.

[www.socialworker.com](http://www.socialworker.com)
Online magazine for social work students

[www.aswb.org](http://www.aswb.org)
Association of Social Work (licensing) Boards - information on social work licensing and certification in all fifty states

[www.sc.edu/swan](http://www.sc.edu/swan)
Social Work Access Network – interest group of caseworkers, counselors, students, administrators and professors in social work. Information on wide variety of topics related to social work and social welfare.

[www.cswe.org](http://www.cswe.org)
Council on Social Work Education – information on curriculum and accreditation of BSW Programs

[www.bpdonline.org](http://www.bpdonline.org)
Association of Baccalaureate BSW Program Directors – lists accredited BSW, MSW programs. Information on social service databases, social issues and more.
EMPLOYMENT OF BSW GRADUATES

Since 1972, our graduates have been employed successfully at the BSW level both locally and nationally. Some employers have been:

- Associated Youth Services
- Big Brothers & Sisters
- Catholic Charities, Kansas City, Kansas
- Central K.C. Mental Health
- Community Mental Health Center South
- Heart of America Family Services
- Independence Regional Hospital
- Jackson County Division of Family Services
- Jackson County Public Administrator
- Johnson County Parks and Recreation Department Services
- Kansas City Missouri Department of Urban Affairs
- Metro Organization to Counter Sexual Assault
- Missouri State Probation and Parole
- St. Joseph’s Hospital
- Southeastern Jackson County Mental Health Center
- Trinity Lutheran Hospital
- Seton Center
- Baptist Memorial Hospital
- Carondelet Manor
- Catholic Charities, Kansas City, Missouri
- Clini-Care
- Good Shepherd Manor
- Human Resources Corp, Adult Serv.
- Jackson County Division of Aging
- Jackson County Juvenile Justice Center
- Jewish Children and Family Services
- Kansas City Missouri Community Parole and Probation
- Metro Lutheran Ministries
- Ozanam Home
- Shawnee Mission Medical Center
- State of Missouri, Division of Youth Serv.
- Wyandotte County Social and Rehabilitative Services (SRS)

AVILA UNIVERSITY

REGULATIONS AND PROCEDURES

In order to assure minimum administrative difficulties while in the BSW program, a student needs to become familiar with the regulations and administrative procedures of the university. To this end, the university catalog becomes a major source of information, and should constantly be a valuable reference. Faculty advisors also are an important source of such information and are helpful for policy interpretation.

Some of the more important policies and regulations contained in the University Catalog concern:

- admission procedures for freshmen and transfer students
- academic fees
- credit by examination (CLEP)
- credit hour and grading system
- student classification
- program changes and withdrawals
- probation and dismissal
- financial aid
- double majors and minors
- nondiscrimination policy and other campus policies
The class schedule put out by the university twice a year also contains valuable information such as semester dates, including all vacations, and finals week schedule. This schedule should be kept until the end of the semester.

**STUDENT SERVICES**

The following student services are available to all Avila University students:

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Veterans’ Benefits Assistance</th>
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</thead>
<tbody>
<tr>
<td>Student Learning Center</td>
<td>Disability Services</td>
</tr>
<tr>
<td>• College Skills Program</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>• Tutoring Services</td>
<td>Disability Services</td>
</tr>
<tr>
<td>• Placement Testing</td>
<td>Campus Ministry Programs</td>
</tr>
<tr>
<td>Student Resource Center</td>
<td>Child Care Center</td>
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<tr>
<td>• Personal Counseling and Referral</td>
<td>Intercollegiate Athletics</td>
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<tr>
<td>• Health Care Services</td>
<td>Intramural Sports Programs</td>
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<tr>
<td>• Career Services</td>
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</table>

See Avila University Student Handbook or Avila University Catalog for more detailed information.
APPENDIX
AVILA UNIVERSITY POLICIES AND PROCEDURES
AVILA UNIVERSITY GRADE APPEAL POLICY

POLICY: A student may appeal a final grade received in a course when the student decides that the grade does not accurately reflect his/her performance in the course. The appeal is limited to the following: 1) evidence that determination of the grade was in variance with requirements stated in the course syllabus; 2) documentation that an inaccurate evaluation was used in determining the course grade. Each school/college will determine on a case-by-case basis whether the student, during the process of the hearing and appeal, will be permitted to participate in course(s) for which the appealed course is a prerequisite. If permission is granted, the student should be aware that continued enrollment in the course(s) is permitted at the student’s risk in the event that the appeal is denied.

PROCEDURES:

1. By 5:00 PM on Friday of the third week of the semester following the one in which the grade in question was received (e.g. Spring Semester for grades received in the Fall; Fall Semester for grades received in the Spring or Summer), the student intending to appeal a grade must first contact the instructor and discuss the grade received. If, after discussing the grade, the issue is not resolved, the instructor signs the Verification of Conference Regarding Grade Form which may be obtained from the Academic Affairs Office or the Dean of the School or College. The student then meets with the Dean of the School or College in which the course was offered to discuss the grade received. The Dean also signs the Verification of Conference Regarding Grade Form.  

   Deadline Date:_______________________________________  
   (Filled in by Office of Academic Affairs)

2. If the student wishes to pursue the appeal, a formal request must be submitted in writing to the Academic Affairs Office using “Request to Appeal Grade Form” (available in the Academic Affairs Office). This form will be given to the student upon presentation of Verification of Conference Regarding Grade Form. The student must submit this request to the Academic Affairs Office along with all of his/her evidence and documentation by 5:00 pm Monday of the fourth week of the semester following the semester in which the grade was received.

   Deadline Date:_______________________________________

3. The Vice-President for Academic Affairs will notify the faculty member who assigned the grade being appealed and will also notify the Dean of the School or College in which the course was offered to assemble an Appeal Committee consisting of two faculty and one student from the School/College. The student has the faculty member from outside the school/college except when prohibited by an accrediting body. The Dean of the School or College determines the composition of the committee and notifies the Ombudsperson of the committee composition. The Dean of the School or College will serve as an ex officio, non-voting member of the committee. The Ombudsperson will notify all parties of the time, date and place for the hearing. Once the date has been determined, the formal hearing will be held at that time even if either the faculty member or the student refuses to participate. The hearing will be held no later than four (4) weeks after the deadline for submitting a request for a hearing.
4. If the Dean of the School or College is the faculty member whose grade is being appealed, then the Vice-President for Academic Affairs performs the task in 1. above and appoints a school or college designee to implement the duties of the Dean of the School or College in paragraph 3.

5. The faculty member must submit to the Academic Dean’s Office all materials, evidence, and documentation to be considered relevant material in response to the student appeal and for the hearing no later than **seven consecutive days from the date of the student request for a formal grade appeal**. Any response to materials in the file must be in writing and in the Academic Affairs Office no later than **three working days before the hearing**. No materials may be added by either the faculty member or the student after that date. No new materials may be introduced at the Appeals hearing. Only persons participating in the formal hearing may have access to materials, evidence and documentation associated with the appeal.

**FORMAL HEARING**

1. The Ombudsperson will chair the Appeal Committee. In cases where the Ombudsperson is the faculty member whose grade is being questioned, the Alternate Ombudsperson will carry out all of the activities assigned to the Ombudsperson. It is the responsibility of the Ombudsperson to see that the guidelines of the hearing are met.

2. Student and faculty will have an opportunity to present their position, followed by an opportunity for clarification and questions from the committee.

3. The presentations, clarification and questions following will be audio taped. The presentations will be limited to 15 minutes each. Evidence/documentation for the presentation will consist of the syllabus, class evaluation materials, textbooks course materials, class record, contact sheets and other relevant materials. Outside witnesses are not permitted to be present for the hearing. Hearsay repeated by any member of the committee, voting or non-voting, will not be considered.
   a. The student appealing the grade will present evidence/documentation contained in the “Request to Appeal Grade Form” which is submitted to the Appeal File in accordance with the deadline.
   b. The faculty who assigned the grade will present evidence/documentation, which is submitted, to the Appeal File in accordance with the deadline.

4. The Appeal Committee has an opportunity for clarification and questions following the presentations: the substance will be limited to the information or documentation shared in the presentation and in the appeal file. Clarification and questions will be limited to one (1) hour. The Dean of the School or College may participate as a member during this phase of the hearing. During this phase of the hearing the student and faculty should not address each other. Their responses are limited to questions asked by committee members.

5. When the clarification and question portion of the hearing described in paragraph is completed, the Ombudsperson will ask for a recess.

6. The committee will reconvene after the recess without the faculty member and the student. The committee may have further discussion and then by secret ballot and a simple majority, will vote to:
   a) uphold the grade given by faculty or b) change the grade to that which was formally requested by the student. The committee discussion following the recess will not be audio taped.
7. The Ombudsperson will collect and tally the ballots. After recording the vote, the ballots will be retained in a confidential file in the Academic Affairs Office. Committee members must immediately relinquish all materials pertaining to the appeal. Documents from the hearing will be maintained in a confidential file in the Academic Affairs Office for ten years.

8. The Ombudsperson will send the decision of the hearing in writing to the Vice-President for Academic Affairs and by certified, return receipt requested mail within twenty-four hours to the involved parties.

9. The decision of the Committee is final.

5/13/91  
Effective Spring 1991  
Revised 4/13/96  
Revised 11/29/95  
Revised 5/1/96  
Revised 2/26/01  
Revised 6/20/03
VERIFICATION OF CONFERENCE REGARDING GRADE FORM

This is to verify that _____________________________________________________ discussed

Student Name

The final grade received ____________________________________________________.

Course Number, Section, Title

______________________________
Semester, Year

______________________________
Instructor Signature      Date____________________

______________________________
Dean of School/College Signature      Date____________________

______________________________
Student Signature      Date____________________
Avila University

ANTI-HARASSMENT/ANTI-DISCRIMINATION POLICY

Policy Statement
Avila University’s policy is to maintain an environment for all of our employees and students that is free of unlawful harassment, illegal discrimination, and unprofessional conduct. It is never justifiable to harass one of our employees or students because of their race, color, gender, religion, national origin, age, disability, or sexual orientation. Unlawful harassment is counterproductive and does not serve the principles on which Avila University operates. We respect the dignity and worth of each employee and student. We believe that each employee and student should be free to develop fully his or her potential, neither hindered by artificial barriers nor aided by factors that are not related to merit. Avila University also prohibits unprofessional conduct and comments that may not amount to unlawful harassment. All employees are expected to use good judgment and to avoid even the appearance of impropriety in all of their dealings with other employees and students. Supervisory employees especially must exhibit the highest degree of personal integrity at all times, refraining from any behavior that might be harmful to their subordinates, students, or to the University.

Racial, Religious, Sexual Orientation, or National Origin Harassment
Racial, religious, sexual orientation or national origin harassment is expressly prohibited. Racial, religious, sexual orientation, or national origin harassment includes any oral statement, written statement, or physical act in which race, religion, sexual orientation, or national origin is used or implied in a manner that make another person uncomfortable in the work or educational environment or that would interfere with another person’s ability to perform his or her job. Examples of racial, religious, sexual orientation, or national origin harassment include jokes that include reference to race, religion, sexual orientation, or national origin; the display or use of objects or pictures that adversely reflect on a person’s race, religion, sexual orientation, or national origin; or use of language that is offensive due to a person’s race, religion, sexual orientation, or national origin.

Sexual Harassment
Sexual harassment is a form of sex discrimination which is illegal under Title VII of the Civil Rights Act of 1964 for employees and under Title IX of the Education Amendments of 1972 for students. Sexual harassment is also illegal under Missouri State Law and prohibited by Avila University. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- submission to the conduct is made either explicitly or implicitly a term or condition of employment; or
- submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee; or
- such conduct has the purpose or effect of substantially interfering with the employee’s work performance or creates an intimidating, hostile, or offensive work environment; or
• submission to the conduct is made either explicitly or implicitly, a condition of a student’s participation in a school program or activity, or the basis for an educational decision affecting a student; or
• such conduct is so severe, persistent, or pervasive that it affects a student’s ability to participate in or benefit from an education program or activity, or creates an intimidating, threatening, or abusive educational environment.

Prohibited acts of sexual harassment can take a variety of forms, ranging from off-color jokes to subtle pressure for sexual activity to physical assault. It is not possible to identify each and every act that may constitute sexual harassment. Examples of conduct that may constitute sexual harassment are:

• repeated or unwelcome sexual flirtations, advances, propositions, touching, remarks, or requests for sexual favors;
• repeated verbal abuse of a sexual nature;
• graphic verbal comments about a person’s body;
• sexually degrading words used to describe a person;
• the display of sexually suggestive objects or pictures;
• unwelcome questions or comments about private sexual matters;
• slurs, “off color” jokes, or degrading comments related to gender;
• demeaning, discourteous conduct, or negative stereotyping; or
• a sexual relationship with a subordinate or a student.

No Retaliation
It is strictly against University policy to retaliate against anyone who reports or assists in making a complaint of prohibited harassment. Retaliation is contrary to this policy statement and may result in discipline up to and including termination for employees and dismissal for students. Anyone who feels that retaliatory action has been taken because of his or her report or assistance in making a complaint of prohibited harassment should immediately bring the matter to the University’s attention as described below.

How to Report Instances of Harassment or Retaliation
The University cannot resolve matters that are not brought to its attention. Any student or employee, regardless of position, who has a complaint of or who witnesses harassment or retaliation at work by anyone, including instructors, students, supervisors, managers, employees or even non-employees, has a responsibility to immediately bring the matter to the University’s attention. If the complaint or observation involves someone in the employee’s direct line of command, or if the employee is uncomfortable discussing the matter with his or her direct supervisor, the employee is urged to go to another supervisor, a University vice president, or to the director of human resources. If the complaint or observation involves a student, the report should go to the vice president for academic affairs or the vice president and dean for student affairs. Student-to-student harassment complaints may be referred to the disciplinary system in the school’s Code of Conduct for the appropriate investigation and resolution of such complaints.

How the University Will Investigate Complaints
The University will thoroughly and promptly investigate all claims of harassment or retaliation. A complainant will be given the opportunity to provide a good faith list of persons who may have information regarding the subject matter of the complaint, and those persons will be contacted by a representative of the University. If an investigation confirms that harassment or retaliation has occurred, the University will take prompt, corrective action, as is appropriate. Complaints of harassment and retaliation will be kept as confidential as possible.

**Avila University’s Commitment to an Effective No Harassment Policy**
If you feel that the University has not met its obligations under this policy, you should contact the Department of Human Resources.

*Revised July 2004*
Family Educational Rights
And Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for eligible students to review the records. Schools may charge a fee for copies.
- Eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, **schools must have written permission from eligible student in order to release any information from a student's education record.** However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell eligible students about directory information and allow eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may ask the Registrar.
SOCIAL WORK FORMS
APPLICATION TO SOCIAL WORK MAJOR

ADMISSION CHECKLIST

Student’s Name _______________________________________________

This student has successfully met the following criteria for formal admission in the BSW major:

☐ Completed Personal Statement
☐ Completed Self-Assessment Worksheet
☐ Received satisfactory evaluation by service learning supervisor
☐ Submitted Field Placement Worksheet
☐ Has a minimum 2.5 cumulative grade point average
☐ Demonstrates effective verbal communication
☐ Demonstrates effective written communication
☐ Has achieved a minimum “C” grade in all social work or social science courses
☐ Understands and adheres to social work value and ethical system
☐ Generally maintains effective social functioning
☐ Understands and separates personal reactions/bias from professional conduct
☐ Maintains appropriate professional boundaries
☐ Demonstrates sound judgment and appropriate decision-making skills
PERSONAL STATEMENT

Since social work is concerned with both personal growth and social change, it is important to the Admissions Committee, in assessing your application, to have your current thinking the following. You may wish to use a separate page for each item.

1. Describe the development of your interest in social work as a career.

2. Explain your conception of what social work is, what social workers do.

3. What social issues are of particular interest to you? How do these relate to your socio-cultural background? In what way(s) have you attempted to act upon your concerns about these problems? How did others respond? What were your reactions to your efforts and to the responses to your efforts?

4. What qualities do you have that will help you as a social worker?

5. *As all people have experienced problems in their lives, please describe one in your own life for which you sought help from a friend, professional helper, etc. What were the responses to your request? What was the outcome? If you have had a problem and have not sought help for it, how did you resolve it and why didn’t you choose to seek help?

6. What area of social work practice interest you? Why? What aspects of social work do you think would be enjoyable? What aspects will be hard for you and/or not enjoyable?

* Policy on disclosure: The Avila University has graduated students who have had a wide range of personal experiences. We do not consider any particular problem/condition/experience as a barrier to professional practice. We are concerned with how a student has integrated experiences into current functioning and how they have utilized help in doing so.
**Assessment of Professional Functioning**

**Student (S):** Rate yourself on each criterion by putting an “X” in one of the columns under “Student”. Then place a star by what you see as your top three strengths, and rank 1-3 your top areas needing growth. Please be honest in your self-evaluation. Turn this in with your packet.

**Faculty (F):** Please rate the student by putting an “X” in the category that MOST characterizes the student based on your observations.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance</td>
<td>Student</td>
<td>Faculty</td>
<td>Student</td>
</tr>
<tr>
<td>Accountability regarding absences</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Punctuality related to attendance and assignments</td>
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<tr>
<td>Effective use of time</td>
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<tr>
<td>Comes to class prepared</td>
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<td></td>
<td></td>
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<tr>
<td>Actively participates in class activities &amp; discussion</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Is respectful of classmates and instructors</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Generally maintains effective social functioning*</td>
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<tr>
<td>Demonstrates effective verbal communication</td>
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<tr>
<td>Demonstrates effective written communication</td>
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<tr>
<td>Cumulative GPA is 2.5 or above</td>
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<tr>
<td>Minimum of “C” in all social work or social science-related courses</td>
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<tr>
<td>Understands and adheres to social work values and ethical system (NASW code)</td>
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<tr>
<td>Dresses professionally (casual professional attire)</td>
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<tr>
<td>Maintains appropriate professional boundaries</td>
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<tr>
<td>Able to hear constructive feedback and participate in professional development strategies for change</td>
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<tr>
<td>Understands and separates personal reactions/biases from professional conduct and exhibits professional conduct</td>
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<tr>
<td>Demonstrates sound judgment and appropriate decision-making skills</td>
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</tbody>
</table>

*Social functioning refers to the students’ abilities to cope with the demands generated by their interactions with their environment, including areas such as school, work, family and personal relationships.*
FACULTY ASSESSMENT WORKSHEET

Faculty Evaluator’s Name ____________________________________

Student Name: ____________________________________________

Date ____________________

Place an “X” in the appropriate column to rank the student in each area. Use the back of the sheet to provide details for key items. “Star” the student’s top three areas of strength. Rank 1, 2, 3 top priorities for change.

**Professional Development**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance</td>
<td></td>
<td></td>
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<tr>
<td>Accountability regarding absences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuality related to attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuality related to assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comes to class prepared</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively participates in class activities &amp; discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is respectful of classmates and instructor</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>*Generally maintains effective social functioning</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates effective verbal communication</td>
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<td></td>
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<tr>
<td>Demonstrates effective written communication</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates sound judgment and appropriate decision making skills</td>
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</tbody>
</table>

*Social functioning refers to the students’ ability to cope with the demands generated by their interaction with their environment, including areas such as school, work, family and personal relationships.
FIELD EXPERIENCE PLANNING WORKSHEET

*Directions:* Respond to the following items based on your interests, knowledge, and experiences gained thus far in your social work academic career.

| Your field placement is a chance to apply what you have learned in a classroom setting to a real-life service provision environment. **List three learning goals you are hoping to achieve during your field placement experience.** | Goals: 1. 
2. 
3. |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Your generalist field placement will allow you to observe and participate in all social work practice levels: micro, mezzo, and macro social systems. <strong>As some placements offer access to experiences at one level more than another, rank order the levels in regards to your preferences for your field placement experience and provide an explanation of the rankings.</strong></td>
<td>Ranking of Macro/Mezzo/Micro Levels by Order of Preference: Lowest ___________ Middle _______________ Highest _______________ Explanation of Ranking:</td>
</tr>
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<td></td>
<td></td>
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</tbody>
</table>
In preparation for your field experience, it is critical to identify which agency settings may better meet your needs and interests than others. **With respect to the agency setting for your field placement, circle three settings from within or across these fields, and respond to the related questions:**

<table>
<thead>
<tr>
<th>Human Services</th>
<th>Children &amp; Families</th>
<th>Criminal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substance Abuse Services</td>
<td>Child Protective Services</td>
<td>Youth Services</td>
</tr>
<tr>
<td>Public Welfare Services</td>
<td>Adoption/FosterCare Agencies</td>
<td>Victim Assistance</td>
</tr>
<tr>
<td>Immigrant/Refugee Services</td>
<td>Schools</td>
<td>Courts</td>
</tr>
<tr>
<td>Faith-Based Agencies</td>
<td>Day Care Centers</td>
<td>Adult</td>
</tr>
<tr>
<td>Private Social Service Agencies</td>
<td>Residential Treatment Centers</td>
<td>Corrections/Probation</td>
</tr>
<tr>
<td>United Way Agencies</td>
<td>Youth Shelters</td>
<td>Juvenile Court Services</td>
</tr>
<tr>
<td>Homeless Programs</td>
<td>Juvenile Court Services</td>
<td></td>
</tr>
<tr>
<td>Domestic Violence/Shelters</td>
<td></td>
<td></td>
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<tr>
<td>Housing Programs</td>
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</tr>
</tbody>
</table>

**Health Care**
- Hospitals
- Home Health Agencies
- Community Health Centers
- Outpatient Clinics
- Hospice
- HIV/AIDS Services
- Veterans Administration
- Skilled Care

**Community Organization**
- Advocacy Organizations
- Community Service Agencies
- Community Centers
- Non-Profit Organizations
- Federal, State, and Local Agencies
- Professional Association
- Public Housing Organizations

**Gerontology**
- Nursing Homes
- Senior Centers
- Outreach Programs
- Assisted Living
- Hospitals
- Hospice

**Mental Health**
- Residential Services
- Day Treatment Programs
- Private Practice
- Psychiatric Hospitals
- Community Centers

**Persons with Disabilities**
- Supportive Services
- Housing Services
- Community Residential Homes
- Day Services
- Sheltered Workshops
- State and Local Agencies
- Vocational Rehabilitation
- Assisted Living Settings
- Schools

**What types of agency settings are you most interested in? Why?**

**Do you prefer to work independently or do you need more structure/support in a workplace setting?**
Your field placement will provide you with the opportunity to practice interacting with and learning about the needs of different populations of people. Reflect on the many groups served by social work and respond to the following questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What populations are you most interested in working with after graduation? Why?</td>
<td></td>
</tr>
<tr>
<td>What populations are you hoping to work with in your field placement? Why?</td>
<td></td>
</tr>
<tr>
<td>What populations are you least interested in or opposed to working with in your field placement? Why?</td>
<td></td>
</tr>
</tbody>
</table>

Overall, this worksheet is also an opportunity for you to express your hopes, thoughts and feelings towards your upcoming field placement experience. If not addressed in any of the previous questions, provide any further information that you think would helpful to know in selecting the best field placement site for you (i.e. needs, concerns, or requests). If you have an agency or
| agencies in mind already, you can also list your specific interests here. Additionally, list any constraints related to transportation, schedule limitations or other circumstances to be considered. |


AVILA BSW PROGRAM
FIELD PRACTICUM
STUDENT INTERVIEW AT AGENCY
Feedback Form – Please complete this form after the interview and return it to Susan Hutchison in the attached stamped and addressed envelope. Thank you for your help! Susan will be contacting you ASAP to continue the process.

STUDENT NAME
____________________________________________________________

AGENCY INTERVIEWER NAME(s)
______________________________________________
______________________________________________
______________________________________________

DATE OF INTERVIEW _________________________

STUDENT STRENGTHS

CONCERNS

Please check one:

____We would accept this student for field placement in the fall, 2013. (If you interviewed more than one Avila student, please assign a rank order regarding first/second preference.)

____We would NOT accept this student for field placement in fall, 2013 because:

____We might accept this student for field placement in fall, 2013, but have the following concerns:

Signature _____________________________________________________________
NASW CODE OF ETHICS
NASW Code of Ethics

Preamble

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

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

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

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.
Purpose of the *NASW Code of Ethics*

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct.

The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.

2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.

5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.

In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.

The *Code* offers a set of values, principles, and standards to guide 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 *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code's* values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.
Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.
A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

**Ethical Principles**

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

**Value: Service**

**Ethical Principle:** Social workers' primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**Value: Social Justice**

**Ethical Principle:** Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**Value: Dignity and Worth of the Person**

**Ethical Principle:** Social workers respect the inherent dignity and worth of the person.
Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value:** Importance of Human Relationships

**Ethical Principle:** Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value:** Integrity

**Ethical Principle:** Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value:** Competence

**Ethical Principle:** Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.
Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards. Click on any of the six areas of ethical standards to read that section of the Code.

Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 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. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) 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.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) 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.
(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker–client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent.
consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of 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.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) 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. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.
(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not 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. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 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). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 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.

1.12 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.

1.13 Payment for Services

(a) 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.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 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.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under
unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that
such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other
professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.
2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.
3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.
3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.
3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor–Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor–management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

Social Workers' Ethical Responsibilities as Professionals

4.01 Competence
(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based

**4.02 Discrimination**

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

**4.03 Private Conduct**

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

**4.04 Dishonesty, Fraud, and Deception**

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

**4.05 Impairment**

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

**4.06 Misrepresentation**

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless
equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare
Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.
Educational Policy
and
Accreditation Standards
Educational Policy and Accreditation Standards

Preamble

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide. Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, inter-professional, and service delivery models to orient and shape the profession’s future in the context of expanding knowledge, changing technologies, and complex human and social concerns. The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master’s social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives. The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs. The EPAS focuses on assessing the results of a program’s development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

Functions of Educational Policy and Accreditation

1. EDUCATIONAL POLICY

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master’s, and doctoral levels. Baccalaureate and master’s programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master’s program levels.
2. ACCREDITATION

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master’s levels. Accreditation Standards pertain to the following program elements:

- Mission, goals, and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

3. RELATIONSHIP OF EDUCATIONAL POLICY TO ACCREDITATION

CSWE uses the EPAS for the accreditation of BSW Programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program’s self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

**Educational Policy**

1. PURPOSES

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context. The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups,
organizations and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.

- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession’s history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting inter-professional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote wellbeing.
- Preparing social workers to practice with individuals, families, groups, organizations and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
• Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. STRUCTURE OF SOCIAL WORK EDUCATION

2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers. The baccalaureate and master’s levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master’s social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master’s levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. PROGRAM OBJECTIVES

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master’s BSW Programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master’s BSW Programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives
The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. BSW 6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
   MSW 6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery system and seek necessary organizational change.

3.1 Concentration Objectives

Graduates of a master’s BSW Program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. FOUNDATION CURRICULUM CONTENT
All BSW Programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

4.0 Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity

BSW Programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them. Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.
4.4 Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

4.5 Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.6 Research

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students’ identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and
evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

**Accreditation Standards**

1. **PROGRAM MISSION, GOALS, AND OBJECTIVES**

1.0 The BSW Program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program’s mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution’s mission.

1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.

1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).

1.3 The program makes its constituencies aware of its mission, goals, and objectives and outcomes.

2. **CURRICULUM**

2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.

M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master’s program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth,
breadth and specificity of the advanced curriculum are addressed in relation to the professional foundation.

2.1 The BSW Program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:

2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.

2.1.2 Admits only those students who have met the program’s specified criteria for field education.

2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master’s social work degree. Field instructors for master’s students hold a CSWE-accredited master’s social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master’s social work degree, the program assumes responsibility for reinforcing a social work perspective.

2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.

2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student’s employment.

3. PROGRAM GOVERNANCE, ADMINISTRATIVE STRUCTURE, AND RESOURCES

3.0 The BSW Program has the necessary autonomy and administrative structure to achieve its goals and objectives.

3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

3.0.2 The administration and faculty of the BSW Program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.0.3 The chief administrator has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.
BSW 3.0.3 At the baccalaureate level, the BSW Program director who is the chief administrator, or his or her designee, has a master’s of social work degree from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree.

MSW 3.0.3 At the master’s level, the BSW Program director who is the chief administrator, or his or her designee, has a master’s of social work degree from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree.

3.0.4 BSW Program directors have a full-time appointment to the social work program and sufficient assigned time (at least 50% at the master’s level and at least 25% at the baccalaureate level) to provide educational and administrative leadership. Combined programs designate a full-time social work faculty member to administer the baccalaureate BSW Program.

3.0.5 The field education director has a master’s degree in social work from a CSWE-accredited program and at least two years post–baccalaureate or post–master’s social work degree practice experience.

3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master’s programs) to provide educational and administrative leadership for field education.

3.1 The BSW Program has sufficient resources to achieve program goals and objectives.

3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program’s goals and objectives.

3.1.4 The program has sufficient office and classroom space, computer mediated access, or both to achieve the program’s goals and objectives.

3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

4. FACULTY
4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master’s programs) to carry out ongoing functions of the program.

4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program’s goals and objectives.

4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty’s teaching, scholarly, and service responsibilities.

BSW 4.2.1 The baccalaureate BSW Program has a minimum of two full-time faculty with master’s social work degrees from a CSWE accredited program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.

MSW4.2.1 The master’s BSW Program has a minimum of six full-time faculty with master’s social work degrees from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s BSW Program faculty have a master’s degree in social work and a doctoral degree.

4.3 Faculty who teach required practice courses have a master’s social work degree from a CSWE-accredited program and at least two years post-baccalaureate or post-master’s social work degree practice experience.

4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program’s goals and objectives.

5. STUDENT PROFESSIONAL DEVELOPMENT

5.0 The program has admissions criteria and procedures that reflect the program’s goals and objectives.

M5.1 Only candidates who have earned a bachelor’s degree are admitted to the master’s social work degree program.

5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.

5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.
5.3.1 The program has written policies and procedures concerning the transfer of credits.

MSW 5.3.2 Advanced standing status is only awarded to graduates of baccalaureate BSW Programs accredited by CSWE.

5.4 The program has academic and professional advising policies and procedures that are consistent with the program’s goals and objectives. Professional advising is provided by BSW Program faculty, staff, or both.

5.5 The program has policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

5.6 The program informs students of its criteria for evaluating their academic and professional performance.

5.7 The program has policies and procedures for terminating a student’s enrollment in the BSW Program for reasons of academic and professional performance.

6. NONDISCRIMINATION AND HUMAN DIVERSITY

6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession’s fundamental tenets. The program describes how it’s learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

7. PROGRAM RENEWAL

7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.

7.1 The program’s faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.

7.2 The program seeks opportunities for innovation and provides leadership within the
profession and the academic community.

8. PROGRAM ASSESSMENT AND CONTINUOUS IMPROVEMENT

8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

Program Changes

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of changes such as new leadership, governance, structure, and off campus programs. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.

Then What?

Once a placement has been agreed to by everyone, the Field Coordinator will complete an Agreement for all parties to sign. The content is as follows:

AGENCY AGREEMENT FOR PROVISION
OF FIELD EDUCATION IN SOCIAL WORK
Fall (year) – Spring (year)

AVILA UNIVERSITY and (AGENCY NAME) agree upon the following conditions to govern the provision of field experience in social work:

1. AGENCY ADMINISTRATION
   (Agency Name), designated as the Field Agency, will have complete authority and control over all agency administration and social work functions and activities. The agency will provide work space for student use, supervision for a minimum of one hour per week, and staff time in planning with the Avila Field Education Faculty. The agency agrees to provide a supportive learning environment for BSW student (Student Name), including generalist social work experiences with individuals, families, groups, organizations, and communities.
II. GENERAL POLICIES
Personnel policies concerning staff regulations of the Agency shall govern the students of Avila while they are assigned to the placement site. A clear distinction between a student role and an employee role shall be maintained throughout the field experience.

III. FACULTY
Avila University will provide a Field Liaison, (Assistant Director of Field Name), who will be responsible for the oversight of the student’s instruction/supervision assigned to selected agencies. The student’s experiences at the Field Agency will be overseen by (Field Instructor Name), who is designated as Agency Field Instructor. The Field Liaison will be notified immediately of any staffing changes that affect the instruction/supervision of the student.

The Field Faculty of Avila University will plan with the Field Instructor for the placement, orientation, ongoing instruction/supervision, student assignments, and evaluation conferences each semester.

In the event that the Agency serves as an agency for other social work programs, the Agency agrees to offer individual as well as joint supervision as requested by the student, along with individualized student experiences so that having multiple students does not interfere with the Avila student’s educational experience.

IV. STUDENT
The Avila BSW student agrees to act in accordance with the procedures and policies of the Avila Field Manual. This includes acting in a professional manner at all times and maintaining open communication with Agency personnel and Avila Field Faculty. Students are responsible for adhering to the NASW Code of Ethics in all of their behavior while placed at the Field Agency. Students must plan and schedule their time at the Agency so that they complete 250 hours during the fall semester and 250 hours during the spring semester. The Student is not obligated to be at the Agency on Avila-designated breaks or holidays. However, Students may choose to schedule time at the Agency on those days and are responsible for alerting the Field Instructor as to their schedule as far in advance as possible to adequately cover client needs and other responsibilities.

V. MAINTENANCE AND OTHER EXPENSES
All auto expenses for visiting clients or transporting clients as part of student intern duties will be reimbursed by the Agency at the same rate as regular personnel.

Students will receive no salary or stipend for social work services in the course of their educational experience.

VI. INSURANCE
Auto liability insurance is to be carried by any student in social work at Avila University using a vehicle as part of field experience duties. Avila University carries professional liability insurance for all students in field placements.

VII. WITHDRAWAL
Avila University agrees to withdraw any student found by members of the Agency to be lacking in ability, when reasonable remediation efforts have failed. Avila will withdraw any student found in violation of stated policies. Avila University also reserves the right to withdraw a student if the placement is not meeting the educational needs of the student and when reasonable remediation efforts have failed.

VIII. SIGNATURES
This agreement between AVILA UNIVERSITY and (Agency Name) is effective for the period of August of (year) to May of (year).

[Student Name]  
Avila University BSW Student

(Field Instructor Name)  
Agency Field Instructor

Lindee Petersen Wilson, MSW, LSCSW  
Avila University  
Director of Field Education

Corinne Kritikos, MSW  
Avila University  
Assistant Director of Field Education

Sr. Marie Joan Harris, PhD  
Avila University Provost & Vice-President of Academic Affairs  
Agency Administrator

AGENCY/STUDENT RESPONSIBILITIES

What does the agency promise to provide for the student?

The agency will provide the student with the following requirements:

- An agency employee to serve in the role of agency field instructor who can provide at least one and one-half (1-1 ½) hours of supervision per week
- An early orientation to the agency’s policies, procedures, and services
- Access to space and office equipment to function as a member of the agency’s staff. (No guarantee of a desk, office or access to computer is required, but attempts are requested for some type of “landing space”.)
- Opportunities for significant contact with agency staff members, as well as access to other agency functions, i.e., staff development, conferences, etc.
- Direct social work contact with the agency’s clientele of individuals, families, small groups, organizations, and communities. The learning contract must include a minimum of five hundred and fifty (500) total clock hours of field experience
- Opportunity to identify, analyze, and evaluate change and the methods by which the change was accomplished within the service delivery system
- Opportunity to represent the agency to other human service organizations and to participate in the functioning of complex service delivery systems
- Opportunity for field students to work with culturally diverse and oppressed populations
- Opportunity to provide the field student with a self-evaluation of development of professional social work values
Accepting the student for the full five hundred and fifty (550) hours of field instruction, unless poor performance or change in agency personnel prohibits this

Keeping the BSW Program informed of any problems in the placement or other administrative considerations of importance to the student or program

What are the responsibilities of the Student?

The student is responsible for the following:
1. Preparation of the learning contract with assistance from the field instructor by the fourth week of the student’s placement
2. Adherence to all rules and regulations for professional practice at the agency, including professional dress, accountability, reliability and ethical behavior
3. The accomplishment of all required learning assignments
4. Active involvement in the learning process, including the appropriate use of supervisory conferences
5. Keeping the agency field instructor and/or field coordinator aware of any problems in the field placement
6. Providing feedback on and evaluation of the quality of their educational experiences in the student’s agency and with the agency field instructor

IN THE AGENCY

Where does the student go when they are finally at the agency in the fall?

Agencies are not required to supply an office or even a desk for students, but it does help the student feel more comfortable if they are given some type of space of their own to store their possessions and retreat to, do paperwork at, or “land” when they are not busy. Sharing office space/desk space is all right, too, if it is available during the student’s work times. At a minimum, a drawer or closet space and chair will help the student not feel so awkward when they have down time or need to complete paperwork or journaling.

Will the student be oriented to the agency, its population, mission, roles?

Yes! Students need a thorough orientation to the agency in the first weeks of their placement. This could include reading manuals and information, interviewing other workers or administrators, visiting other programs in the organization or in the community, or spending time talking with the Field Instructor. The student will be putting together an agency analysis paper in the first few weeks of their placement and this initial orientation information is very helpful and assists the student in understanding their placement context, and feeling more comfortable in the environment.

What can the student expect to happen in supervision?

Field Instructors are required to spend a minimum of an hour per week in a supervision meeting with their student. Ideally, an hour and a half, if it is available,
particularly during the initial weeks of the placement. **This meeting should be a scheduled meeting occurring on a weekly basis in the beginning phases of the placement.** If the Field Instructor must cancel the meeting, they should reschedule the meeting immediately for an alternative time. This guarantees the student time to ask questions without feeling like they are “bothering” the field instructor.

Students may also get supervision from other staff members or other proctors assigned to oversee their work. In the beginning, however, social work research has shown that their time with the field instructor is essential to assist in a satisfactory student adjustment.

As students gain confidence and grow in the experience, less supervision is needed. Supervision time also occurs in the car to or from clients’ houses, briefly processing together things the students is observing, etc. Students vary in terms of their preference for supervision. Some students need the weekly scheduled meeting to feel secure. Others handle supervision better if it happens “on the fly” or in segments throughout the week. Both parties need to communicate preferences.

Students are expected to come to supervision prepared. This means having questions or concerns written down to discuss. This also means self-advocating if there are problems. The student is expected to utilize supervision and gain experience in how to prepare for a supervisory session.

**STUDENT EVALUATIONS**

**How will the student be evaluated?**

Starting at orientation and in the initial weeks of the semester the student will be putting together an individualized *Learning Contract* with the field instructor’s assistance. The purpose of the contract is to specify activities in the setting that the student will be completing in order to achieve specified learning objectives. This will be explained further at the *Field Instructor Orientation* meeting. The student will also let their instructor know what grade they are hoping to achieve and the instructor will let them know what behaviors need to be accomplished in order to receive the target grade for the semester.

- **Field Seminar**

  Students meet on a weekly basis in their seminar class. This class allows plenty of time to discuss what is happening in their placements. Sometimes students give each other advice or support with concerns. It is not unusual for students to express many concerns in the initial phase of their placement. Be assured the Field Coordinator/Seminar Instructor will do their best to assist the student in speaking directly to the field instructor about concerns and also discourage prolonged “complaining” without productive action toward solving issues. We will also expect students to maintain client confidentiality during Seminar discussions.
Site Visits

Within the first six weeks of the school year, the Field Coordinator will be scheduling a time to come out to their agency to meet with the field instructor and their student. This initial visit is to review the Learning Contract and make sure that things are going as anticipated for all of us. Feel free to call earlier if there are concerns. **Key behaviors to monitor during the initial weeks are time management, promptness and accountability, professional dress, communication skills, respectful interaction with work colleagues, ability to hear and utilize feedback, preparedness for supervision.** Any concerns in these areas should be immediately addressed with the student and if no improvement is seen, discussed with the Field Coordinator via phone. We expect students to have mastered these skill areas prior to placement in the field.

**Evaluation of progress and determination of grade**

The field student’s final grade for SW 495 *Field Experience I* and SW 496 *Field Experience II* is assigned at the end of each semester. The field student’s evaluation is an ongoing process during the entire two semesters. The agency field instructor is expected to provide supervision throughout the time the student is at the agency. The agency field instructor and student must meet a minimum of one to one and a half per week for monitoring the student’s performance.

The field coordinator meets with the agency field instructor and student two times the first semester and once the second semester. Additional meetings are available if needed. At the end of each semester, the agency field instructor together with the student completes the Evaluation section of the Student Learning Contract. The field coordinator goes over this form with both the agency field instructor and the student. It is strongly recommended that the agency field instructor meet with the student regarding the evaluation at least one day before the university field coordinator meets with them.

Grading criteria should be discussed early in the field instruction experience. There is a worksheet regarding grading criteria in the Learning Contract. Students should make clear to their field instructors their grade goal and the instructor should make the student aware early in the semester what it will take to achieve their goal. The agency field instructor recommends the grade, but the final responsibility for the grade is with the field coordinator. The grade recommended by the field instructor will stand unless the field coordinator assesses a need to intervene and make a grade change. This would only be done in an extreme circumstance. Normally, students should be apprised of their grade as the semester progresses and given opportunities to improve. The field coordinator will occasionally mediate between the student and the field instructor in grade disputes.

**How many credit hours is Field Experience?**

125
The courses Field Experience I and Field Experience II both count as 4 credit hours each semester, for a total of 8 semester hours; and an additional 4 hours of credit is given for the concurrent fall course in Field Seminar (2 credit hours) and Social Work Capstone (2 credit hours) spring semester. Most students in Field Experience I will take Practice with Families/Groups for 3 credit hours during the fall and Practice with Communities/Organizations for 3 credit hours in the spring. Additionally, Students may take Research Methods for 3 credit hours in the fall and Policy and Program Analysis in the spring for 3 credit hours. Social Statistics may be taken in spring or fall, if not already taken during the junior year.

**What will the student’s school schedule look like?**

**Fall Course Schedule**

Fall classes usually begin late in August on a Wednesday. Field Experience Orientation meeting is sometime prior to classes beginning. Students and Field Instructors and any Proctors are required to attend. Invitations are distributed in early August.

Generally students in Field will have the rest of their social work classes on Tuesdays and Thursdays and Fridays, leaving some of these afternoons, Mondays, Wednesdays and sometimes Saturdays for Field. Students should also have time to journal, read and work on agency-related course assignments on site as part of their practicum hours. However, the bulk of their weekly hours should not be in these activities.

**Spring Course Schedule**

For second semester, classes resume on the day after Martin Luther King, Jr. Day in January and go through early May. Students must remain in their placement setting through the third week of April (no exceptions!) regardless if they exceed 500 hours. Likewise, students should plan to complete their 500 hours by the end of April at the latest. Difficulties in achieving the required hours within these timeframes should be brought to the attention of the Assistant Director of Field immediately.

Generally students in Field will have the rest of their social work classes on Tuesdays and Thursdays, leaving some of these afternoons, Mondays, Wednesdays and Fridays and sometimes Saturdays for Field. Students should also have time to journal, read and work on agency-related course assignments on site as part of their practicum hours. However, the bulk of their weekly hours should not be in these activities.

**Do students attend Field when Avila is on break?**

Students can choose to work during school breaks, although it is good for the student to take that break and catch their breath. Students should also make this decision based on agency and client needs and ability to cover projects or cases that the student has responsibility for over the five week break period.
**What does the student do if they are sick?**

No sick time is allotted in the 550 hours – however, it is the Program’s expectation that students are not expected to be at their site if they are ill. A doctor’s excuse may be requested by the Field Instructor through the Assistant Director of Field Experience in case of excessive or questionable absences. The student should be sure to do contingency planning with schedules to allow for unforeseen time loss due to illness, snow days, etc. so that totals are still met each semester.

**Who keeps track of student time at field?**

Student hours need to be recorded each day the student is on site. Time cards or other methods used by agency staff are fine. The Field Instructor should sign off on time sheets each week. These documents will be submitted regularly to the Assistant Director of Field Experience. Students should not be solely responsible for recording their time. A method needs to be in place where the Field Instructor or another third party can verify the time that a student has been in attendance, particularly in the first semester of the placement, until trust is established.

**ETHICS/LEGAL RIGHTS OF FIELD STUDENT**

The student placed in an agency is expected to conduct him/herself in a professional manner that is consistent with proper work habits and the NASW Code of Ethics (see Avila BSW Student Handbook for the Code of Ethics). When a field student has any problems during placement the chain of command is as follows:

- √ Agency Field Instructor
- √ Field Coordinator
- √ Chair of Social Work
- √ Dean of School of Behavioral and Social Sciences

The field student has the right of due process when he/she feels a grievance is warranted (see Avila BSW Student Handbook under Student Grievances).

**CHANGE OF FIELD PLACEMENT**

Once a student is placed in an agency setting, it is rare for a change of placement to occur. If, however, there are circumstances whereby the field student needs to change field placements during the semester, there are specific procedures to follow. The field student should first discuss the matter(s) of concern with his/her agency field instructor with the goal being to remedy dissatisfaction with the placement. If the concern is directly related to the field instructor’s behavior, and/or the student does not feel they are able to discuss the matter with their instructor, the student should contact the field
coordinator to discuss the dissatisfaction/concern. Students are also encouraged to bring concerns to the Seminar class for feedback from their peers and seminar instructor. Where reasonable, the student will be encouraged to confront the matter directly with the support of the field coordinator. If positive resolution does not seem possible and the field coordinator feels a change of placement is valid, the student is placed at another agency as soon as arrangements can be made.

If the field student terminates his/her own field placement without permission of the field coordinator, that student will have to wait until the following school year to re-enter the field placement. The field coordinator will determine if the student had a valid reason for terminating the field placement and is eligible to repeat Field Instruction I and II.

**SOCIAL WORKER ROLES TO BE OBSERVED/DISPLAYED IN PLACEMENT**

<table>
<thead>
<tr>
<th>Micro Level – Individuals</th>
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<tbody>
<tr>
<td>Consultancy – <strong>Enabler</strong> (work with individuals in counseling processes)</td>
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<tr>
<td>Resource Management – <strong>Broker</strong> (Coordinator) &amp; <strong>Advocate</strong> (access available resources, develop resources)</td>
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<tr>
<td>Education – <strong>Teacher</strong> (mutual sharing of knowledge and ideas)</td>
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<tr>
<th>Mezzo Level – <strong>Families &amp; Small Groups</strong></th>
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<tr>
<td>Consultancy – <strong>Enabler</strong> &amp; <strong>Facilitator</strong> (families in counseling processes; facilitate group process to improve change efforts)</td>
</tr>
<tr>
<td>Resource Management – <strong>Broker and Advocate</strong>; <strong>Convener</strong> (Manager) &amp; <strong>Mediator</strong> (Negotiator) (convene and mediate with formal groups to coordinate resource distribution and development)</td>
</tr>
<tr>
<td>Education – <strong>Trainer</strong> (Educator) (instruct through staff development)</td>
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<tr>
<th>Macro Level – <strong>Organizations &amp; Communities</strong></th>
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<tbody>
<tr>
<td>Consultancy – <strong>Planner</strong> (Analyst/Evaluator) (collect data, explore alternative courses of action and recommend changes to community leaders)</td>
</tr>
<tr>
<td>Resource Management – <strong>Activist</strong> (Initiator) (alert public about social problems, gather support to alleviate those conditions)</td>
</tr>
<tr>
<td>Education – <strong>Outreach</strong> (convey public information about social issues and social services through community education)</td>
</tr>
</tbody>
</table>


**FIELD EXPERIENCE POLICY REGARDING FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)**

Social Work Field Instructors and Agencies are bound by the provisions of the *Family Education Rights and Privacy Act* of 1974 (Appendix of this handbook) and subsequent updates. This Act, as it applies to post secondary institutions, insures that students have the rights to:

a. inspect and review their own educational record
b. request to amend their own educational record
c. limit disclosure of personally identifiable information contained in educational records (directory information).

Field Instructors are expected to honor confidentiality around the Student’s grade and contact information and speak only directly to the Student or Field Coordinator about their performance – not to other Students or relatives, friends of the Student.