Department of Social Work

BSW STUDENT HANDBOOK

2011/2012

To access an electronic copy of the student handbook visit
http://www.uncg.edu/swk/bsw/docs.html

Welcome to the Bachelor of Social Work Program
At UNCG

The Faculty and Staff of the UNCG Department of Social Work welcome you to the UNCG Bachelor of Social Work (BSW) Program. We are the oldest, continuously accredited, and largest Bachelor of Social Work program in North Carolina. Our Joint Field Instruction program is built upon a successful 30-year relationship with North Carolina Agriculture and Technical State University. Students are taught by a diverse faculty with many years of experience in both social work practice and academia. We work to meet the learning needs of individual students in our program while ensuring that our program offers an outstanding educational opportunity. Our program has been fully accredited by the Council on Social Work Education since 1974.

During your educational process, you will find that our entire faculty looks forward to helping you reach your goal of earning a Bachelor of Social Work degree. We do expect you to work diligently in your courses and in your field instruction. Please take the time to review the material contained in this *Student Handbook*. If you have any questions, I urge you to contact your educational advisor.

Again, welcome to our program. Our faculty members are excited about your participation and we look forward to working with you during the coming semesters.

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HISTORY, MISSION, AND PROGRAM GOALS

The faculty congratulates you on your decision to join the UNCG BSW program! Social work is a rewarding profession that has numerous and varied employment opportunities at both the graduate and undergraduate level. For more information, about your new profession, visit the website of the National Association of Social Workers (NASW) at www.naswdc.org.

Introduction

This is the BSW *Student Handbook*. It is not intended to substitute for the *Academic Bulletin* nor for the *Student Handbook* of the university. The purpose of this handbook is to serve as a resource and reference for students enrolled in the BSW Program. It provides important information on many topics that directly affect social work students.

Please read this material thoroughly! If you have questions, consult with the BSW Program Director or your faculty advisor. The information, requirements, policies and procedures in this Handbook are subject to change without notice. Changes are effective when posted to the web, so make sure that you are reviewing the most updated version of the Handbook.

History of the University of North Carolina at Greensboro

UNCG has a special place in public higher education in North Carolina. Established to serve women, this institution was called The Women's College in the University of North Carolina System until 1965. It has a long-standing commitment to the liberal arts in undergraduate education. The University is also a doctoral degree-granting institution with unique authorization to concentrate its resources on a select number of doctoral programs. These characteristics provide the foundation for a special institutional mission: to promote excellence in mutually supportive graduate and undergraduate education to men and women of every race, and to achieve national recognition in selected programs.

Since the inception of the BSW Program in 1973, UNCG has partnered with NCA&T in the undergraduate social work field instruction program. The close proximity of the two campuses promotes effective use of mutual resources as well as the opportunity for students to experience diverse cultural university environments.

The BSW Degree

Degree: Bachelor of Social Work (BSW)

Required: 122 semester hours, including at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:
Social Work, U894
School Social Work with Special Subject-Area Teacher Licensure, U895

Purpose. The purpose of the social work major is to prepare students for entry-level generalist practice in social work. This is a professional program of study. Studies for the first two years are strongly grounded in the liberal arts; studies in the second two years focus on the professional curriculum. The program prepares students for work with individuals, families, groups, organizations, and communities.

Accreditation

The program is accredited by the Council on Social Work Education (CSWE) for an eight-year period ending in June 2013.

Mission and Program Goals

Preamble. In 1795, the first public university in the United States was chartered by the state of North Carolina. At that time, African Americans, women, Native Americans, and some religious groups were barred from higher public education in this state. In 1891, North Carolina chartered a normal school for women in Greensboro. The foremost purpose of this institution was to train white women to teach in public schools across the state. Other major courses of study included home economics, music, and physical education. After a series of name changes, this institution became *The Women's College of the University of North Carolina*. The school did not become co-educational until 1963. In 1971, when the North Carolina General Assembly combined all sixteen state-supported institutions of higher education into a single system, the name was changed to *The University of North Carolina at Greensboro* (UNCG).

In 1891, North Carolina also established the *Agricultural and Mechanical College for the Colored Race* in Greensboro to provide practical and technical training for African Americans. During the first eight years, the college was co-educational; after 1901, women were no longer admitted. In 1928, women were again accepted, and in 1967, the name of the institution was changed to the *North Carolina Agricultural and Technical State University* (NCA&TSU).

The broader university system brought with it racial and gender integration; however, the rich legacy of NCA&TSU and UNCG—both born in discrimination and oppression—is reflected in the unique mission of the social work programs.

Mission. The mission of the UNCG BSW Program is to prepare competent, ethical social workers who will become the backbone of the social services delivery system in the Piedmont Triad and beyond. We prepare students to engage with others at the intersection of race, gender, and class in order to promote healthy functioning for individuals, families, groups, and communities. Our goal is the transformation of personal history into professional identity through mentoring; teaching; and our signature pedagogy—field education; research; and engaged scholarship. Learning takes place within an intentional, collaborative community that respects and embraces diversity and promotes inclusion.

Goals.

Adopted by the Faculty on February 04, 2011

1. Prepare students to become competent, engaged social workers who demonstrate the knowledge, ethics, values, and skills of the profession.
2. Prepare students to work effectively with diverse and historically oppressed groups.
3. Prepare students to facilitate inclusion at all systems levels—individual, family, group, organization, and community.
4. Create a learning community that respects diversity and promotes inclusion.
5. Engage with social service agencies and other community institutions to promote social change.
6. Generate change-oriented research and scholarship to promote social and economic justice.

THE BSW CURRICULUM

The BSW curriculum is organized to provide students with a theoretical and applied education in social work. The program is designed to insure that all students will be prepared to engage in generalist social work practice with individuals, families, small groups, organizations, and communities.

This section of the *Handbook* will describe competency-based social work education, as required by our accrediting body, the Council on Social Work Education (CSWE). It will also provide an overview of the curriculum, including the concept of field education as the signature pedagogy of social work education.

Competency Basis of the Curriculum

The BSW Program's competency-based curriculum has been designed to comply with the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE) as revised in 2008 (see Appendix A). CSWE has delineated 10 core competencies, listed below, that must be adequately addressed in all BSW and MSW curricula.

Ten Core Social Work Competencies Identified by CSWE

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

CSWE defines "competency" as "a set of measurable practice behaviors that are comprised of knowledge, values, and skills" (CSWE, 2008, p. 3)[1]. The goal of competency-based social work education is to provide a curriculum that enables students to demonstrate the integration and application of these 10 core competencies in practice with individuals, families, groups, organizations, and communities. CSWE has operationalized these core competencies by identifying 41 foundation practice behaviors, each of which is associated with a specific competency. The 10 competencies and 41 practice behaviors are listed in Appendix A.

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[1] Council on Social Work Education. (2008). *Educational policy and accreditation standards*. Alexandria, VA: Author, p. 8.

Each of the 10 core competencies and 41 practice behaviors is addressed in the UNCG BSW curriculum, which prepares students for generalist social work practice. This curriculum also prepares students for advanced coursework in a Master of Social Work (MSW) program.

The Generalist Approach to Practice

Because generalist practitioners must be prepared to work with a variety of complex practice situations, they must be able to draw from a wide range of theories, assessment tools, intervention approaches, knowledge, and skills. An evidence-based approach to social work practice involves selecting appropriate interventions based on empirical evidence and the client's goals, needs, and preferences. Regardless of the intervention theory or approach, BSW students learn to incorporate an ecological, strengths-based perspective to engagement, assessment, intervention, termination, and evaluation.

The client may be an individual, family, group, organization, or community. The ecological perspective takes into account the context of a client's life and problems. This perspective does not situate problems within people, but focuses on identifying and building on client strengths and resources as well as assisting clients to develop strengths and resources they do not already possess. This approach takes into account the nature of the client system, problems, strengths, and desires, as well as the most recent practice research, in determining the most appropriate intervention strategies.

Within the BSW Program, the generalist perspective is based on the attributes listed below.

Professional generalist social workers:
1. Use a structured problem-solving model for effective engagement, assessment, intervention, termination, and evaluation;
2. Work with all levels of client systems, including individuals, families, groups, organizations, and communities;
3. Engage in critical thinking about evidence-based practice outcomes;
4. Use knowledge of the person in his or her own environment to establish positive relationships with clients, foster strengths, and promote planned change;
5. Adhere to the NASW *Code of Ethics* and practice with integrity*;*
6. Respect and embrace diversity;
7. Identify strengths within contexts that shape practice; and
8. Promote social and economic justice through policy and practice. (CSWE, 2008, p. 6)

Field Instruction as Signature Pedagogy

According to the CSWE (2008), a "signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner" (p. 8). In social work, this signature pedagogy is field education.

Admission to the Social Work Major

Admission to the University does not constitute acceptance to the department. Students who wish to formally declare social work as a major should consult with the BSW Program Director. Until admission to the major, students are considered "pre-social work majors."

Admission to the major is based upon:
1. Satisfactory completion of SWK 215 with a grade of C or higher;
2. A minimum University GPA of 2.50;
3. Completion of a minimum of 51 semester hours;
4. Completion and submission of the BSW Application Packet, including Student Acknowledgement and Acceptance of Policies and Procedures (Appendix C of this handbook). The deadline is December 1 (for the spring semester) or May 1 (for the fall semester) of the year in which the student is seeking admission.

Admission is competitive and limited. Decisions concerning admission are announced on or before January 1 and June 1, and are effective with the beginning of the following semester.

Admission to Field Instruction

To be admitted to field instruction, students must meet all the requirements below:
1. Prior admission to the Social Work Major.
2. Completion of the following courses or their equivalent: BIO 105, ECO 101, HDF 212, PSC 100, PSY 121, STA 108, SOC 101.
3. Completion of the department's culture and diversity requirement.
4. Completion of 84 semester hours with a 2.50 grade point average.
5. Satisfactory completion of all early field experience requirements.
6. Satisfactory completion of SWK 215, 310, 311, 315, 325, and 351, with a minimum grade of C (2.0). No social work course may be taken more than twice.
7. Completion of the departmental application.
8. Approval of the Director of Field Instruction.
9. Capacity to graduate no later than August after completion of field instruction courses.

General Information

To receive a Bachelor degree in Social Work, students must complete a minimum of 122 credit hours. Forty-one of these hours must come from social work courses and 27 from related areas (cognates) and cultural diversity courses. Students should consult with their advisors regularly to be sure that they can meet the requirements for graduation.

Community social work agencies cooperate with the Department of Social Work in providing fieldwork experiences for the students. The number of students placed for field instruction is determined by the availability of these resources. At times, there may not be an approved site for a student placement and there may be delay in meeting that part of the graduation requirements.

Students enrolled in the practice sequence are personally responsible for their own transportation to and from community agencies. Students are required to provide proof of liability and malpractice insurance, and forms are available in the departmental office.

Students are expected to enter senior year field instruction and seminar (SWK 413 and SWK 415) within two years of completion of all BSW foundation courses. Students who do not enter field instruction within two years of completing the foundation (SWK 215, 310, 311, 315, 325, 351) must reapply for admission to the social work program. The BSW Director, in consultation with the applicant and the faculty, will decide what social work courses, if any, must be repeated prior to reapplication for admission to field instruction.

Students who fail to successfully complete field instruction must reapply for admission to field within two years of completion of all Bachelor of Social Work foundation courses (SWK 215, 310, 311, 315, 325, 351). If more than two years elapse, the student must reapply for admission to the Social Work program. Students who have previously entered field instruction and have not successfully completed it may reapply only once for readmission.

Following is a suggested plan of study for social work majors. Students are required to meet regularly with their educational advisors to plan and monitor their individual plan of study. See the Undergraduate Bulletin for more information about General Education Curriculum (GEC) requirements (http://www.uncg.edu/reg/Catalog/).

BSW Plan of Study

Freshman Year

First Semester (Fall)		Second Semester (Spring)	
Literature (GLT)	3	Historical Perspectives (GHP)	3
Fine Arts (GFA)	3	*Sociology 101*	3
R&D (ENG 101/FMS 115)	3	*HDF 212*	3
*PSC 100 **	3	R&D (CST 105/ENG 102)	3
GL/GN **	3	GL	3
	15		**15**

Sophomore Year

Third Semester (Fall)		Fourth Semester (Spring)	
SWK 215	3	*PSY 121*	3
Soc & Beh (***ECO 101***)	3	*BIO 105 + lab *** *	4
Natural Science (GNS)	3	Philosophical (GPR)	3
Foreign Language/Diversity	3	Foreign Language/Diversity	3
GLT/GFA/GPR	3	GL/GN	3
	15		**15**

Junior Year

Fifth Semester (Fall)		Sixth Semester (Spring)	
SWK 310 (WI) Fall **or** Spring	4	SWK 315 Spring	3
SWK 311 (GSB) Fall **only**	3	SWK 325 (WI) Spring, only **admitted only**	3
Math (***STA 108***) (GMT)****	3	SWK 351 (SI) Spring only, **admitted only**	3
GL/GN	3	Elective	3
Elective	3	Elective	3
	16		**15**

Senior Year

Seventh Semester (Fall)		Eighth Semester (Spring)	
SWK 411	3	SWK 412	3
SWK 413	5	SWK 414	5
SWK 415	1	SWK 416	1
SWK 500-level	3	SWK 500-level	3
Elective	3	Elective	3
	15		**15**

Total hours: 122

*   Courses in italics are Related Area/Cognate courses that *must* be taken by spring semester junior year.

**   Students *must* take four Global/Global Nonwestern courses. To fulfill the University's General Education Curriculum requirements, at least one of the global courses ***must*** be Global Nonwestern.

***   Students *must* take General Biology (BIO 105) plus the associated lab.

****   As an alternative, students may take SWK 250 *and* a GMT at the Math 112 level or higher

Students must take one Speaking Intensive course ***outside*** of the major,

COURSE DESCRIPTIONS

Students complete forty-one hours of study in the social work major, including a foundation field internship and a linked seminar. The BSW courses are listed below. The numbers in parenthesis after the course title refer to the number of semester credit hours of the course, the number of hours the class meets each week in lecture/seminar format, and, if appropriate, the number of hours of field work required (observation, volunteer experience, field instruction) per week. The BSW Program does not offer any academic credit for life or work experience.

Courses for Undergraduates

SWK 215 Introduction to Social Work (3:3)
- Introduction to social welfare programs and social work practice. Topics include: social problems confronting society; societal and community helping resources; social work practice in a changing society. Field observation required. (Fall & Spring)

SWK 250 Introduction to Social Work Data Analysis (3:3)
- Prerequisite or co-requisite: SWK 215
- Designed to introduce students to the application of basic statistics and data analysis encountered in social work practice. Topics include elementary descriptive and inferential procedures. (Fall & Spring)

SWK 310 Social Policy and Services (4:3:3)
- Prerequisite SWK 215; major or minor in social work
- Examination and survey of historical development of the concept of social welfare; analysis of theoretical framework used to organize the study of social welfare services. Supervised volunteer experience required. (Fall & Spring)

SWK 311 Human Behavior and Social Environment (3:3)
- GE Core: GSB
- Prerequisite: SWK 215 or permission of instructor
- Emphasis on theories relevant to understanding and influencing change on the societal, organizational, group, and individual levels. (Fall)

SWK 315 Social Work, Diversity, and Vulnerable Populations (3:3)
- Prerequisite SWK 215; major or minor in Social Work
- Examination and understanding of cultural and human diversity with focus on oppressed groups. Students will have the opportunity to learn about broad differences and likenesses among diverse populations and cultures. (Spring)

SWK 325 Research in Social Work Practice (3:3)
- Prerequisite: SWK 215 and admission to major
- Prerequisite or co-requisite: SWK 250 or STA 108
- Focus on social workers as both consumers and producers of research. Emphasis on using research for needs assessment, evaluation of social work interventions, and creation of new social work knowledge. (Spring)

SWK 351 Professional Skills (3:3:1)
- Prerequisite: SWK 215, 310, and 311, and admission to major
- Lecture-laboratory course to teach verbal and written skills necessary for conducting the helping interview and other related social work activities. Extensive use of simulated role-play experience and instructor/peer feedback. (Spring)

SWK 411 Social Work Methods I (3:3)
- Prerequisite: admission to field instruction
- Co-requisite: SWK 413 and 415
- Majors only
- Emphasis on knowledge, values, process, and skills in social work practice and introduction to intervention methods. (Fall)

SWK 412 Social Work Methods II (3:3)
- Prerequisite: SWK 411
- Co-requisite: SWK 414 and 416.
- Majors only
- Focus on development of social work practice skills emphasizing delivery of social services. (Spring)

SWK 413 Field Instruction I (5:0:16)
- Prerequisite: admission to the social work major, completion of SWK 215, 310, 311, 315, 325 and 351, and admission to field instruction
- Co-requisite: SWK 411 and 415
- Educationally directed learning experienced by performing a range of activities related to entry-level practice. (Fall)

SWK 414 Field Instruction II (5:0:16)
- Prerequisite: SWK 411, 413 and 415
- Co-requisite: SWK 412 and 416
- Continuation of SWK 413. Emphasis placed upon extended application and evaluation in the practice environment. (Spring)

SWK 415 Field Instruction Seminar I (1:1)
- Prerequisite: admission to field instruction
- Co-requisite: SWK 411 and 413.
- Critical review and analysis of application of social work theory in practice setting. (Fall)

SWK 416 Field Instruction Seminar II (1:1)
- Prerequisite: SWK 415
- Co-requisite: SWK 412 and 414.
- Continues critical review and analysis of social work theory in practice setting. (Spring)

SWK 451 Special Problems in Social Work (1–3)
- Prerequisite: written plan, permission of sponsoring instructor, and approval of department head.
- May be repeated for credit when topics vary.
- Intensive independent study of specialized topics.

SWK 491 Family-Centered Interdisciplinary Practice: System of Care (3:3)
- Prerequisite: permission of instructor
- Systems of care core values/principles infuse service planning/ delivery. Students develop competencies in family-centeredness, client partnerships, community services, cultural competency, and interagency collaboration. Placement with families included. (Spring) (Same as HDF 491, HEA 491, RPM 491)

Courses for Advanced Undergraduates & Graduate Students (500 Level Courses)

Undergraduate social work majors may not enroll in a 500-level social work course until they have completed at least 84 semester hours including SWK 215, 310, 311, 315, 325, and 351; or have received special permission of the instructor. Undergraduate social work minors must also have completed a minimum of 84 semester hours including SWK 215, 310, and 311; or receive permission of the instructor to take a 500-level social work course. GE indicates General Education courses. GL stands for Global courses.

SWK 510 Selected Topics in Social Work (3:3)
- Prerequisite: permission of instructor
- May be repeated for credit when topic varies.
- Opportunity for students to study in depth topic of special interest.

SWK 520 Methods and Practice of Family and Marital Therapy (3:3)
- Prerequisite: permission of instructor
- Systems/communications approach to marital and family therapy. Students develop ability to apply concepts to understand and intervene in family systems. Related therapeutic concepts and techniques also discussed.

SWK 522 Comparative Study of Cross-cultural Social Work Practice (3:3)
- General Education (GE) Marker: Global (GL)
- Prerequisite for undergraduates: SWK 215, 310, 311, 315, 325, and 351
- May be repeated for credit when topic varies.
- Compares social work, social service programs, and social policies of the U.S. with those of selected other countries throughout the world, emphasizing services for families, children, and vulnerable populations. (Summer)

SWK 527 Human Services for Immigrants and Refugees (3:3)
- Prerequisite: permission of instructor
- A perspective on the history of immigration, its role in the U.S.A., immigrants in North Carolina, their process of integration, cross-cultural competency, and the challenges in services delivery to immigrants. (Fall)

SWK 530 Social Agency Program Development (3:3)
- Prerequisite: permission of instructor
- Organization of new agencies or those initiating additional services. Needs assessment, resource development, grant writing, agency operations, and relationships with funding agencies.

SWK 540 Social Entrepreneurship: Justice and a Green Environment (3:3)
- Prerequisite: upper division undergraduate or graduate student status
- Interdisciplinary course in social entrepreneurship. Exploration of models for designing and implementing entrepreneurial projects that respond to social, economic, environmental, and justice issues. Introduction to direct action and evaluation. (Same as BUS 540, CST 540, ENT 540, WGS 540)

SWK 550 Social Services in Health Care (3:3)
- Prerequisite: permission of instructor
- Examination of social services in health care settings. Emphasis on organizational context, interdisciplinary cooperation, and skill required for work in primary care setting.

SWK 551 Special Problems in Social Work (1–3)
- Prerequisite: written plan, permission of sponsoring instructor, and approval of department head.
- Intensive, independent study of specialized topics.

SWK 554 Social Work with People Who are Mentally Ill (3:3)
- Prerequisite: permission of instructor
- This course will provide knowledge and skills necessary for practicing effective social work with people who are mentally ill and their families.

SWK 555 Substance Abuse and Social Work Practice (3:3)
- Prerequisite: permission of instructor
- Introduction to the issues of substance abuse and addiction and their impact on clients and their families. Social work assessment and intervention methods will be taught.

SWK 570 Social Services for the Aging (3:3)
- Prerequisite: permission of instructor
- Systematic study of social work approaches to providing services to the aging. Focus on current policies, services, and models of practice.

SWK 582 School Social Work (3)
- Prerequisite: permission of instructor
- Examination and understanding of school social work services with emphasis on professional standards, cultural sensitivity, accountability, and program planning.

SWK 584 Social Services for Children (3:3)
- Prerequisite: permission of instructor
- Designed for practitioners and students to provide knowledge for working with children and to teach strategies, techniques, and skills for effective treatment.

SWK 585 Social Work with Families in Crisis (3:3)
- Prerequisite: permission of instructor
- Social work practice with families in crisis, with a focus on problems currently faced by families and strategies to help them.

BSW Independent Study

The BSW Program offers independent study opportunities under specific circumstances. An independent study may include a special project, topic, or investigation related to the particular interests of the student. Before considering an independent study, students should discuss this option with their educational advisor. The student must obtain approval of a full-time faculty member who will agree to direct the study. Please note that the faculty member **does not** receive additional compensation and assumes additional responsibility for this undertaking.

Independent Study Proposal Procedures. A completed study proposal must be developed, submitted, and approved before a student may receive permission to register for independent study. The proposal must contain the following elements:
1. The Independent Study Proposal must set forth briefly, but coherently, the subject, scope, method, and materials to be used during the project. The proposal must address how it will enhance core competencies and related practice behaviors.
2. The student must obtain approval of a faculty member who will assist in planning the work, oversee progress, help with any difficulties that may arise, and evaluate outcomes. The faculty's research or teaching interest should complement the proposed area of study.
3. The proposal must indicate the evaluation procedures agreed upon by the student and the supervising faculty member. For instance, a student may be required to present a synopsis of their study at a noontime colloquium for undergraduate and graduate social work majors or during other professional forum in a program, state, or professional arena. Practice behaviors identified by the BSW faculty should be utilized to evaluate student progress toward expected competencies.
4. The instructor is expected to maintain regular contact with the student during the semester. Only three (3) credit hours may be granted for any independent study.

CONTINUING PROGRAM ASSESSMENT

The BSW faculty believes in the importance of on going, continuing program assessment in order to assure the effectiveness and relevance of the curriculum. Furthermore, one of the Educational Policy Standards that all programs must meet to retain accreditation by the Council on Social Work Education is related to program assessment. According to CSWE, "Assessment is an integral component of competency-based education. Data from assessment continuously inform and promote change [...] to enhance attainment of program competencies" (2008, p. 16).

The assessment plan for the BSW Program evaluates both the explicit curriculum (the formal educational structure, including courses and how they are organized and taught) as well as the implicit curriculum—the environment within which learning occurs. A brief review of the curriculum evaluation plan follows.

BSW Curriculum Evaluation Plan

The BSW Program's competency-based curriculum has been designed to comply with the Educational Policy and Accreditation Standards (EPAS) described previously and summarized in Appendix A. The curriculum provides students with a theoretical and applied education in social work. It ensures that all graduates, as generalist social work practitioners, acquire competencies to engage in social work practice with individuals, families, small groups, organizations, and communities.

Student mastery of practice behaviors is evaluated by three different measures: an embedded measure in an academic course; the final field evaluation; and a student self-rating at the end of the senior year. The embedded measure is a required assignment in a required BSW course that specifically gauges a particular practice behavior. Taken together, these three measures provide a triangulated evaluation of the curriculum that includes the perspectives of field instructors, the academic instructors, and students.

A data collection method has been designed so that beginning in the fall 2011, semester faculty members will routinely enter the embedded course measures into a special database. At the end of the spring semester, data from field evaluations and student self-ratings will be added to this database. The BSW faculty will meet each fall semester to examine and discuss this data and the implications for curriculum development.

Evaluation of the Learning Environment

According to CSWE, a program's learning environment consists of "the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty administrative structure and resources" (2008, p. 10). The BSW Program monitors all of these elements. Following are brief descriptions of some of the ways in which we assess the learning environment.

Student Satisfaction.

Program Meetings. The BSW Program and Field Director meets a minimum of once per semester with students to monitor student satisfaction with the elements of the learning environment that are directly relevant to their on-going educational experience. This includes advising, governance, student concerns, and issues related to student progress in the program, such as admission to field. Based on this evaluation, program or curriculum modifications may be initiated.

Formal Surveys. Seniors complete an electronic survey to provide more formal evaluative information regarding elements such as their overall program satisfaction, satisfaction with field internship, advising, their own professional development, and their perception of strengths and weaknesses of the program.

Focus Groups. Annual focus groups are held with each graduating class in the BSW Program. The purposes of these groups are to assess students' perceptions of the effectiveness of the BSW Program, their perceptions of their readiness to enter employment, and to identify areas for program and curriculum improvement.

Faculty Review. During each semester, faculty review the performance of individual students based on grades, interpersonal skills, cognitive skills, communication skills, values and ethics, and, where applicable, field supervisor ratings of student field performance. This information is used to assess whether students, individually and as a cohort, are meeting established competencies. Results from this assessment may be used in advising individual students. Those who exhibit problem behaviors in the classroom are engaged using our Unprofessional Behavior and Corrective Plan documents (See Appendix C.) Results are also used as a basis for modification of individual courses, sequences, or methods of instruction.

Evaluation of Field Instruction Program. At the end of each program year, the directors of the Joint BSW Field Instruction Program (UNCG and NCA&TSU) review the performance of field agencies and field instruction supervisors to determine whether these agencies are providing effective field instruction and meeting the CSWE standards for field instruction. When problems are identified, the Directors of Field Instruction meet with agency representatives to assess the situation and design a solution. Should the agency no longer be able to meet established standards for field instruction, the Joint BSW Field Instruction Program will no longer use the agency as a field site.

Alumni Survey. Every other year, the BSW Director and faculty in the BSW program conduct alumni surveys and review findings from this survey. This survey measures whether the program is meeting its program objectives; alumni perceptions of knowledge and skill acquisition during participation in the BSW program; and alumni identification with the values and ethics of the profession. Based on findings from the survey, the BSW Program Co-Directors and faculty may choose to adjust the curriculum to meet current conditions and needs.

BSW Program Advisory Board. BSW faculty believe that it is essential to have on-going input regarding BSW Program policies, practices, and procedures from practitioners in the field. As a result, 10 area practitioners have been invited to serve on the BSW Program Advisory Board. This group meets twice a year, once in the fall semester and again in spring semester. Some of these committee members are BSW and Joint Master of Social Work alumni (graduates of the joint MSW program offered by UNCG and NCA&TSU). These members provide particularly helpful guidance and input to the program since they are former students and are currently practicing in the field. In addition, some members of this committee are also current field instructors who are able to provide input particularly around field practices and policies. Officers of the Student Organization are invited to participate on a rotating basis.

BSW Field Advisory Committee. This committee is comprised of representatives from various agencies as well as the social work faculty and students currently enrolled in field instruction. This committee serves as a supportive function and helps to identify gaps in educational and/or agency services. The committee also provides ongoing program evaluations. The Committee shall:
1. Maintain awareness of the changing social work scene and its implication for workforce needs and educational preparation.
2. Meet at designated times to assess, plan and evaluate the social work program.
3. Recommend changes in program content and administration of the field program with the knowledge that final decisions are made by the respective program directors and/or the co-directors of field instruction.

FULL-TIME MEMBERS OF THE BSW FACULTY

Martica Bacallao, Ph.D.
- PhD, University of North Carolina, Greensboro
- Research and practice interests: Acculturation, culturally competent mental health practice, community-based action research, Latino communities, psychodrama as a therapeutic modality, adolescent mental health.

Kevin Carter, MSW, LCSW
Director of Field Instruction
- MSW, Howard University
- Research and practice interests: supervision, field education, grief/loss/trauma, diversity training.

Tanya Coakley, Ph.D.
- PhD, University of Tennessee
- Research and practice interests: Child welfare, foster care, quantitative analysis.

Melissa Floyd-Pickard, Ph.D., LCSW
BSW Program Director
- PhD, Virginia Commonwealth University
- Research and practice interests: Practice with people who have serious mental illness, family substance abuse recovery, innovative and professional dissonance in social work practice.

Elisabeth Hurd, Ph.D.
- PhD, University of Chicago
- Research and practice interests: Families and children, interpersonal violence, strength based social work teaching and practice, program evaluation. *Vita*

Jack Register, MSW, LCSW, LCAS
- MSW, NC A&T University and the University of North Carolina at Greensboro)
- Public & social welfare policy, poverty and public sector services, community organizing & advocacy, mental health & addiction services policy, & healthcare for chronic disease

John Rife, Ph.D., ACSW
- PhD, Ohio State University
- Research and practice interests: The social and economic impacts of unemployment and income deficiency upon older workers, families, and the homeless.

Tyreasa Washington, Ph.D., LCSW
- Ph.D., University of Illinois at Chicago; MSW, University of Illinois at Urbana-Champaign)
- Kinship foster care (especially grandparent kinship care) and mental health and substance abuse needs of children involved in Child Protective Services and African American children

Robert Wineburg, Ph.D.
Jefferson Pilot Excellence Professor
- PhD, University of Pittsburgh
- Research and practice interests: The relationship between federal domestic social welfare policy and service provision; the involvement of religious organizations in local service delivery and policy development.

BSW POLICIES AND PROCEDURES

Students should carefully read this section to ensure they understand program and university policies and procedures. Students are also subject to all applicable University policies and procedures, including those described in the Undergraduate Bulletin http://web.uncg.edu/reg/Bulletin/Current/.

Non-Discrimination

The BSW Program is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees on the basis of race, class, color, gender, age, creed, ethnic or national origin, family structure, marital status, religion, sex, disability[2], political orientation, sexual orientation, or any other characteristic that has no legitimate relationship to one's ability to successfully complete the requirements of the Program.

Sexual Harassment

The University is committed to providing and promoting an atmosphere in which employees realize their maximum potential in the workplace and students can engage fully in the learning process. Accordingly, sexual harassment is prohibited. Sexual harassment is defined as: deliberate, unsolicited, and unwelcome verbal and/or physical conduct of a sexual nature or with sexual implications. The definition does not include personal compliments welcomed by the recipient or relationships which are freely entered into by both parties by Section 703 of the Title VII of the Civil Rights Act, and North Carolina General Statue 126-16 (in the case of employees) and Title XI of the education Amendment Act of 1972 (in the case of students). For complete university policy on sexual harassment and grievance procedures, see appropriate sections of UNCG's *Policies for Students* at http://deanofstudents.uncg.edu/policy/.

Social Media

Students and faculty are expected to utilize social media in a responsible manner. In most cases, faculty will not engage in cyber "friendships" with current students; though social media may be employed for recruitment and communication purposes in a professional way.

Student Participation

The BSW faculty believes that students are the keystone of the structure and operation of the program. Students in the BSW Program are encouraged to be involved in many aspects of the life of the program including the student organization and various activities and opportunities on the UNCG campus and the surrounding communities. Faculty will facilitate opportunities for students to attend faculty meetings and engage in decision-making activities related to BSW Program changes and updates.

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[2] Where the student is entitled by law to a reasonable accommodation and a reasonable accommodation can in fact be made without undue hardship. All students seeking accommodations for disabilities must first contact the Office of Disability Services and proceed in accordance with their procedures. See http://ods.dept.uncg.edu/.

Student Attendance at Faculty Meetings. At the onset of each academic year, the BSW Program Director will email a schedule of BSW faculty meetings for the year. Two students are encouraged to sign up to attend each meeting. Students are informed that if they attend a faculty meeting, they are expected to email a summary of important points addressed in the meeting to their classmates (via the listserv). Student participation in these meetings ensures that their input is elicited regarding changes and modifications in program policies, practices, procedural developments, and other changes. Attending students share their concerns during their designated agenda times. They are excused when the faculty discusses student advancement.

BSW Student Organization. The BSW student organization, NASW-SO, is the vehicle that serves as the communication link between students and the program. All BSW students are encouraged to be active in the NASW-SO. Officers of NASW-SO are elected annually at the conclusion of the spring semester. Through the student organization, students plan group activities and programs, implement ideas, raise issues, solve problems, and provide ongoing feedback to the BSW Program and Field Instruction Directors in regards to students' program concerns and suggestions.

Student Participation in the BSW Program Advisory Board. Another way that students have input into the program is through service on the BSW Program Advisory Board, which meets twice a year. All elected student officers serve as ex officio members of the BSW Program Advisory Board, which also includes program alumni, field instructors, and other key social workers in the community that can advise faculty on program policies, procedures, and curriculum changes.

Student Participation in the BSW Field Advisory Committee. Students also have input into the program through service on the BSW Field Advisory Committee which meets twice a year. The Field Advisory Committee also includes field instructors and other key social workers in the community. This committee advises faculty on policies, procedures, and any other issues related to the field instruction component of the program. At the onset of each academic year one student volunteer from each class is asked to serve as an *ex officio* member of the BSW Field Advisory Committee.

Student Rights

Please refer to the UNCG Undergraduate Academic Bulletin for information on policies related to student rights at (http://www.uncg.edu/reg/Catalog/). Students in the BSW Program are afforded all human rights, and it is expected that all students, staff, and faculty will work to create an environment of respect and civility.

Students have the right to participate in the life of the BSW Program through involvement with the student organization, activities on the campus of UNCG and through participation with faculty in evaluation and improvement of many dynamic aspects of the BSW Program. Students will participate in formulating and modifying policies affecting academic and student affairs through participation in faculty meetings and on faculty and advisory committees that are engaged in policy revision.

Students have the right to voice concerns about personal or program issues using both formal and informal methods. See the section in this handbook entitled *Complaints and Grievances* for more information.

Students have the right to appeal grades and to appeal suspension or termination due to unprofessional behavior or impairment. For more information, see the procedures outlined below in the *Right to Appeal a Grade* and *Unprofessional Behavior/Impairment* sections of this handbook.

Academic Advising

Advising is provided to assist students in the development of meaningful educational plans that are compatible with their professional goals and the mission of the BSW Program. Each student is assigned a faculty advisor.

The academic advising system in the BSW Program is guided by the following principles:
1. Each student will have a faculty advisor.
2. Student advising offers a continuing relationship between the advisor and the student. This relationship is based on knowledge both of the BSW Program and of the student's educational needs, career goals, personal strengths, areas of potential difficulty, and preferred learning patterns.
3. Each student engaged in field education will also have a faculty liaison. This role is reviewed in the field section of the student handbook.

The academic advising system is based on the following roles and responsibilities:

Faculty Advisor Responsibilities.
1. The faculty advisor will guide the academic and professional development of advisees.
2. The faculty advisor will orient advisees to the BSW Program's mission and curriculum.
3. The faculty advisor should meet with each advisee each semester as needed, remain abreast of the advisee's progress, and be available to counsel advisees regarding any concerns.

Student Responsibilities.
1. Students should initiate contact with their advisors as needs arise and bring to their attention issues and circumstances in which they need information, assistance, or clarification.
2. Students should identify areas of concern regarding any aspect of the educational experience.
3. Students should view their advisors as resources who can make appropriate referrals to other services as needed.
4. Students should consult with their faculty advisor regarding questions about course work or their faculty field liaison regarding issues with field instruction; however, the

ultimate responsibility for assuring completion of course and fieldwork in the proper sequence and in a timely manner lies with students.

5. Students should register for classes in accordance with the required curriculum sequence and if questions arise, students should contact their advisors and/or the BSW Program director to resolve issues with registration.

6. The faculty advisor is not a personal counselor. The faculty advisor may assist in referring students to a personal counselor if appropriate.

Advising Procedures

Advising Schedules. In order to be most effective, the BSW program uses several methods for advising students. Two mandatory advising events are conducted each year. Faculty is available at a convenient location for 8 hours per day. Students can drop in at any time and meet individually with an advisor. Since some student issues are more complex and need individually-arranged office time, students may schedule appointments with their advisors. During the summer, transfer and new students are advised individually and in groups during formal and informal advising sessions. The BSW Director maintains open advising times for curious students investigating transferring of majors or ongoing students with questions.

Reassignment. The BSW Program Director pairs students and advisors. Students frequently develop professional relationships with faculty who serve as informal mentors and advisors for curricular, field, career, and personal needs and may wish to change the assigned faculty advisor to strengthen and maintain these relationships. To change faculty advisors, students should notify the assigned advisor and the desired advisor of the request to be reassigned. If all parties agree, reassignment may be made utilizing the University Change of Major/Minor/Advisor form located in 268 Stone.

Special Circumstances Related to Advising

Academic Concerns. If a student is experiencing concerns related to academic performance identified by either the student or an instructor, the faculty advisor may be asked by the BSW faculty committee to discuss the concerns with the student. If the advisor is involved in circumstances that surround the concern, either the current advisor or the student may request that another faculty member serve as advisor by alerting the BSW Program Director. This might occur, for example, if the assigned advisor is the instructor of the course where the concern is noted. The BSW Program Director should make the reassignment and ensure that the student is able to meet with the new faculty advisor. Any grievances should follow the process outlined in the section on grievances in this student handbook.

Field Education. The faculty advisor should be a resource for students in field education; however, the primary point of contact for students in field education is the faculty field liaison. If a field concern arises for a student in which his/her field faculty liaison serves in a dual role (e.g., field instructor and faculty field liaison or field liaison and Director of Field Instruction) then the student or faculty member can request to meet with the BSW Program Director instead to address and resolve the issue. Please see the *Field Instruction Manual* for details regarding the role of the faculty field liaison.

Coursework and Program Standing. If circumstances arise that warrant dropping a course or withdrawing from the program of study, the student should notify the faculty advisor immediately. The advisor should review the circumstances and make a recommendation to the student based on the review. If academic concerns are an issue, please see the section above.

Grading

BSW courses, including field instruction seminars, will be graded on a scale of A, B, C, D, and F. Field instruction courses will be graded in this same way. The grading scale used in the BSW Program is below:

UNCG BSW Grading Scale	
Percentage	**Grade Earned**
97%-100%	A+
94%-96%	A
90% 93%	A-
87%-89%	B+
84%-86%	B
80%-83%	B-
77%-79%	C+
74%-76%	C
70%-73%	C-
60-69%	D
59% and below	F

The grade of "I" may also be given in courses where the student is unable to complete course requirements by the end of the term in which the course was offered. Please note that students cannot be placed in field until all incompletes are resolved. If an incomplete occurs in the first semester of field, it must be resolved before classes begin in January.

Removal of Incomplete Grade. According to the *University Academic Bulletin (2011-2012:*

> An incomplete grade may be removed by completion of the deferred work. A student should not reregister for the course in order to remove the incomplete. An incomplete received during a semester or in summer session must be removed within six months from the last day of examinations in the term in which the course was taken. Current deadlines for removals of incompletes are published [each semester] in the Registration Guide, and on the University Registrar's Web site.

An incomplete that is not removed within this time limit is automatically converted to an F by the University Registrar. A graduating senior who incurs an incomplete and who has completed all requirements and enough semester hour credits and grade points to graduate may do so even though the incomplete grade is outstanding. If the incomplete is not removed within the required six months, it will be converted to F at the end of that period. When an incomplete is removed, it may be replaced by A, B, C, D, F, or, in certain designated courses, P, NP, S, or U. Available at http://web.uncg.edu/reg/Bulletin/Current/AcaRegs/Grading/Incompletes.aspx.

Right to Appeal a Grade

Students who wish to appeal a grade should follow the procedures outlined by the university at http://www.uncg.edu/grs/bulletin/general_regulations.html#appealgrades.

Academic Ineligibility, Suspension, and Termination

The BSW faculty reviews students' academic and professional performance during the portion of the BSW faculty meeting devoted to student advancement. BSW students must have an overall grade point average of 2.5 or better at the time of their admission to the major. Students must have an overall grade point average of 2.5 or better before they will be allowed to advance   to field instruction.

When a student's academic or professional performance causes concern, the educational advisor or Program Director will notify the student. When possible, faculty will assist the student to develop a plan for remediation. When remediation efforts related to poor academic performance, unprofessional behavior or impairment are not successful, students may be suspended or dismissed from the BSW Program or suspended or dismissed from the field instruction program (see *Field Handbook*).

Unprofessional Behavior and/or Impairment

Unprofessional behavior is defined as: the inability or unwillingness on the part of a student to abide by the standards of professional conduct delineated in the National Association of Social Workers' *Code of Ethics,* the standards of personal behavior as presented in the *Student Code of Conduct* at the University of North Carolina at Greensboro and/or engaging in unprofessional behavior or being in a state of impairment as described below in this policy. This document is found at http://studentconduct.uncg.edu/.

Examples of Unprofessional Behavior. Please see Appendix B for examples of unprofessional behavior.

Examples of Impairment. Conditions, which may indicate impaired ability to function professionally as a social worker, may include, but are not limited to, the following:

1. Personal problems that affect functioning.

2. Psychosocial distress, substance abuse, or mental health conditions that affect functioning and that cannot be accommodated without undue burden[3].
3. Medical conditions that affect functioning and that cannot be accommodated without undue burden.
4. Other conditions or circumstances that affect functioning.

Procedures Involving Unprofessional Behavior and/or Impairment

Faculty have adopted a procedure to notify students when they are concerned about unprofessional behavior in the classroom or in the field and to establish a plan for correcting such behaviors.

1. The initial step will vary depending on whether the unprofessional behavior or impairment surfaced in the classroom or the field setting.

    a. Unprofessional behavior or impairment surfaced in the field setting.
        1) When this behavior surfaces in the field setting, the field instructor should first attempt to address this problem with the student in an arranged meeting.
        2) If, after this meeting, in the professional judgment of the field instructor, a student has failed to make sufficient progress with identified problems, the field instructor should immediately contact the faculty field liaison so both can arrange a joint meeting with the student. The faculty field liaison may also invite the Director of Field Instruction to participate in the meeting.
        3) At this meeting, the field instructor and faculty field liaison will inform the student of specific details regarding the unprofessional behavior or impairment that is causing concern. The field instructor and faculty liaison should also elicit the student's perception of the problem at this meeting. The student will be informed what specific changes are expected of him/her in terms of this behavior and the date at which such behavior will be re-evaluated. This is the corrective plan.
        4) The field liaison (or Field Director, if appropriate) should prepare a written summary of this conference and send it to the student, the student's educational advisor, the field instructor, and the Director of Field Instruction and place a copy in the student's file. The summary should include a description of specific behaviors or incidents which are deemed problematic and a plan, including targeted goals, with the date of re-evaluation, to restore professional standards on the part of the student. The summary should also indicate to the student in writing the consequences if the problem is not resolved.

    b. Unprofessional behavior or impairment surfaced in the classroom setting.
        1) When a faculty member becomes aware that a student may be professionally impaired or is exhibiting unprofessional behavior in the classroom setting, the faculty member will immediately initiate a

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[3] All students seeking accommodations for disabilities must first contact the Office of Disability Services and proceed in accordance with their procedures. See http://ods.dept.uncg.edu/.

conference with the student. At this meeting the faculty member will complete the Unprofessional Behaviors Impeding Academic Performance and Social Work Practice form (Appendix B), informing the student of details regarding the unprofessional behavior or impairment that is causing concern. During this meeting the faculty member will also obtain the student's perception of the problem behavior. The faculty member should also inform the student about the specific changes that are expected of him/her in terms of this behavior and the date at which such behavior will be re-evaluated. Again, this is the corrective plan.

2) The faculty member will give a copy of the form to the student and the student's educational advisor, and place a copy in the student's file.

2. Regardless of the setting in which the unprofessional behavior or impairment surfaces (classroom or field), if in the professional judgment of the faculty member or field liaison, a student has failed to make sufficient progress in following the written plan, the faculty member or field liaison will request that the BSW faculty discuss the student during the next faculty meeting as part of the student advancement discussion. The BSW faculty will decide if the student is professionally impaired to the extent that suspension or dismissal from the BSW Program is necessary.

3. In cases where the decision is made to suspend or dismiss a student from the BSW Program due to unprofessional behavior and/or impairment:
   a. The BSW Program Director will communicate any decision regarding suspension/dismissal to the student in writing and place a copy of the letter in the student's file.
   b. In all instances where a decision is made to suspend or dismiss the student from the BSW Program, the student may appeal this decision (see below).
   c. Students who are suspended or dismissed from the program while they are in a field internship will have to follow appropriate termination procedures in their field setting as outlined in the *BSW Field Instruction Handbook.*

4. When unprofessional behavior or impairment has surfaced in the field setting, the BSW faculty liaison or the faculty involved in the student advancement discussion may recommend to the BSW Field Director that the student be reassigned to another field internship. See the *BSW Field Instruction Handbook* for information about reassignment, suspension, or termination from the Field Instruction Program.

5. In cases that involve issues related to campus safety or illicit drug use, the Program Director will notify and consult with the Dean of Students Office. The Dean of Students Office may request a meeting with the student to further assess the situation.

6. Notwithstanding steps 1-5 above, serious unprofessional behaviors and/or impairment, such as extremely rude or threatening outbursts or behaviors; illegal activities; intoxication; possession, distribution, sale, and/or use of illegal drugs; and words or conduct that indicate a propensity to harm self or others may warrant immediate faculty intervention and/or dismissal from the program.

Appeals Process for Suspension/Dismissal Due to Unprofessional Behavior or Impairment

Students have the right to appeal suspension or dismissal decisions as outlined below:

1. Within five (5) business days (8am-5pm, Monday-Friday) of receiving the written letter regarding suspension or dismissal, the student must make a written request for an appeals hearing the Director of the BSW Program.
2. The Director will assemble a BSW Appeal Review Committee that will consist of three persons to hear the appeal. The Appeals Committee will consist of one (1) current BSW student and two (2) BSW faculty members. The Director will designate one BSW faculty member to serve as the Appeals Committee chair. The faculty member who initiated the suspension/dismissal process will not be eligible to hear the appeal but may present written information and/or supporting documentation. The Director or designee will also attend this meeting.
3. Within five (5) business days (8am-5pm, Monday-Friday) from the time that the Director(s) receive(s) the student's written request for an appeal, the Committee will select a date and place for the hearing. The Chair of the Committee will notify the student of date of the hearing in writing or via email to the last known and updated address for the student on file with the BSW Program.
4. During the hearing, the student will have an opportunity to present information and/or supporting documentation as to why the decision of the BSW Program regarding suspension/dismissal should be changed. The burden of proof that this decision should be changed will rest with the student.
5. The student may involve an advisor/support person of his/her choice, including an attorney. The student may consult with this advisor/support; however, the student must be the sole author of all written material presented to the Committee, and any advisor/support person will not be allowed to speak for the student during the hearing.
6. Following the hearing, the Committee will convene to review the actions taken against the student for unprofessional behavior and/or impairment and make a decision to uphold or overturn the suspension/dismissal from the BSW Program. The Committee will base its decision on the oral and/or written evidence presented at the hearing.
7. A simple majority of votes of the Committee present at the hearing will decide whether the appeal is upheld or overturned. The Chair of the Committee will provide a written report of the Committee findings and decisions and the reasons for those findings and decisions (hereinafter "Committee Report") to the BSW Program Director.
8. The BSW Director will provide the student a copy of the Committee Report within three (3) business days (8am-5pm, Monday-Friday) after their receipt of the Committee Report. The BSW Director will also place a copy of the Committee Report in the student's file. The BSW Director will notify the BSW faculty and other relevant professionals (e.g., field instructor) of the Committee's decision.
9. The Committee Report decision is final and no further appeal is allowed.

Complaints and Grievances

Students have the right to make complaints and/or grievances regarding concerns other than grading (e.g., faculty capacity, fairness, discrimination, equal treatment, etc). If a student wishes to make a complaint or grievance, he or she should follow the process below:

1. Speak directly to the person or persons involved in the situation and attempt to come to a mutual resolution. If this does not resolve the complaint or grievance then proceed to step two below.
2. Speak with the faculty advisor if appropriate or to the BSW Program or Field Director(s) and provide a written summary of the complaint or grievance. If this does not resolve the situation then proceed to step three below.
3. Speak to the department Chair and provide a written summary of the complaint or grievance including the steps you have taken before contact with the Chair. If this does not resolve the situation then proceed to step four below.
4. The Chair will advise students regarding appeals to the Dean level on a case-by-case basis.

Academic Integrity

Academic integrity is paramount to academic success and professional development. At no time should any student engage in any form of plagiarism or other dishonorable academic activities such as cheating. Students are responsible for becoming familiar with campus policies pertaining to academic honor and integrity (UNCG *Academic Integrity Policy http://academicintegrity.uncg.edu/complete/*) and for indicating that they have abided by these policies by signing an honor pledge for all work submitted. Students should recognize their responsibility to uphold academic integrity and to report apparent violations to the appropriate persons. Should a violation of academic integrity be suspected, faculty and students will follow the policy and procedures of the University.

National Association of Social Workers (NASW) Code of Ethics

Students in the BSW Program are expected to adhere to the values and standards for practice delineated in the NASW Code of Ethics (1996/2008), which can be found at the following website: http://www.socialworkers.org/pubs/code/code.asp.

BSW faculty and field instructors will review these standards in specific detail both in the classroom and in field.

National Association of Black Social Workers Code of Ethics

Students can consult the website at http://www.nabsw.org/MServer/CodeofEthics.aspx for more information and details on the standards for social work practice that have been delineated by this organization.

NASW Standards

Students are expected to abide by standards of practice as outlined by NASW.

- *NASW Standards for Social Work Practice with Family Caregivers of Older Adults (*pdf file) available online at
  http://www.socialworkers.org/practice/standards/NASWFamilyCaregiverStandards.pdf

- *NASW Standards for Social Work Practice with Clients with Substance Use Disorders* (pdf file) available online at:
  http://www.socialworkers.org/practice/standards/NASWATODStatndards.pdf

- *NASW and ASWB Standards for Technology and Social Work Practice* (pdf file) available online at:
  http://www.socialworkers.org/practice/standards/NASWTechnologyStandards.pdf

- *NASW Standards for Social Work Practice in Health Care Settings* (pdf file) available online at:
  http://www.socialworkers.org/practice/standards/NASWHealthCareStandards.pdf

- *NASW Standards for Social Work Practice in Child Welfare* (pdf file) available online at:
  http://www.socialworkers.org/practice/standards/NASWChildWelfareStandards0905.pdf

- *Standards for Social Work Practice in Palliative and End of Life Care* (pdf file) available online at:
  http://www.socialworkers.org/practice/bereavement/standards/default.asp

- *Standards for Social Work Services in Long-Term Care Facilities* (pdf file) available online at:
  http://www.socialworkers.org/practice/standards/NASWLongTermStandards.pdf

- *NASW Standards for the Practice of Social Work with Adolescents* (pdf file) available online at:
  http://www.socialworkers.org/practice/standards/NASWAdolescentsStandards.pdf

- *NASW Standards for School Social Work Services* (pdf file) available online at:
  http://www.socialworkers.org/practice/standards/NASW_SSWS.pdf

- *Indicators For Cultural Competence in Social Work Practice* (pdf file) available online at:
  http://www.socialworkers.org/practice/standards/NASWCulturalStandardsIndicators2006.pdf

Alcohol, Illicit Drugs, and Weapons Policy

The BSW Program, along with the University, encourages all "of age" students who drink to use alcohol responsibly and within the limits of the law. Issues regarding illegal use of alcohol, illicit drugs, or possession of weapons will be automatically referred to the Dean of Students Office. Administrative decisions regarding student continuation or replacement in field may be deferred until the Dean of Students Office takes action. For further information about University policies related to these matters please refer to the following websites:

> http://deanofstudents.uncg.edu/policy/drug.pdf
> http://deanofstudents.uncg.edu/policy/weapons.pdf.

Adverse Weather and Campus Closure Policy

When weather conditions such as ice or snow make it difficult to travel to or remain in class, the university chancellor will request that local media broadcast campus closure as a public service message. If you have a question about whether classes are delayed, canceled, or if UNCG is closed, check the UNCG website, where notification of university closing is usually posted by 6 a.m.

Program Communication

It is important for students to stay abreast of events and announcements about program information. There are three major ways the faculty members communicate with students: email, mailboxes, and bulletin boards.

   Email. The BSW Program manages a list serve through which students are notified of ongoing events and important program information.

   Student Mailboxes. All admitted junior and senior BSW students are assigned a mailbox in 264 Stone Building. This form of communication is used whenever program announcements, reference letters, or other materials from students' instructors need to be provided in a hard copy form.

   Bulletin Boards. Check the departmental bulletin boards for activities, job opportunities, deadlines, and program news.

Phi Alpha Honor Society

The honor society for students in the BSW Program is Phi Alpha. Induction into the honor society is open to all BSW students who meet application requirements. The application requirements are:

- Minimum overall grade point average of 3.0.
- Minimum major grade point average of 3.5

Interested students should submit applications to the Phi Alpha faculty advisor. Students are required to submit an essay summarizing their service and leadership contributions that qualify them for induction into Phi Alpha. The induction ceremony is held annually; inductees' family members and significant friends are invited to attend.

UNIVERSITY FACILITIES AND SERVICES

Financial Aid

Students should check with the Financial Aid Office to determine if they are eligible for financial assistance. Students will be notified of any opportunities that may arise for financial assistance.

Library

BSW students have full use of and access to the UNCG library. The Jackson Library is located at UNCG and more information on this facility can be found at: http://library.uncg.edu/.

Health and Counseling Services

Gove Student Health Center. The Health Center supports the mission of the University by offering comprehensive primary and preventive health care to students. Health care providers, including physicians, physician extenders, and nurses, are available in the Student Health Services during regular hours (8 a.m.-8 p.m. Monday-Friday; 9 a.m.-noon Saturday; 6-9 p.m. Sunday) to provide students with primary medical care, including gynecological and sports medicine. Appointments are encouraged and may be made by calling (336) 334-5334 or consult the website at http://www.uncg.edu/shs/. Clinical support services include laboratory, x-ray, and pharmacy services.

UNCG requires students to purchase University-sponsored health insurance or provide evidence of private health insurance. While students can expect to receive comprehensive primary health care at the Student Health Services, some services must be referred to a hospital or specialist in the community, and these services are not covered under the Health Fee.

Counseling and Testing Center. This center offers brief individual, group, and couples' counseling and psychotherapy for students, provides crisis intervention and referrals to community agencies, and administers standardized educational testing. Students are seen by appointments and on an emergency walk-in basis. The clinic can be reached at (336)334-5874 or online at http://www.uncg.edu/shs/ctc/.

UNCG Psychology Clinic. This clinic is located at 1100 West Market Street and is open Monday–Thursday from 8:00 a.m. until 8:00 p.m. and Friday from 8:00 a.m. until 7:00 p.m. Students can receive assessment and counseling services based on a sliding scale fee. Students should contact this clinic at (336) 334-5662 for more information.

University Office of Multicultural Affairs

The Office of Multicultural Affairs, an integral part of the Division of Student Affairs, bases its philosophy on inclusion — fostering recognition and respect for the voices of *all* students. The Office contributes to the University's academic mission in providing student-centered programs that promote awareness of respect for cultural diversity, and offer opportunities to provoke

thought and expand cross-cultural and inter-cultural knowledge. The Office strives to contribute to a community in which all students are empowered to recognize and act on one's social responsibility in relation to domestic and global issues. The Office also offers advocacy, programming, and support systems to encourage students to realize the highest level of their potential, particularly as it pertains to the University's retention and graduation efforts of underrepresented student populations.

Disability Services

The Office of Disability Services (DS) at The University of North Carolina at Greensboro is committed to orchestrating the educational development of qualified students who have a physical or learning disability. Simultaneously, DS continually works to improve the understanding and support of the total University community toward this end. Students are encouraged to be independent and autonomous individuals who know their learning strengths and develop appropriate coping strategies for academic success. DS serves as a supportive psychological environment so those students may achieve their educational objectives.

In order to make accommodations for students with disabilities, students must contact DS. DS will conduct an evaluation and inform faculty of the modifications that are required. For more details, contact the Office of Disability Services, 157 Elliott University Center, (336) 334-5440 (V/TTY) or visit the website at http://ods.dept.uncg.edu/.

Writing Assistance

The University Writing Center, 3211 HHRA, offers both online and face-to-face individual assistance with planning, writing, or revising papers. BSW students may call (336) 334-3125 for information or an appointment, or drop in, bringing their work-in-progress with them. A friendly, specially trained undergraduate or graduate student writing consultant will consult about the assignment and ideas, read drafts, offer feedback, advice, and instruction as needed, and help find answers to questions. For more information consult the website at http://www.uncg.edu/eng/writingcenter/.

Assistance with Speaking

The University Speaking Center provides online and face-to-face one-on-one tutoring and instructional workshop services for UNCG students, faculty, employees, and members of the Greensboro community. Services are designed to help speakers further develop confidence and competence in oral communications. Assistance is offered in the preparation and delivery of speeches, development of knowledge and skill in interpersonal communication, and group or team communication. The Speaking Center is located along with the Writing Center in 3211 MHRA. Contact the center at (336) 256-1346 on http://speakingcenter.uncg.edu/

Recreational Opportunities

The Student Recreation Center is an innovative recreation facility for UNCG students, faculty, staff, and alumni located at the corner of Walker Avenue and Aycock Street. It includes a three-

court gymnasium, elevated jogging/walking track, fitness studio, racquetball courts, and climbing wall. Other facilities include Rosenthal Pool, the Outdoor Recreation Fields, and a golf practice station. Activities offered include outdoor adventures, exercise classes, yoga, tai chi, intramural and club sports, and CPR and first aid classes. For information on schedules and activities, call (336) 334-5924 or visit the web site, http://cam.dept.uncg.edu.

Bookstores

Books for courses are only available at the UNCG bookstore where students are registered and at Addams Bookstore on Tate Street near UNCG. The UNCG bookstore is located in the Elliot University Center.

Computing Services

At UNCG, the Instructional and Research Computing Center (IRC) operates computer labs and instruction in computing. IRC staff members are available to provide help with statistical programs, data entry programs, editors, programming languages, data management tools, and many other products. A wide variety of software is available. Each semester, the IRC provides workshops on a variety of topics. Workshop topics and times are available at the beginning of each semester through the IRC Office in 235 Bryan Building. Internet access can be gained through most computer labs across campus including a computer lab in 127 Stone Bldg.

The Center for Information Technology and Instruction (CITI) operates on the main floor of the Library, near the Circulation Desk. The primary purpose of this lab is to provide information and instruction for access to electronic information including Internet and multimedia materials. The Super Lab is located in the back of the main floor of the Jackson Library. The computers are available during the Library's operating hours. More information on computing services at UNCG can be found at http://its.uncg.edu/ or by calling the technical assistance number at (336) 256-8324 from 8:00 a.m. until 5:00 p.m., Monday – Friday.

E-Mail Accounts

UNCG uses the i-Spartan mail system at http://ispartan.uncg.edu/home. Students are able to activate their accounts from a link on that page. Assistance may be obtained by contacting 6-TECH at (336) 324-TECH (8324) or 6-TECH@uncg.edu.

ID Cards

Students should procure an identification card immediately following registration for classes. UNCG ID cards may be obtained in the UNCG ID Center located in the Elliott University Center. Make sure to take your official class schedule/registration forms and university issued ID number with you. Student identification cards are needed to receive services at the libraries, computer labs, UNCG Teaching and Learning Center, the health services, and for check cashing.

Parking

Parking information can be obtained by contacting Parking Services at (336) 334-5681 or by going to the website at http://parking.uncg.edu/.

HEAT (Higher Education Area Transit)

Students can access transportation through the HEAT, a college and university transit service serving Greensboro residents and qualified students of six area colleges and universities. Visit http://www.rideheat.com/for more specific information on HEAT services including route information.

Student Employment Information

Students are encouraged to utilize the career services center as they prepare to graduate and search for employment. The career centers can also help students prepare resumes. The phone number is (336) 334-5454 and the web address is http://csc.dept.uncg.edu/.

When faculty becomes aware of employment opportunities, this information will be conveyed to students via email.

APPENDIX A

Council on Social Work Education

Educational Policy and Accreditation Standards

(2008)

Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence[1] human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

> *Accreditation Standard 1.0—Mission and Goals*
>
> *The social work program's mission and goals reflect the profession's purpose and values and the program's context.*
>
> *1.0.1   The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.*
>
> *1.0.2   The program identifies its goals and demonstrates how they are derived from the program's mission.*

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[1] These six value elements reflect the National Association of Social Workers *Code of Ethics*.

National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers.* Washington, D.C.: NASW.

Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics[2] and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; [3]
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple

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[2] National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

[3] International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from http://www.ifsw.org

factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

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

Educational Policy 2.1.5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

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

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes

identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research 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.

Educational Policy 2.1.10(a)—Engagement

Social workers:

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers:

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers:

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

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

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

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.[4] In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

> ***Accreditation Standard B2.0—Curriculum*** *The 10 core competencies are used to design the professional curriculum. The program:*
>
> ***B2.0.1*** *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*
>
> ***B2.0.2*** *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*
>
> ***B2.0.3*** *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*

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[4] Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedelus,* 52-59.

B2.0.4 *Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

B2.0.5 *Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.*

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program:

M2.0.1 *Identifies its concentration(s) (EP M2.2).*

M2.0.2 *Discusses how its mission and goals are consistent with advanced practice (EP M2.2).*

M2.0.3 *Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.*

M2.0.4 *Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].*

M2.0.5 *Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

M2.0.6 *Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.*

Accreditation Standard 2.1—Field Education

The program discusses how its field education program:

2.1.1 *Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*

B2.1.2 *Provides generalist practice opportunities for students to demonstrate the core competencies.*

M2.1.2 *Provides advanced practice opportunities for students to demonstrate the program's competencies.*

2.1.3 *Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.*

2.1.4 *Admits only those students who have met the program's specified criteria for field education.*

2.1.5 *Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.*

2.1.6 *Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field*

instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 *Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*

2.1.8 *Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.*

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.[5]

Educational Policy 3.1—Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender,

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[5] Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan.

gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

3.1.1 *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*

3.1.2 *The program describes how its learning environment models affirmation and respect for diversity and difference.*

3.1.3 *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1 *The program identifies the criteria it uses for admission.*

M3.2.1 *The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.*

3.2.2 *The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*

M3.2.3 *BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding*

advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

3.2.4 *The program describes its policies and procedures concerning the transfer of credits.*

3.2.5 *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*

Advisement, retention, and termination

3.2.6 *The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.*

3.2.7 *The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*

3.2.8 *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.*

Student participation

3.2.9 *The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.*

3.2.10 *The program demonstrates how it provides opportunities and encourages students to organize in their interests.*

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

3.3.1 *The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a*

master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2   *The program discusses how 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. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.*

B3.3.3   *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work 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 preferably in social work.*

M3.3.3   *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*

3.3.4   *The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*

3.3.5   *Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.*

3.3.6   *The program describes how its faculty models the behavior and values of the profession in the program's educational environment.*

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

3.4.1   *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*

3.4.2 *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*

3.4.3 *The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*

3.4.4 *The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*

B3.4.4(a) *The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work 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, preferably in social work.*

B3.4.4(b) *The program provides documentation that the director has a full-time appointment to the social work program.*

B3.4.4(c) *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*

M3.4.4(a) *The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.*

M3.4.4(b) *The program provides documentation that the director has a full-time appointment to the social work program.*

M3.4.4(c) *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.*

3.4.5   The program identifies the field education director.

  3.4.5(a)   The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

  3.4.5(b)   The program documents that the field education director has a master's degree in social work from a CSWE accredited program and at least 2 years of post-baccalaureate or postmaster's social work degree practice experience.

  B3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

  M3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time sufficient.

  3.4.5(d)   The program provides documentation that the field director has a full-time appointment to the social work program.

Educational Policy 3.5—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

  Accreditation Standard 3.5—Resources

3.5.1   The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

3.5.2   The program describes how it uses resources to continuously improve the program and address challenges in the program's context.

3.5.3   The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

3.5.4   The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

3.5.5 *The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.*

3.5.6 *The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).*

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

4.0.1 *The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).*

4.0.2 *The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.*

4.0.3 *The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.*

4.0.4 *The program describes how it makes its constituencies aware of its assessment outcomes.*

4.0.5 *The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*

APPENDIX B

Unprofessional Behavior Impeding Academic Performance and Social Work Practice

UNCG BSW PROGRAM
Unprofessional Behaviors Impeding Academic Performance and Social Work Practice
(When completed, this form becomes part of the student's permanent file.)

Date: _____

Student Name: _____

Email: _____ **Phone:** _____

Faculty member raising concern: _____

In what course? _____ _____

> **Scale:**
> **1=Somewhat problematic; further growth needed**
> **2=A significant concern**

If not all behaviors in a category are of concern, highlight or circle those that do apply.

AREAS OF CONCERN	1	2	Comments
Frequently absent from or tardy to class or leaves class early.			
Work performance does not meet minimal requirements or expectations; work turned in incomplete or late; unprepared for class.			
Not receptive to constructive feedback; does not take ownership of problems; blames others for shortcomings.			
Personal and/or religious beliefs interfere with acceptance of core social work values; unable to demonstrate core social work values; overly biased with personal viewpoints to the extent that there is insufficient openness to professional growth; risk of imposing these beliefs in practice.			
Inability to work in groups; does not carry fair load in the group; lack of collaborative skills in working with others.			
Disruptive behaviors in class such as interruptive side conversations; inappropriately using cell phone or computer; monopolizing class discussion which bars others from contributing and impedes instructor's ability to conduct class, etc.			
Overly argumentative, rude, or disrespectful about grades received.			
Excessive personal sharing without respect to boundaries.			
Sleeps during class or engages in other inattentive behaviors.			
Disrespectful in discussing sensitive issues, such as diversity; insensitive to the feelings or needs of others.			
Mental health problems interfere with functioning.			
Evidence of substance use that affects functioning.			
Dishonesty.			
Lack of self-control, lack of awareness of social cues.			

Lacks initiative in completing work; little evidence of responsibility for own learning, etc.		
Evidence of volatility/violence towards self or others.		
Boundary issues.		
Poor oral or written communication skills; poor grammar; inability to articulate points in a professional manner; overuse of informal language in written assignments.		
Inappropriate attire.		
Personal problems and issues interfere with learning and performance.		
Inability to form healthy and/or productive relationships with others.		

Short narrative that further elaborates concerns:

Plan for Corrective Action:

Student response:

These concerns were discussed with the student, and the student was provided a copy of this document.

Student signature: _____

Date: _____

Faculty signature: _____

Date: _____

BSW Director Signature: _____

Date: _____

APPENDIX C

Student Acknowledgement and Acceptance of Procedures and Policies

School of Health and Human Sciences
Department of Social Work
268 Stone Building
PO Box 26170, Greensboro, NC 27402
336.334.5147 Phone 336.334.5210 *Fax*

Student Acknowledgement and Acceptance of Policies and Procedures

Turn this form in with your application to the Social Work Major

I _____ (print name) have read this manual. Furthermore, I agree to the policies and procedures outlined here as a condition of my participation in the BSW Program.

_____

Student Signature and Date