

BSW HANDBOOK

SCHOOL OF SOCIAL WORK



UNIVERSITY OF
ARKANSAS

J. William Fulbright College of Arts & Sciences
School of Social Work
479.575.5039 | socialwork.uark.edu

Commitment to Equal Educational Opportunity

The UA School of Social Work

The University of Arkansas School Of Social Work is committed to providing an equal educational opportunity to all students regardless of their economic or social status, race, color, gender, creed, sexual orientation, disability, veteran's status, age, marital or parental status, or national origin.

The UA Campus Council

The Campus Council of the University of Arkansas, Fayetteville, does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex or sexual orientation in any of the activities conducted upon this campus. Members of the faculty are requested to be sensitive to this issue when, for example, presenting lecture material, assigning seating within the classroom, selecting groups for laboratory experiments, and assigning student work. The University faculty, administration, and staff are committed to providing an equal educational opportunity to all students.

The University of Arkansas

The University of Arkansas is committed to the policy of providing educational opportunities to all qualified students regardless of their economic or social status, and will not discriminate on the basis of race, color, sex, creed, sexual orientation, disability, veteran's status, age, marital or parental status, or national origin.

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Welcome to the Bachelor of Social Work (BSW) Program of the University of Arkansas School of Social Work

As Undergraduate Director, I would like to personally welcome you to the BSW Program. I hope the information in this Handbook will provide guidance to you as you move through the program. The School has one of the oldest undergraduate social work programs in the United States. We have offered undergraduate social work degrees since 1940 and we are fully accredited by the Council on Social Work Education.

The purpose of the profession of social work is the enhancement of human well-being and the alleviation of poverty and oppression. The profession is dedicated to assisting individuals, families, groups, organizations, and communities to reach their full potential. Social work is particularly concerned with achieving social and economic justice for vulnerable populations and with respecting and valuing human diversity. The School of Social Work at the University of Arkansas reflects the profession's fundamental concerns in its educational goals and objectives. The undergraduate program has two primary education goals: (1) preparation for culturally competent, empirically based, multi-system, beginning level professional generalist practice across the life course; and 2) the preparation of students for continuing their professional growth and development after graduation.

In order to achieve its basic purposes, the faculty, students, staff, and agency field instructors are involved in a variety of teaching, research, and outreach activities that involve them in the life of the university, communities around the state, and at the national level. I welcome you to join us in our efforts to achieve excellence in the preparation of professional social workers. The purpose of this handbook is to assist both prospective and current students to understand the requirements, operations, and resources of the undergraduate Social Work Program. I hope it will be useful to you and I encourage your suggestions for its improvement.

While the School has a long history, it is also dedicated to change and growth as contexts and technologies change. A visit to our homepage will give you an opportunity to discover more about our faculty, students, goals, and current projects. Please visit the site at <http://socialwork.uark.edu>.

Thank you for your interest in Social Work and, again, welcome to the School of Social Work at the University of Arkansas.

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II. MISSION STATEMENTS, GOALS, AND COMPETENCIES

The primary mission of the Baccalaureate Social Work (BSW) Program at the University of Arkansas, Fayetteville is to prepare culturally competent, empirically based, multisystem beginning level professional generalist practice across the life course. The School of Social Work seeks to prepare professional social workers who have a deep appreciation for human diversity and who are committed to the enhancement of human well-being and to the alleviation of poverty and oppression. The program also seeks to prepare students for continuing their professional development beyond the baccalaureate degree including graduate study in social work.

University of Arkansas Mission

The mission of the University of Arkansas is to provide an internationally competitive education for undergraduate and graduate students in a wide spectrum of disciplines; contribute to new knowledge, economic development, basic and applied research and creative activity; and provide service to academic/professional disciplines and society, all aimed at fulfilling its public land-grant mission to serve Arkansas and beyond as a partner, resource, and catalyst.

School of Social Work Mission

The mission of the School of Social Work is to improve the lives of vulnerable persons, families, groups, organizations and communities, especially those in economic risk. We achieve this mission by using evidence-based practices to educate social work leaders/practitioners; emphasizing critical thinking and self-awareness; facilitating collaborative relationships in the community; and conducting original research.

School of Social Work Goals

The goals of the School of Social Work flow from its mission and provide direction to its education, research, and service/outreach units including: the BSW, the MSW program, and the Academic Partnership in Social Welfare. These goals are to:

1. Provide excellence in professional baccalaureate and master's social work education with special attention to poverty reduction and the integration of new technologies.
2. Conduct, disseminate, and apply social work research through faculty, student, and professional staff efforts, particularly in the broad area of poverty reduction.
3. Provide outreach/services in the forms of training, consultation, and continuing education to help address the needs of diverse vulnerable people locally, nationally, and globally.
4. Prepare students for life-long and interdisciplinary learning including graduate and post-graduate education required in a global context with ever expanding

knowledge.

The goals and objectives of the BSW program at the University of Arkansas, Fayetteville are consistent with the teaching, research and service missions of the University. The University serves as the major center of liberal and professional education and as the primary land-grant campus in the state.

BSW Program Goals

The BSW program is conceptualized in such a way that it has two primary educational goals. Accomplishment of these objectives provides the information and experiences necessary for student to demonstrate achievement of nine core competencies identified by the program (and the profession through Council of Social Work Education) as essential characteristics of beginning level generalist practitioners capable of continuing professional development.

Educational Goals

1. Preparation for culturally competent, empirically based, multi-system beginning level professional generalist practice across the life course.
2. Preparation for continuous life-long learning after graduation.

BSW Competencies

Upon completion of the BSW curriculum students will:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

III. ACADEMIC INFORMATION

BSW Orientation

Early in the Fall and Spring semesters, orientation to the BSW program is conducted by the BSW Program Director. Any student who is interested in the major or applying to the core should attend. The orientation provides students with an overview of program policies, tips for navigating the School of Social Work, online learning, the application to the core, and other pertinent topics as well as a question and answer section. Emails will be sent via the BSW listserv announcing

the orientation are posted as well as announcements made in the Introduction to Social Work courses.

Declaring Social Work as a Major

To declare a social work major, the student must first meet with BSW Program Director or the Fulbright Center for Advising to explore the student's interests, the nature of the profession, and the requirements of the major. An information packet and appropriate forms will be provided to the student at that time. The change of major form, signed by the student and the advisor, will be forwarded to the office of the Dean of the College of Arts and Sciences for processing. The Dean's Office will then process the request for a change of major and forward a complete record of the student's work to the office of the School of Social Work. A formal change of major cannot be made without verification that the student has met with a social work advisor.

Ongoing Advising

After declaration of the major, students are assigned an academic advisor from the Fulbright Advising Center. Social work majors are required to meet with their advisors at least one time each semester; students are also strongly encouraged to meet with the BSW Program Director for professional planning. Your Fulbright advisor will assist you each semester with planning your immediate and long-term course work schedule. This is especially important in social work because courses are sequenced and most courses require the completion of specific pre-requisites to prepare you to proceed to the next required course. The BSW Program Director may assist you in exploring your interest in a particular field of practice, potential volunteer experiences, and future employment plans. It is critical that students understand that academic planning is a shared activity; one that demands the active participation of both advisor and student.

Transfer Students

Transfer students may be accepted into the BSW program. However, transfer students must meet the same admission and retention requirements as all other students in the program. Students transferring from another accredited social work program will not be required to re-take course work that is consistent with the requirements of the UA BSW Program. The program director will evaluate the content of transfer work to avoid duplication or redundancy of work previously taken. Students transferring from non-accredited social work programs will be closely evaluated to ensure that any courses being transferred are consistent with CSWE standards, policies, and the educational objectives and outcomes of the BSW Program. Students from non-accredited social work programs may not transfer field work courses in lieu of the field internship courses in the UA BSW Program.

Transfer course evaluation will involve review of course syllabi for objectives and content consistent with that of UA social work courses. Evaluation may also involve review of University Catalog course descriptions, textbooks and

bibliographies. In cases where available materials are insufficient to determine course or content equivalency, program faculty may consult with faculty from the transferring institution.

Students are encouraged to visit the transfer course equivalency guide page at <http://registrar.uark.edu/438.php> which is maintained by the registrar.

No Academic Credit for Work or Life Experience

The UA BSW Program does not offer academic credit for life experience or previous work experience in lieu of field internship or any of the courses in the required social work professional core (Introduction to Social Work, Human Diversity and Social Work, Social Welfare Policy, Human Behavior and the Social Environment I and II, Social Work Research and Technology I, Social Work Practice I, II, and III).

Dropping a Course

Social work students should consult their Fulbright advisors when considering dropping a course. Because of course sequencing requirements, dropping a course may prevent a student from proceeding to the next courses and may result in a delay of planned graduation date.

A currently enrolled student who has registered during the advance registration period should make adjustments (dropping or adding courses) during the scheduled adjustment period for the same semester. Students may also add or drop courses during the first five class days of a semester.

A student may drop a course during the first 10 class days of the semester without having the withdrawal shown on the official academic record. After the first 10 class days, and before the drop deadline of the semester, a student may drop a course, but a mark of “W” indicating withdrawal, will be recorded. A student may not drop a full-semester course after the Friday of the tenth week of classes in a semester. Drop/add deadlines for partial semester courses are published in the schedule of classes. Drop/add deadlines for summer sessions are published in the summer sessions schedule of classes.

In some instances, taking a grade of “I” (Incomplete) may be an alternative to dropping a course. This option should be discussed with the Fulbright Center for Advising advisor and negotiated with the course instructor.

Writing Requirement

The writing requirement is considered satisfied when the research/analytical writing requirement is submitted to the faculty of SCWK 4073 and receives a passing grade.

As with any social work course, students must receive a “C” in the course. Please see Undergraduate Catalog of Studies:

<http://catalog.uark.edu/undergraduatecatalog/>

Withdrawal from the University

Withdrawing from the University means withdrawing from all classes that have not been completed up to that time. A student who leaves the University voluntarily before the end of the semester or summer term must complete an exit interview and then drop all classes on the student registration system or notify the Office of Registrar in writing. Withdrawal may occur anytime during the semester through the last day of classes. Withdrawal deadlines for summer sessions are listed in the summer schedule of classes; summer withdrawals do not require an exit interview. Students who do not withdraw officially from a class they fail to complete will receive an “F” in that class. Students with holds on their registration should contact the Office of the Registrar for assistance in processing their official withdrawal from the University.

Standards for Social Work Education

Because of the nature of professional social work practice, the School of Social Work has different academic expectations of student than do non-professional programs. The standards are linked to students’ abilities to become effective social work professionals and are informed by:

- Educational Policy and Accreditation Standards of the Council on Social Work Education
- National Association of Social Workers (NASW) Code of Ethics
- Ethical Principles and Guidelines for UA Social Work Students [adapted from the NASW Code of Ethics and Code of Ethics/Standards of Practice of the AR Social Work Licensing Board]

In keeping with these standards, academic expectations include:

- Emotional and mental abilities necessary for performance in the program and in professional practice;
- Scholastic performance; and
- Professional performance skills necessary for success in the program and in professional practice.

All social work students are expected to read the *NASW Code of Ethics* and the *Ethical Principles and Guidelines for UA Social Work Students*. Upon admission, students are asked to sign an acknowledgment that they have been made aware of and will abide by the documents. This form is kept in the student’s permanent file. All of the documents listed above may be accessed through the School of Social Work website and in the BSW Student Handbooks.

STANDARDS FOR SOCIAL WORK EDUCATION

Adapted with permission from the University of Texas at Austin School of Social Work Standards for Social Work Education. Revised 10/12/2013.

Criteria for Evaluating Academic Performance, Policies & Procedures for

Review of Academic Performance

Standards for Social Work Education

- 1.0 Introduction to Standards
- 2.0 Criteria for Evaluating Academic Performance
 - 2.1 Basic Abilities
 - 2.1.1 Communication Skills
 - 2.1.2 Interpersonal Skills
 - 2.1.3 Cognitive Skills
 - 2.1.4 Physical Skills
 - 2.2 Emotional and Mental Abilities
 - 2.2.1 Stress Management
 - 2.2.2 Emotional and Mental Capacities
 - 2.3 Professional Performance Skills
 - 2.3.1 Professional Commitment
 - 2.3.2 Professional Behavior
 - 2.3.3 Self Awareness
 - 2.3.4 Ethical Obligations
 - 2.4 Scholastic Performance
 - 2.4.1 Undergraduate Students
 - 2.4.2 Graduate Students
 - 2.5 Sources of Information
 - 2.6 Accommodations for Disabilities
- 3.0 Policies & Procedures for Review of Academic Performance
 - 3.1 Performance that May Result in Review and/or Dismissal
 - 3.2 Three Levels of Review
- 4.0 Academic Grievances
 - 4.1 Procedures for Handling Grievances
 - 4.1.1 Undergraduate Students
 - 4.1.2 Graduate Students

Standards for Social Work Education

1.0 Introduction

This document sets out Standards for Social Work Education that apply to students enrolled at the School of Social Work at the University of Arkansas, beginning Fall 2013. Because of the nature of professional social work practice, the School of Social Work has different expectations of students than do non-professional programs. The standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience at the School of Social Work.

Persons who teach and supervise students, along with program directors, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career.

Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

All social work students will be provided with and expected to read the Standards for Social Work Education, the National Association of Social Workers Code of Ethics, and the Ethical Principles and Guidelines for UA Social Work Students. They will then be asked to sign an acknowledgment that they have read, are aware of the contents and will abide by the documents. The signed form will be kept in the student's files.

2.0 Criteria for Evaluating Academic Performance in BSW and MSW Programs at The School of Social Work

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the School of Social Work evaluates the academic performance of its students in four general areas: Basic Abilities to Acquire Professional Skills; Mental and Emotional Abilities; Professional Performance Skills and Scholastic Performance. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

2.1 Basic Abilities Necessary to Acquire Professional Skills

2.1.1 Communication Skills

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

a) Written: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

b) Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

2.1.2 Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

2.1.3 Cognitive Skills

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in the classroom and field. Demonstrates grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

2.1.4 Physical Skills

Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on Accommodations for Disabilities for clarification.)

2.2 Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

2.2.1 Stress Management

Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and by developing supportive relationships with colleagues, peers, and others.

2.2.2 Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for health, behavioral health or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- compromise scholastic and other performance,
- interfere with professional judgment and behavior, or
- jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the current Codes of Ethics of the National Association of Social Workers and the Arkansas Social Work Licensing Board and Ethical Principles and Guidelines for UA Social Work Students).

2.3 Professional Performance Skills Necessary for Work with Clients and Professional Practice

2.3.1 Professional Commitment

Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Code of Ethics of the Arkansas Social Work Licensing Board. Demonstrates commitment to the essential values of social work that include respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

2.3.2 Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in the classroom, field, and community. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive and professional manner. Works effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as uses such feedback to enhance professional development.

2.3.3 Self Awareness

Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

2.3.4 Ethical Obligations

Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics and the Code of Ethics of the Arkansas Social Work Licensing Board.

- Adherence to the NASW Code of Ethics and the Code of Ethics of the Arkansas Social Work Licensing Board.
- Disclosure of criminal charges and/or convictions occurring prior to admission to

the School of Social Work, occurring during the course of study, or occurring prior to admission and becoming known after admission.

- Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.
- Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others. Commitment to clients' rights to freedom of choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

2.4 Scholastic Performance

2.4.1 Undergraduate Students

A grade of "C" or better must be earned in all core social work courses. If a grade of "D" or "F" is earned in a core social work course, the course must be retaken with a grade of "C" or better prior to taking the course for which that course is a prerequisite. BSW students must maintain a 2.5 GPA in social work courses and a 2.0 GPA overall. Students who fail a social work course will be allowed to repeat the course one time and can repeat up to two different social work courses. Should a student receive a "D" or "F" in a social work course, the student must notify the BSW program director in writing of the received grade. The student should also identify a plan to retake the course with the approval from his or her advisor and program director.

For additional information see “Continuation and Grading Policies” in the current BSW Student Handbook.

2.4.2 Graduate Students

Students may earn two “C” grades toward the MSW degree, provided maintains a 3.0 GPA is maintained. Students who earn “C” grades are encouraged to meet with their advisor to discuss any academic challenges they may be experiencing. An academic performance review may be called if a student earns two “C” grades in required social work courses. MSW students who earn a “D” or “F” grade or more than two “C” grades, including field, will automatically be dismissed from the MSW program.

For Graduate School policies related to academic requirements, standing, probation and dismissal see “Academic Requirements/Policies” at <http://graduate-and-international.uark.edu/resources/forms/graduate-handbook.pdf>

2.5 Sources of Information for Academic Performance Criteria

Information about students in the School of Social Work meeting academic performance criteria will be solicited by appropriate faculty and may include but is not limited to any of the following:

- Feedback from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences
- Feedback from agency-based field instructors
- Observation of classroom, volunteer, or field behaviors
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
- Student personal statements or self-assessments
- Interviews with faculty or other professionals
- Taped interview situations (audio or video)
- Feedback from students, staff, university (UA or other colleges and universities), helping professionals, or community
- Feedback from faculty in other social work programs that student may have Attended
- Signed confidentiality statements, scholastic honesty statements, contract to adhere to NASW Code of Ethics or the Standards, other contracts between the

School and the student

2.6 Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the School of Social Work. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Center for Educational Access (CEA) Office of Students with Disabilities and provide documentation as needed. The CEA Office of Students with Disabilities makes recommendations for accommodations. The School of Social Work will review academic performance criteria in light of individual student circumstances to explore issues of appropriateness and accommodation. An initial assessment, subsequent plan, use of outside experts (including CEA /Office of Students with Disabilities), and periodic checks between the School of Social Work and the student are appropriate courses of action in making accommodations.

3.0 Policies and Procedures for Review of Academic Performance

Three levels of review can occur at the School of Social Work in reviewing student academic performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, program directors, or school administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or program directors will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow University procedures related to student performance issues.

3.1 Performance that May Result in a Review and/or Possible Dismissal from the School of Social Work

Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements as stated under Scholastic Performance
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student (faculty must adhere to the University's Academic Integrity guidelines, policies and procedures)
- Behavior judged to be in violation of the current NASW Code of Ethics

- Any threat or attempt to harm to oneself or someone else
- Failure to report criminal charges and/or convictions occurring prior to admission to the School of Social Work, occurring during the course of study, or occurring prior to admission and becoming known after admission.
- Consistent pattern of unprofessional behavior
- Failure to meet any of the Standards for Social Work Education: School of Social Work Criteria for Evaluation of Academic Performance

3.2 The Three Levels of Review

Level 1

A Level 1 review involves a faculty member and a student. When a faculty member has concerns about a student enrolled in the social work program meeting any of the academic criteria, whether related to professional behavior or scholastic performance, that faculty member will:

- Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties, documenting the dates and content of all meetings. If a problem arises in field internship, the agency-based field instructor will discuss concerns directly with the student and faculty liaison.
- Provide written documentation of the concern to the appropriate program director (BSW, MSW). If problems originate in field, it is the responsibility of the faculty liaison to apprise the field education director. The field education director will forward documentation to the student's program director in order to help identify potential patterns and issues related to the student. At this point, the documentation will be retained by the program director and does not become a part of the student's permanent file. In many instances, meetings between faculty and students resolve the concerns and do not necessarily lead to the next level of review.

Level 2

A Level 2 review is initiated by the program director (or field education director if problem arises in field) when concerns have not been resolved at Level 1, or if multiple reports (indicating a pattern of behavior), or one report of a serious nature, are made. The program director will meet with the student and faculty member(s) to assess the nature of the problem. When the problem arises in field, the agency-based field instructor, faculty liaison, and field education director will conduct the review with the student.

If further action is required, the program director, or field education director, will determine and monitor a plan of action to address the concerns and maintain documentation of all meetings with the student. When resolution is not achieved at

Level 2, or a plan of action is not appropriate due to the seriousness of the concern, the program director will inform the student that a request for a Level 3 review is being made. The field education director will consult with the appropriate program director prior to requesting a Level 3 review.

Level 3

In the School of Social Work, the Student Standards and Support Committee, consisting of faculty members appointed by the director, is the entity that conducts Level 3 reviews. A Level 3 review is more often conducted when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors); or when the student is being considered for withdrawal or dismissal from the program. The purpose of the committee is to gather information related to the concerns, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its remediation.

When a Level 3 review is called, the committee will convene a meeting within 3 working days to review the referral and may request participation or interviews with appropriate faculty and others with information related to the concerns (see Section 2.5 for possible information sources). The student will be notified in writing of the concerns and a meeting date, with sufficient time to prepare for and attend the meeting. When necessary, the student will be excused from class to attend the meeting, without consequences to attendance grade. The student has the right to be accompanied by a support person, should they choose to do so. Some examples of persons that a student might find helpful are a representative from the Office for Student Affairs, their advisor, or another faculty member. The committee must be informed of the name and affiliation of the support person prior to the meeting. The support person's role is non-participatory (i.e., does not speak for the student or provide or refute evidence) and serves only as an observer and provider of moral support. Due to the potentially sensitive nature of the review, including information related to other students, currently enrolled UA students may not serve as support persons. Following the review, members will deliberate and make recommendations regarding the student's situation. Outcomes may include:

- Continue the student in the program with no conditions.
In these situations, the concern has been addressed and no further action by the student or program is required.
- Establish formal conditions for the student's continuance in the program.
In these situations, specific conditions must be met in order for the student to remain in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the program with the option of reapplying.

- Consult with and/or refer to the Dean of Students. In some instances, depending on the nature of the problem, the University's Office of the Dean of Students may be consulted. If a referral is made to that Office after consultation, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations which may result in referral to the Office of the Dean of Students include scholastic dishonesty, hazing, racial or sexual harassment, possession or use of firearms or other weapons on University property, damage or destruction of University property, and conduct that endangers the health or safety of any University student, employee, or campus visitor.
- Counsel the student to change majors/degree programs and/or discontinue the student in the program. In some situations, it will be recommended that the student no longer continue in the social work program. The student will be counseled to voluntarily withdraw from the program and change major or degree program. If the student chooses not to withdraw, he or she will be discontinued in the program. In either case, the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may re-apply. In any Level 3 review, there must be documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempted to be ameliorated, when appropriate. Written recommendations will be submitted to the associate director of the School of Social Work, or his or her designee, who will review the recommendations and related documentation. Based on the review, the associate director may choose to accept the recommendations, or accept with modifications. The associate director will notify the student of his or her decision in writing, within five working days of receiving the recommendation from the committee. When discontinuation in the major or degree program has been recommended, and further advising is deemed appropriate, the student will be offered the opportunity to meet with a social work faculty advisor to discuss alternate majors or degree programs at the University of Arkansas.

Students' Right to Appeal: If a student believes that a decision resulting from an academic performance review is unjust, an appeal may be made to the School's director. The student must notify the director of the intent to appeal within 72 hours of notification of the decision. A written appeal must be submitted to the director within 10 calendar days of notification of intent to appeal. The appeal should include: a clear statement of the reason for the appeal, any documentation supporting the student's claim, and a proposal for an alternate outcome. The director will provide written notification of his or her decision within 5 working days of receiving the written appeal. The director's decision serves as the School of Social Work's final level of appeal.

4.0 Academic Grievances

4.0.1 Graduate Students

Pursuant to the Academic Grievance Procedures for Graduate Students provided in the Graduate Student Handbook, students enrolled in the MSW program have the right to redress grievances related to academic matters, including decisions

that are the result of reviews outlined in Section 3.0. Students are assured freedom from reprisals for bringing a grievance.

<http://catalog.uark.edu/graduatecatalog/objectivesandregulations/>

4.0.1 Undergraduate Students

Pursuant to the Student Academic Appeals procedures provided in the current Undergraduate Catalog, students enrolled in the BSW program have the right to redress grievances related to academic matters, including those that are the result of reviews outlined in Section 3.0 of these Standards for Social Work Education. Students are assured freedom from reprisals for bringing a grievance.

<https://catalog.uark.edu/undergraduatecatalog/academicregulations/studentacademicappeals/>

4.1 Procedures for Handling Academic Grievances

4.1.2 Undergraduate Students

An undergraduate student who has an academic grievance involving a grade dispute shall discuss the matter with the faculty member involved. If the dispute is not resolved, and for all other academic grievances, the student can appeal the matter to the program director (or field education director if matter arises in field). If not resolved at this level, the student may then appeal to the School of Social Work director. If the dispute remains unresolved, the student will follow the procedures outlined in the Undergraduate Catalog “Student Academic Appeals/Grade Appeal Structure for Undergraduate Students”.

<https://catalog.uark.edu/undergraduatecatalog/academicregulations/studentacademicappeals/>

4.1.2 Graduate Students

A graduate student who has an academic grievance involving a grade dispute shall discuss the matter with the faculty member involved. If the dispute is not resolved, and for all other academic grievances, the student may appeal the matter to the program director (or field education director if the matter arises in field). If not resolved at this level, the student may then appeal to the director of the School of Social Work. If the dispute remains unresolved, the student will follow the procedures outlined in the current Graduate Student Handbook.

<http://catalog.uark.edu/graduatecatalog/objectivesandregulations/>

4.2 Non-Academic Grievances

Student-initiated grievances that are not academic in nature are addressed in other documents. Social work students should refer to the Undergraduate or Graduate Catalogs for more detailed discussion of specific grievance procedures.

<http://fulbright.uark.edu/departments/social-work/graduate-program/standards-for-social-work-education-7-8-15.pdf>

Graduation / Graduation with Honors

Graduation

The registrar provides information about graduation which may be obtained at: <http://registrar.uark.edu/graduation/index.php>.

Note: A “degree audit” or “degree plan” is automatically generated by the Dean’s office when a student accumulates a minimum of 85 hours and applies for graduation. The plan is based on the student’s declared major and degree program and reflects all of the courses completed (including transfer credits) and indicates which requirements remain to be met. Students are notified by email when the degree audit has been sent to the program office.

Students will receive instructions via email about graduation and its associated tasks and process. Failure to meet the deadlines may result in the names of late applicants not appearing in the graduation program.

Graduation with Honors

A student who has successfully completed a program of Honors Studies within Fulbright College is eligible to receive a baccalaureate degree with the distinction Fulbright College Scholar Cum Laude, or Departmental Scholar Cum Laude in the major field of study. Higher distinctions of Magna Cum Laude or Summa Cum Laude may be awarded to outstanding honors students by recommendation of the Fulbright College Honors Council. Refer to the “Honors Studies” and “Graduation with Honors” section of the University Undergraduate Studies Catalog for more information (<http://honorscollege.uark.edu/>).

Senior Scholar Award

The Senior Scholar Award is given to graduates of the Fulbright College who have a 3.80 GPA with at least 50% of their credits from the University of Arkansas.

First-Ranked Senior Scholars

First-ranked senior scholars are recognized at the University of Arkansas Commencement. To be recognized, the scholar(s) must have a cumulative GPA of 4.00 on all course work completed at the time selection is made and must have completed all courses required for the baccalaureate degree at UA or in an approved program of study in the college in which the student is enrolled. In determining the cumulative GPA grade-renewal is not accepted.

Program Evaluation

Toward the closing days of the last semester of the field seminar, graduating BSW students are administered the exit instrument for the Social Work Education Assessment Project (SWEAP) along with qualitative questions that are used for ongoing program monitoring and evaluation.

IV. BSW PROGRAM CURRICULUM

(See Appendices for curriculum forms)

The BSW program curriculum is organized around the CSWE 2015 EPAS Competencies and Practice Behaviors 1) “demonstrate ethical and professional behavior” 2) “engage diversity and difference in practice” 3) “advance human rights and social, economic, and environmental justice” 4) “engage in practice-informed research and research-informed practice” 5) “engage in policy practice” 6) “engage with individuals, families, groups, organizations, and communities” 7) “assess individuals, families, groups, organizations, and communities” 8) “intervene with individuals, families, groups, organizations, and communities” 9) “evaluate practice with individuals, families, groups, organizations, and communities”.

These areas build upon a liberal arts base to provide social work students with the necessary competencies to perform at the entry level of generalist social work practice. The curriculum consists of general education requirements, prerequisites in the liberal arts and sciences, social work core (classroom and field) courses and social work and social science electives. The following is a visual representation of the building blocks of the curriculum design.

Steps to the Profession of Social Work



* NOTE: Other SW degree requirements include 6 hours of SW electives, 6 hours of upper level (3000 or 4000) social sciences, Advanced Composition, and Foreign Language (as required by the catalog guiding your degree plan). See the following pages for course pre-requisites.

Required Social Work Courses

| | |
|---------------------------------------|---|
| SCWK 2133 | Introduction to Social Work |
| SCWK3193 | Human Diversity & Social Work |
| PLSC 2003 | American National Government |
| PSYC 2003 | General Psychology |
| SOCI2013 | General Sociology |
| BIOL 1543/1541L or ANTH 1013/1011L | Principles of Biology or Biological Anthropology |
| SCWK 4093 | Human Behavior & Social Environment I |
| SCWK4153 | Social Welfare Policy |
| COMM1313 | Communications |
| Statistics | (SOCI 3303/3301L, STAT 2303, EDFD 2403) |
| ENGL1013 | English Composition I |
| ENGL 2003/2013 | Advanced Composition |
| SCWK4073 | Social Work Research/Technology |
| SCWK4333 | Social Work Practice I |
| SCWK 4103 | Human Behavior & Social Environment II |
| SCWK4343 | Social Work Practice II |
| SCWK4733 | Social Work Practice III |
| SCWK4434 | Social Work Internship I |
| SCWK4412 | Field Seminar I |
| SCWK4444 | Social Work Internship II |
| SCWK4422 | Field Seminar II |
| SCWK Elective | Select from Electives List (3 hours) |
| SCWK Elective | Select from Electives List (3 hours) |
| Upper-level Social Science* | (3 hours) |
| Upper-level Social Science* | (3 hours) |

*Six hours of 3000-4000 level social science electives to be selected from SOCI, PSYC, ANTH, PLSC, COMM, HIST, HESC, HUMN 425 and GEOS.

Additional Graduation Requirements

| | |
|---------------------|--------------|
| ENGL1023 | HIST 1113 |
| HIST 1113 | HIST 1123 |
| PHIL 2003 or 210 | FNAR FNAR |

HIST 1123

Science (3/4 hour)

MATH
1203

FNAR
FLAN
1013

FNAR
FLAN
2003

Science (3/4 hour)

Social Work Courses, Electives and Pre-Requisites

| Social Work Courses | | Pre-Requisites/Enrollment Restrictions |
|---------------------|-----------------------------------|---|
| 2133 | Intro to Social Work | None |
| 3193 | Human Diversity and Social Work | None |
| 4153 | Social Welfare Policy | Pre: SCWK 2133, SCWK 3193, PLSC 2003 |
| 4093 | Human Behavior & Social Envir. I | Pre: SCWK 2133, SCWK 3193, SOCI 2013, PSYC 2003, BIOL 1543, BIOL 1541L or ANTH 1013/1011L ANTH 1013/1011 |
| 4103 | Human Behavior & Social Envir. II | Pre: SCWK 4093, SCWK 4153 |
| 4073 | Social Work Research/Technology I | Pre/Co: STAT 2303, PSYC 2013, EDFD 2403 or SOCI 3302/3301L |
| 4333 | Social Work Practice I | Pre/Co: SCWK 4103 Pre: SCWK 4153, SCWK 4093 SCWK 4093 |
| 4434 | Social Work Practice II | Pre/Co: SCWK 4103, SCWK 4333, SCWK 4073 SCWK 4073 |
| 4434 | Social Work Internship I | Co: SCWK 4412 Pre: SCWK 4073, SCWK 4103, SCWK 4333 SCWK 4103, SCWK 4333 |
| 4412 | Field Seminar I | Co: SCWK 4434 |
| 4733 | Social Work Practice III | Pre/Co: SCWK 4434 Pre: SCWK 4103, SCWK 4333 |
| 4444 | Social Work Internship II | Co: SCWK 4422 Pre: SCWK 4733, SCWK 4434, SCWK 4412 |

| Social Work Electives | | Pre-Requisites/Enrollment Restrictions |
|------------------------------|--|---|
| 3163 | On Death and Dying | None |
| 4183 | Social Work Practice with Elders | None |
| 3233 | Contemporary Issues in Juvenile Justice | None |
| 3633 | Child Welfare: 21 st Century Perspectives | None |
| 399V | Honors Course | Consent |
| 4143 | Addiction & the Family | None |
| 4233 | Seminar: Child & Family Services | None |
| 496V | Independent Study | Consent |
| 405V | Seminar: Special Topics in SCWK | None |

Course Descriptions of Social Work Courses

2133 Introduction to Social Work

Introduction to social work as a profession and to social welfare institutions from the perspective of the generalist, entry level social worker. Emphasis on empowerment function of social work.

3193 Human Diversity and Social Work

An introduction to information and basic concepts related to human diversity and social work. Provides content on differences and similarities in the experiences, needs, and beliefs of people distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age or national origin.

4073 Social Work Research and Technology I

An overview of forms and sources of social work research including existing social data, techniques for collecting original social data, and techniques of organization, interpretation, and presentation of data. Students will also become proficient in the use of current technology for social work research and practice.

4093 Human Behavior in Social Environment I

Provides a conceptual framework for knowledge of human behavior and the social environment with a focus on individuals. Social system, life-course, assets, and resiliency-based approaches are presented. Special attention is given to the impact of discrimination and oppression on the ability to reach or maintain optimal health and well-being.

4103 Human Behavior in the Social Environment II

This course applies the basic framework for creating and organizing knowledge of human behavior and the social environment acquired in HBSE I to the understanding of family, group, organizational, community, and global systems. Attention is given to discrimination, oppression, the

impact of technology, and poverty at each system level.

4153 Social Welfare Policy

Describes and analyzes the policies and services rendered by local, state, regional, national, and international agencies as well as the policy implications for social work practice. Students prepare to advocate social policy changes designed to improve social conditions, promote social and economic justice, and to empower at-risk populations.

4333 Social Work Practice I

This is the first in the sequence of practice courses. It is designed to introduce students to the generalist approach to micro social work. The course focuses on developing a solid foundation for practice with individuals. Basic communication and helping skills are emphasized. Social Work values and principles as well as the integration of theory and practice will be explored.

4343 Social Work Practice II

This is the second course in the social work practice sequence, emphasizing theories, models, and techniques related to generalist practice with families and groups, the course elaborates on system theory as it impacts groups and families, and use of experiential teaching methods.

4434 Social Work Internship I

This course is arranged in connection with local social service agencies. Credit is based on completion of all course objectives, including a minimum of 220 hours of field work under the supervision of a licensed social worker. This course must be taken concurrently with Field Seminar I (SCWK 4412).

4444 Social Work Internship II

This course is arranged in connection with local social service agencies. Credit is based on completion of all course objectives, including a minimum of 220 hours of field work under the supervision of a licensed social worker. This course must be taken concurrently with Field Seminar II (SCWK 4422).

4412 Field Seminar I

This is an integrative seminar to assist students in comparing their practice experiences, integrating knowledge acquired in the classroom, and expanding knowledge beyond the scope of the internship setting. This seminar must be taken concurrently with Field Internship I (SCWK 4434).

4422 Field Seminar II

This is an integrative seminar to assist students in comparing their practice experiences, integrating knowledge acquired in the classroom, and expanding knowledge beyond the scope of the internship setting. This seminar must be taken concurrently with Field Experience II (SCWK 4444).

4733 Social Work Practice III

Students acquire and practice the skills, knowledge, and values necessary for

culturally competent generalist social work practice with organizations and communities. Special attention is given to the implications of discrimination and oppression for attaining social and economic justice.

Course Descriptions of Elective Courses

3163 On Death and Dying

This course reviews the theory and humanistic importance of the concepts of death and dying in society. An experiential option and interdisciplinary faculty presenters will be part of the format. (Same as HUMN 3163.)

4183 Social Work Practice with Elders

This course provides a survey of theories of gerontology, service programs, and unmet needs of the elder citizen.

3233 Contemporary Issues in Juvenile Justice

This course is designed as a discussion of contemporary issues in juvenile justice. The focus is on the child and family system, including various theories related to underlying causes for involvement in the juvenile courts. This course will also describe the current workings of the juvenile court system and implications for the future.

3633 Child Welfare: 21st Century Perspectives

This course involves the study of the needs of vulnerable children with some attention to methods and standards of care. Cultural competence and family-centered practice are emphasized.

399H Honors Course

May be taken for 1 to 6 hours of credit and repeated for a maximum of 12 hours (on demand).

4143 Addiction and the Family

This course provides an introduction to the biophysical basis of chemical and behavioral compulsions with special focus on family impacts. Childhood development within addictive families is also examined. Social work intervention with substance abusing families is highlighted.

4233 Seminar: Children and Family Services

This course involves an examination of selected current issues in the field of children and family services through discussion, individual study, and interaction with professionals in the field.

405V Seminar: Special Topics in Social Work

This course is offered on demand and consists of the comprehensive study of various topics of importance in contemporary social welfare and social work practice. (May be repeated when content is changed.)

496V Independent Study

Independent Study is designed to meet the particular needs of individual students.

498V Senior Thesis

Designed to meet the Senior Thesis option.

Social Work Minor Requirements/Non-Major Restrictions

For a minor in social work students must complete 18 hours including Introduction to Social Work (SCWK 2133), Human Diversity (SCWK 3193) and Social Welfare Policies (SCWK 4153). In addition to the nine hours of required courses, the student must take nine hours of social work electives. The student must notify the program of his or her intent to minor. The social work minor is not recognized by the Council on Social Work Education. Courses for the minor are largely available online.

Social work minors and other non-majors may not enroll in any of the Social Work Practice courses (SCWK 4333, 4343, 4733) or in any of the Field Internship courses (SCWK 4434, 4412, 4444, 4422).

V. SOCIAL WORK FIELD EXPERIENCE

Field Experience Overview

Field Experience I and II (SCWK 4434 /4412 and 4444/4422) are courses social work majors take consecutively in their senior year once they have completed the prerequisites. The field internship affords the student the opportunity, under the supervision of a licensed social worker, to gain valuable pre-professional practice experience in an agency setting. The weekly field seminar is a co-requisite designed to maximize the integration of theory with practice; classroom learning with agency experiences.

Internship and Field Seminar, unlike other core social work courses, require that students submit an application requesting to enroll in the field sequence. The application process and checklist are included in the Appendices of this handbook. Your advisor will assist you in determining your eligibility for enrollment. If the necessary requirements for enrollment have been met, you will be instructed to obtain a BSW Field Handbook, to complete the application contained therein, and to submit the application to the Field Coordinator (see appendix for a sample "Field Application Form"). These preliminary steps are initiated by the student with consultation from the student's advisor in the semester prior to the semester in which field courses will be taken.

The BSW Field Manual is a comprehensive guide to the internship experience and is used as a resource for both field semesters. A complete and current listing of potential agency placements, with descriptions of services offered and client populations served, is contained in the manual. Additional information is made available in field agency notebooks in the main office of the School of Social Work.

Students are asked to review potential placements and to consider personal areas of practice interest. The Field Coordinator will assist the student in making a tentative placement choice during their meeting to review the completed field application.

Because of the number of agency hours (220 per semester, 16-20 per week) and seminar hours (2 per week) required each field semester, students are urged to consult early and regularly with their advisors to develop a proposed course schedule that will minimize the number of hours taken concurrently with field. The following are general areas of practice of which field internships are usually available:

Fields of Practice

- Adoption
- Child Welfare
- Corrections
- Domestic Violence
- Homeless
- Legal Services
- Mental Health
- Poverty
- Substance Abuse
- Aging
- Community Organization
- Developmental Disabilities
- Family Services
- Hospice
- Medical Social Work
- Planning/Administration
- School Social Work
- Veterans
- Youth Services

VI. ADMISSION / RETENTION / CONTINUATION POLICIES AND PROCEDURES

The UA School of Social Work is responsible to the social work profession and to the consumers of professional social work services for ensuring that it recruits, admits, and retains students with the potential and motivation for competent professional social work practice upon graduation from the program. One of the mechanisms for insuring this is the program's admission and retention policies and procedures.

Criteria for Admission to the BSW Program Professional Practice Core

In order for social work majors to be eligible to enter the BSW Program's Professional Practice Core (Social Work Practice I, II, and III; Field Internship I and II; Field Seminar I and II) each student must complete the application process outlined below.

Applications to the core for **the Fall** semester are due the **second Friday in October**. Applications for **the Spring** semester are due the **second Friday in March**. Late applications are not accepted.

The application process must be completed by the end of the semester prior

to the semester in which the student will enroll in Social Work Practice I. The application packet includes the following materials:

- 1. Application Form.** This form becomes the cover sheet for the application packet. Application forms are available from the School of Social Work main office, your advisor, and the Social Work Student Handbook. (See Appendix C).
- 2. Personal Statement.** This narrative statement should include: motivation for becoming a social worker; relevant work, volunteer or life experiences; strengths and limitations for effective social work practice; personal commitment and agreement to abide by the values and ethics of the social work profession; career goals and indication of fields of practice preference or areas where you would not feel comfortable working. (See Appendix D).
- 3. Volunteer / Work Experience Form.** This form provides documentation of satisfactory completion of the volunteer experience assignment in Introduction to Social Work or equivalent and submission of a positive “Supervisor’s Reference Form” from the supervisor of the experience. (See Appendix E).
- 4. Ethical Principles / Guidelines for UA Social Work Students.** By signing this statement you are acknowledging that you have read, understand and agree to abide by and behave in accordance with the “Ethical Principles/Guidelines for Social Work Students”. This statement is contained in the admissions packet, and is available from the social work secretary, your advisor, the Social Work Program Homepage, or the BSW Student Handbook. (See Appendix F). A copy of this signed statement will be included in your advising file.
- 5. Professional Habits Reference Form.** This form must be completed by two Social Work professors. These references need to be from Policy and HBSE I unless both courses were taken online. If this is the case, the student will choose another Social Work professor they have had in a face-to-face class along with their choice of either their HBSE I or Policy professor. If the student has had all Social Work courses online, they will use both their Policy and HBSE I professors as references. It is the student’s responsibility to request the reference from the professors and to place the printed form in each professor’s mailbox with the student name and ID number on the form (See Appendix G).
- 6. Documentation of Completion of Pre-Professional Courses.** Students applying to the professional core must complete the following nine courses with a grade of ‘C’ or better:

| | |
|-----------|---|
| SCWK 2133 | Introduction to Social Work |
| PSYC 2003 | General Psychology |
| SOCI 2013 | General Sociology |
| SCWK 3193 | Human Diversity and Social Work |
| ENGL 1013 | Composition I |
| COMM 1313 | Communications |
| PLSC 2003 | American National Government |
| SCWK 4093 | Human Behavior and the Social Environment I |
| SCWK 4153 | Social Welfare Policy |

In addition, students must complete the following course with a ‘D’ or better: BIOL 1534 General Biology **or** ANTH 1013 Biological Anthropology

Students must have at least a 2.5 GPA in all of the ten courses listed above.

Note: Most students will also be enrolled in Statistics. The statistics requirement may be taken prior or during SCWK 4073: Social Work Research/Technology I. There are University and College requirements for general education and the Social Work degree in addition to those listed in Items 5 above. Consult your University Catalog, Social Work Student Handbook or your advisor if you have questions about these.

7. Copy of current transcript documenting overall GPA of 2.0.

The above materials are submitted to the BSW Program Director. The materials are reviewed by BSW Admissions Committee. If the Admissions Committee has any questions concerning the content of the materials, the student may be asked to interview with a faculty member to resolve any questions or to provide additional information.

Upon completion of the materials review and interview (if necessary), the student will be informed in writing by the BSW Program Coordinator of his or her admission status. There are three possible admission decisions:

- **Unconditional admission:** These students have demonstrated through their application materials (and interview, if required) that they have the motivation and potential for competent professional social work practice and
- that they agree to uphold and conduct themselves in accordance with the values and ethics of professional social work practice. In addition, these students have at least a 2.5 GPA in the pre-professional core courses and have an overall GPA of 2.0.
- **Conditional admission:** These students may continue in the major for a given period of time (usually one to two semesters) during which certain conditions must be met. Students may be admitted conditionally with a lower GPA than 2.0 overall, but the student must attain a 2.0 overall GPA during the time period required by the University before being removed from academic probation. Conditional admission related to non-GPA issues may be granted if the student agrees in writing to correct the concern. Examples of non-GPA concerns for which corrective action may be required include writing skills, assertiveness, stress management, or working with diverse populations. Note: Students receiving a 'D' or an 'I' in a core social work course after being unconditionally admitted to the program are considered conditionally admitted until the deficiency is corrected. (See Criteria for Continuation below.)
- **Non-acceptance:** A decision of non-acceptance will be made when the student is found to be unsuited for professional social work practice. There are two criteria for non-acceptance: 1) the lack of acceptable academic performance necessary to successfully complete the requirements of the social work program, and/or 2) the inability to demonstrate commitment to social work values and ethics as they are reflected in the "Ethical Principles and Guidelines for UA Social Work Students". A decision of non-acceptance will result in the student's inability to progress in the social work program. In the event of non-acceptance, assistance with a transfer to another major will be provided upon request.

Criteria for Retention and Continuation

In addition to the admission process, the BSW Program also has requirements for retention and continuation in the major.

Retention

1. Maintenance of an overall GPA of 2.0.
2. Maintenance of a 2.5 GPA in social work courses.
3. Students must abide by and behave in accordance with the “Ethical Principles/Guidelines for UA Social Work Students”.
4. Not engaging in any activity or behavior which, according to University policy or regulations, would result in dismissal from the University community. Such activity or behavior includes, but is not limited to, sexual harassment, physical or sexual assault, and academic dishonesty. (See Undergraduate Studies Catalog for description of Academic Dishonesty, and Undergraduate Studies Catalog, Appendix C: Student Handbook for details).

Continuation & Grading Policies

1. A grade of C or better must be earned in all core social work courses. If a student receives a grade of D or F in a core social work course, the course must be retaken with a grade of C or better prior to taking the course for which that course serves as a prerequisite. For example, a student receiving a D in Human Behavior and the Social Environment I (HBSE I) may not take Human Behavior and the Social Environment II or Social Work Practice I until HBSE I is retaken and a grade of C or better is earned.
2. Once matriculated into the BSW program, BSW students who fail a course will be allowed to repeat the failed course one time. Students can repeat up to two different social work courses. If the course that needs to be repeated is a prerequisite for subsequent coursework, the student will need to wait the appropriate time to continue with the other coursework until he/she successfully completes the repeated courses (s).
3. The BSW Program director will provide written notification to the student that s/he has failed a course and that s/he may repeat the course one time in order to continue to pursue the BSW program of study. The Director will also encourage the student to meet with his/her advisor to discuss any academic challenges he/she may be experiencing.
4. Any core social work course in which the student receives a grade of ‘I’ (Incomplete) must be satisfactorily completed (with a grade of C or better) prior to entering the course for which the course receiving the Incomplete is a prerequisite. For example, a student receiving an ‘I’ in HBSE I may not take HBSE II or Social Work Practice I until HBSE I is completed with a final grade of ‘C’ or better.

Criteria for Termination

Students may be terminated from the BSW Program for the following reasons:

1. Failure to maintain GPA requirements (2.0 overall, 2.5 social work courses).
2. Engaging in any activity or behavior incompatible with the “Ethical Principles/Guidelines for UA Social Work Students” which is documented, investigated and confirmed by a committee composed of social work faculty.
3. Engaging in any activity or behavior which, according to University policy or regulations, would result in dismissal from the University community. Such activity or behavior includes, but is not limited to, sexual harassment, physical or sexual assault, and academic dishonesty. (See Undergraduate Studies Catalog, description of Academic Dishonesty and, Undergraduate Studies Catalog, Appendix C: Student Handbook for details).
4. Students in field are governed by the UA School of Social Work Field Manual and the UA student handbook.

Grievances and Appeals Processes

All students have rights to grievance procedures which are outlined in the UA Undergraduate Studies Catalog under “Student Grievance Procedure.” Procedures for addressing student complaints about grading and other instructor or course-related matters are described in the Undergraduate Studies Catalog under “Student Academic Appeals and Complaints. Students who wish to pursue a complaint of an academic nature are encouraged “to discuss the matter with the instructor involved, or in the absence of the instructor; the student will go directly to” BSW Program Director or School of Social Work Director to see if the problem can be resolved. Additional options for complaint and appeal are described in the Undergraduate Studies Catalog. Procedures and mechanisms available to students for grievance and appeals in other areas are also described in the Undergraduate Studies Catalog. Appeals procedures related to academic dishonesty are outlined in the Catalog in the section addressing Academic Honesty. Procedures for appeals or grievances in areas other than grading and academic dishonesty are described in the Undergraduate Studies Catalog, Student Handbook. <http://honesty.uark.edu/index.php>

Other Admission/Retention Issues

1. Students denied admission to the BSW Program may re-apply for admission at a later date if they demonstrate they have resolved the issues resulting in the original denial of admission.
2. Students should be aware that records of criminal convictions will pose an obstacle to finding professional social work employment in some agencies and fields of practice and will be a possible obstacle to attaining a social work license.

Students are usually expected to apply for admission to the social work program only after completing the entire pre-professional core. However, in some cases a student may begin the admission process while still enrolled in one or more of the pre-professional core courses. This is especially true of students who decide to major in social work after they have completed a large part of the general education curriculum or who transfer to the university from another institution. These students will not be granted unconditional admission status until final and satisfactory grades for these courses are presented to the Admissions Committee.

VII. STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights

Students in the BSW Program enjoy the following rights:

1. The right to an environment that is conducive to learning.
2. The right to all academic complaint and appeal procedures provided by the University of Arkansas.
3. The right to participate in the life of the BSW Program through involvement in student organizations (see SWAG and Phi Alpha) and appropriate decision making entities relevant to policies, regulations, and procedures affecting the welfare of students.
4. The Federal Education Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Students in the School of Social Work may access their records in accordance with FERPA guidelines.

Student Responsibilities

Each student in the BSW Program is responsible for becoming familiar with the campus policies and regulations outlined in the UA Undergraduate Studies Catalog and for complying with them in the interest of an orderly and productive university community. It is also expected that each individual student will become familiar with the grading and attendance policies as well as all other elements of the syllabi for the courses in which they are enrolled. Each instructor distributes a syllabus for the course at the beginning of each semester. Course syllabi contain not only policies and procedures of the School and the instructor; they also contain information regarding course content as well as key dates during the semester. <https://catalog.uark.edu/undergraduatecatalog/>

Standards of Student Conduct within the Social Work Program

Standards of conduct for students in the BSW Program are expected to be consistent with university policies as well as the ethical standards and principles of the social work profession.

1. **Academic Honesty:** The social work faculty is committed to maintaining an atmosphere of academic excellence and integrity in the program. Because of this commitment students are expected to refrain from any act of academic dishonesty. Please review <http://honesty.uark.edu/> and review the policies for Academic Honesty.

Academic dishonesty involves acts which may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself or herself or

another by misrepresenting his or her or another's work or by interfering with the completion, submission, or evaluation of work. These acts include, but are not limited to, accomplishing or attempting any of the following acts:

- Altering of grades or official records.
- Using any materials that are not authorized by instructor for use during an examination.
- Copying from another student's paper during an examination.
- Collaborating during an examination with any other person by giving or receiving information without specific permission of the instructor.
- Stealing, buying, or otherwise obtaining information about an un-administered examination.
- Collaborating on lab work, take-home examinations, homework, or other assigned work when instructed to work independently.
- Substituting for another person or permitting any other person to substitute for oneself to take an examination.
- Submitting as one's own any theme, report, term paper, essay, computer program, other written work, speech, painting, drawing, sculpture, or other art work prepared totally or in part by another.
- Submitting, without specific permission of the instructor, work that has been previously offered for credit in another course.
- Plagiarizing, that is, offering as one's own work the words, ideas, or arguments of another person without appropriate attribution by quotation, reference, or footnote. Plagiarism occurs when the words of another are reproduced without acknowledgement or when the ideas or arguments of another are paraphrased in such a way as to lead the reader to believe that they originated with the writer. It is the responsibility of all university students to understand the methods of proper attribution and to apply those principles in all materials submitted.
- Sabotaging of another student's work.
- Falsifying or committing forgery on any University form or document.
- Submitting altered or falsified data as experimental data from laboratory projects, survey research, or other field research.
- Committing any willful act of dishonesty that interferes with the operation of the academic process.
- Facilitating or aiding in any act of academic dishonesty. (University Handbook of Undergraduate Studies)

2. Respect for Diversity in Written and Oral Communication: The UA School of Social Work uses the "NASW Guidelines for Describing People" to assist students in ensuring their written and oral communication is free of bias and respectful of the persons being described. In the interest of accurate and unbiased communication, social work students and faculty should not use language that may imply ethnic, racial, sexual, or other kinds of discrimination,

stereotyping, or bias. Please find the link here:

<http://www.pcar.org/sites/default/files/resource-pdfs/press-guidelines-describing-people-nasw.pdf>

3. Mandated Reporting: Please see Protection of Minors Policy 217.1

<http://vcfa.uark.edu/policies/fayetteville/#search/217.1>

Complaint Procedures

UA School of Social Work Students have all rights to grievance and appeals policies and procedures provided by the University of Arkansas. Refer to “Grievances and Appeals Processes” under the Admission/Retention/Continuation Policies and Procedures section of this handbook, and to “Student Academic Appeals and Complaints” of the University of Arkansas Undergraduate Studies Catalog.

Please visit <http://honesty.uark.edu/policy/index.php> for the complete Academic Honesty Guidelines.

VIII. SOCIAL WORK ASSOCIATIONS AND RESOURCES FOR PROFESSIONAL DEVELOPMENT

Social Work Action Group (SWAG)

SWAG is a registered student organization for Social Work majors and minors. This group has been an integral part of the Social Work Program at the University of Arkansas. A faculty advisor meets regularly with SWAG; however, the organization is for students and is run by students. The primary objective of SWAG is to enhance the learning experience of the social work student while attending UA. In addition to an expanded knowledge base, emphasis is placed upon promoting activities that will augment the student's awareness and experience in social work. The SWAG organization also offers the opportunity for leadership development through its formalized structure and numerous committee activities. Through student involvement in SWAG, students can increase their involvement in social work issues thus becoming better prepared for a career in social work.

Numerous projects and activities are promoted by SWAG each year. These decisions are made as a result of direct input from its social work student members. Activities generally fall into the following categories: seminars, community involvement, program involvement, and social events.

Phi Alpha Honor Society

The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

Any *undergraduate* social work student who meets the following qualifications shall be eligible for active membership:

1. Declared social work as a major.
2. Achieved sophomore status.
3. Completed 9 semester hours of required undergraduate social work courses.
4. Achieved a minimum overall grade point average of 3.0 on a 4.0 scale.
5. Achieved a minimum 3.25 grade point average in required social work courses.
6. Attended a total of 2 Phi Alpha and/ or SWAG meetings of which 1 must be a Phi Alpha meeting in the last year.
7. A yearly membership fee of \$10 and completion of a one page Phi Alpha registration form.

National Association of Social Workers (NASW)

All social work students are encouraged to join and become active in the National Association of Social Workers. This is the largest professional association of social workers in the United States. Reduced membership fees are available for students and recent graduates. Contact the Arkansas Chapter of the National Association of Social Workers for additional information. The Arkansas NASW Chapter phone number is (479) 663-0658. The national office of NASW may be contacted by calling 1-800-638-8799. www.naswar.org

National Association of Black Social Workers (NABSW)

Headquartered in Detroit, Michigan, this national organization is made up of over 100 member chapters throughout the continental U.S. and the Caribbean, with affiliate groups in West and South Africa. Membership is available to persons of African ancestry who, regardless of profession, share similar concerns regarding health and welfare issues in the Black community. Contact NABSW at (313) 862-6700. www.nabsw.org

National Association of Puerto Rican and Hispanic Social Workers (NAPRHSW)

Headquartered in Brentwood, New York, this nonprofit organization was founded in 1983 by a group of Puerto Rican social workers dedicated to the enhancement and general welfare of Puerto Rican and other Hispanic families. Members are social workers, other human service professionals and students interested in issues that affect and impact the Puerto Rican/Hispanic community with a commitment to the organization. The mission is to organize social workers and other Human Service professionals to strengthen, develop and improve the resources and services that meet the needs of Puerto Rican/Hispanic Families. www.naprhs.org

The Council on Social Work Education (CSWE)

The Council on Social Work Education is an independent body comprised of social

work educators, professional organizations, social agencies, and academic institutions for the purpose of establishing and maintaining standards in social work education. The organization is the primary body for accrediting schools of social work in the United States. CSWE also sponsors an annual program meeting every year in different cities and publishes books, pamphlets, and the Journal of Social Work Education. www.cswe.org

Graduate Education in Social Work

Master of Social Work (MSW) programs generally require two years of academic study. A number of graduate programs, however, grant advanced standing status to students who have received undergraduate degrees in social work from an CSWE accredited social work program. Specific guidelines for granting advanced standing differ among various schools; therefore, interested students should contact the specific schools that they are interested in attending.

Those interested in attending graduate school immediately following their undergraduate education should begin planning by the end of the junior year. Students should review the admissions standards for all schools being considered. Required tests (GRE, GMAT, etc.) should be taken well ahead of application dates so that scores will be available when needed. Faculty advisors can provide information and advice regarding various schools, areas of concentration and procedures for admission.

The graduate program at the University of Arkansas educates students to analyze and advocate for social policies to improve the conditions of vulnerable populations. They grapple with the complexities of human diversity and social and economic justice. The graduate student examines existing research methodologies and learns a range of research skills to help advance evidence based social work practice. The program will acquaint students with the use of new technologies available to social workers. And, perhaps most important, through the field internship experiences, students will have the opportunity to apply what they learn in real life social work practice contexts.

The MSW program at the University of Arkansas School of Social Work is designed to prepare leader/practitioners for advanced practice with multiple systems across the life course. We are particularly concerned that our graduates leave the program with the leadership skills and tools needed to advance the mission of the profession, especially in terms of reducing poverty and assisting vulnerable populations in moving toward self-sufficiency and well-being.

A complete directory of schools of social work with accredited master's degree programs can be obtained online from the CSWE website at cswe.org

Professional Social Work Licensure and Credentialing

Social Work Licensing In the State Of Arkansas

In 1981, the state of Arkansas recognized the profession of social work and the ways in which it significantly affects the people of the state. The Social Work Licensing Act (Act 791, 1981) was passed to protect the public by setting

standards of qualification, training, and experience for those who seek to represent themselves to the public as social workers, and to promote high standards of professional performance. In keeping with these purposes, the Act prohibits (after June 17, 1982) the practice of social work by anyone who is not duly licensed. It also limits private independent practice and social work consultation to the level of LCSW.

The Act established levels and qualifications for licensure as well as the Licensing Board, its composition, functions, and duties. More detailed information on the provisions of the Act 791 is contained in the Appendix of this Handbook. Student questions may also be addressed directly to: State of Arkansas/Social Work Licensing Board, PO Box 250381, Little Rock, Arkansas 72225. www.arkansas.gov/swlb/

Not all states require professional licensure for social workers, and in the states that do, licensure levels, qualifications, and other regulations may vary. In Arkansas, graduates at the baccalaureate and masters levels must meet the following requirements in order to be licensed to practice:

LSW (Licensed Social Worker) requires (1) a baccalaureate degree in social work from a Council on Social Work Education accredited program or a social work degree awarded prior to 1986 by an accredited institution; and (2) passage of an examination.

LMSW (Licensed Master Social Worker) requires (1) a master's degree in social work from a CSWE accredited program; and (2) passage of an examination.

LCSW (Licensed Certified Social Worker) requires (1) a master's degree in social work from a CSWE accredited program; (2) two years post-master's LCSW supervised social work experience (clinical or non-clinical); and (3) passage of an examination.

Social Work Credentialing

Credentials are types of certification that show competence in a sub-specialty of social work (i.e., substance abuse counseling) or indicate an advanced level of practice. They are optional titles and are generally conferred by professional associations or organizations (not state licensing boards).

IX. SCHOLARSHIPS AND FINANCIAL AID

Student Financial Aid

The University of Arkansas annually awards over \$90 million dollars of financial aid and scholarships to its students. Financial aid is divided into the categories of grants, work, loans, and scholarships. Refer to the Financial Aid and Scholarships section of the University Handbook for more information concerning determination of financial need, application procedure, and scholarships. <http://finaid.uark.edu>

Work Study Opportunities in the School of Social Work

Each semester a number of work study positions are made available in the School of Social Work. In order to be eligible, applicants must first have been awarded work study funds in the process outlined above (Student Financial Aid). Social Work majors and minors are given priority in hiring and these positions can provide opportunities for students to work closely with faculty and become familiar with social work resources. For information on availability of positions contact the School of Social Work office at (479) 575-5039.

Child Welfare Traineeship and Stipend Program

For the past several years, the AR Division of Children and Family Services has offered a number of child welfare traineeships to UA senior social work students who have demonstrated interest in future employment in the field of public child welfare. The traineeships include educational stipends paid over the course of two semesters of field experience. For more information on traineeship opportunities and the application process, contact your faculty advisor.

Single Parent Scholarship Fund of Washington County

The SPSF/WC provides incentive scholarships to low income single parents so that they may pursue the goal of higher education. Each semester the SPSF/WC gives awards of up to \$500 to students attending the University of Arkansas and other area learning institutions. For application information call (479) 927-1402. <http://www.aspsf.org/scholarships/find-your-county/nwa/>

Schmieding Fellowship

The Schmieding Center for Senior Health and Education of Northwest Arkansas and the University of Arkansas, School of Social Work are pleased to announce the Schmieding Fellowship competition. The primary goal of the Schmieding Center is to foster the development of a new generation of leaders in the field of aging. The Schmieding fellowship will be awarded to an undergraduate student who has an interest in the field of aging or who would like to explore their potential interest in the field of aging. Applicants do not need experience or a background in aging studies to be eligible for this prestigious Fellowship. The Schmieding Center and School of Social Work are seeking students who are interested in completing an Independent Study (3 credit hours) that includes a minimum of 10 hours per week of onsite learning at the Schmieding Center in Springdale, Arkansas. The recipient of the Schmieding Fellowship will receive a stipend for one semester. The stipend funds will be distributed in increments throughout the semester. The funds can be used to meet any school related expenses such as equipment needs, travel, books, or tuition for SCWK 399V Independent Study. Schmieding Fellowships will alternate between graduate and undergraduate students each year.

X. OTHER CAMPUS RESOURCES

Razorback Patrol Escort Service

The U of A Police Department offers a night-time safety escort service between the hours of 6 p.m. and midnight, Sunday through Thursday throughout the year. Any member of the student body, faculty, or staff can call UAPD to request a walking escort between any two points on campus (including outlying parking lots) free of charge. The U of A Police Department operates 24 hours a day, seven days a week, and is located at 155 Razorback Road or phone 575-2222.

Career Development Center

This office offers students opportunities and resources for exploring fields of study, career investigation, preparing resumes, and conducting job interviews as well as current information about employment trends and salaries. Career Services is located in the Arkansas Union 607. For information call 575-2805.

<http://career.uark.edu/new/>

Center for Educational Access

The purpose of this organization is to ensure that disabled students' civil rights are protected in the attainment of their higher educational goals, to effectuate change where violations occur, to locate and effect the removal of physical, educational, attitudinal, and recreational barriers. <http://cea.uark.edu/>

Counseling & Psychological Services (CAPS)

CAPS is available for students who need individual counseling and offers group meetings focusing on special concerns. CAPS is located in the Pat Walker Health Center. For information call (479) 575-5276.

<http://health.uark.edu/departments/counseling-psychological-services.php>

Full Circle Food Pantry

Full Circle Food Pantry provides an accessible, compassionate, and dignified environment with volunteers who strive to offer emergency food assistance, supplement nutritional needs, and distribute personal products to the University of Arkansas community. For information, email pantry@uark.edu or call (479) 575-7693.

Health, Physical Education, and Recreation (HPER)

The Health, Physical Education, and Recreation (HPER) facility is the center of recreational activity on campus. The HPER fee which students are assessed as part of registration allows access to gyms, pool, fitness center, racquetball courts, and indoor track. <http://urec.uark.edu/>

Office of International Students and Scholars

The office of International students and Scholars serves foreign students and scholars and enhances the global awareness of the UA community. The office provides pre-arrival assistance and a comprehensive orientation program for newly admitted international students each semester. Cross-cultural Mentors provide one-on-one contact and group activities for new international students during their first semester, assisting them in their adjustment to the academic community and the Fayetteville/Northwest Arkansas area. The office is located in Holcombe Hall, Room 104. For information, call (479) 575-5003. <http://international-students.uark.edu/>

Libraries

The UAF library system is composed of the David W. Mullins Library (the main research facility on campus) and five branch libraries (Law, Chemistry, Physics, Fine Arts, and the Learning Resources Center). The Reference Department assists users in locating and using the library materials. Reference librarians offer orientation sessions, as well as lectures on research methods. For information on all library matters, contact the public service desk of Mullins Library at (479) 575-4101. <http://libinfo.uark.edu/>

Math Resource and Teaching Center (MRTC)

The Math Resource and Teaching Center is located in the Science and Engineering Building in rooms 209, 211, and 212. For information, call (479) 575-3351. <http://fulbright.uark.edu/departments/math/mrtc/>

Multicultural Center

The Multicultural Center enhances the University of Arkansas academic experience by preparing students for life in a diverse society. Seeking to provide an environment that promotes cross-cultural interaction among all students, the Center staff collaborates with the University community to provide educational, cultural and social programs. Academic and extracurricular resources are available to assist in the development and advancement of an inclusive learning community. Located on the fourth floor of the Arkansas Union in room 404, they may be contacted at (479) 575-2064. <http://multicultural.uark.edu/>

Off-Campus Connections

Off Campus Connections, formerly called the Office for Nontraditional & Commuter Students, provides resources and referrals for current and prospective undergraduate students, including: first-semester students living at home, upperclassmen living off campus and adult, returning, and transfer students. Off Campus Connections provides information, encouragement, support, and recognition to students who are living off campus and commuting. The non-traditional student is defined by the university as one who is 25 years of age or older; one who has interrupted the pursuit of higher education, one who has worked full-time or is holding down a job while in school; or an undergraduate who is married or is a parent. The mission of

the ONTS is to provide prospective and currently enrolled non-traditional students with support, services, information, and resources to meet their unique needs, and to enhance their opportunity for success at University of Arkansas. For information, call (479) 575-7351. <http://occ.uark.edu/>

Pat Walker Health Center

The University Health Center provides medical and mental health care for students, spouses of students, and employees of the University of Arkansas, Fayetteville. Students taking six hours of course credit or more in any semester pay a semester health fee which covers professional office visit charges. For information on health center services and resources (including health insurance enrollment) call (479) 575-4451. <http://health.uark.edu/>

People Respecting Individual Differences and Equality (PRIDE)

The purpose of this campus organization is to promote education on lesbian, gay, bisexual and transgender issues. Membership is open to LGBT students, faculty, staff, and straight allies.

Services for Students with Children

There are two services administered by the School of Human Environmental Sciences that can benefit young children whose parents are students at the UA. The Infant Development Center, located at 536 North Leverett Avenue, provides care for children age three months to three years. The Nursery School, located in the Home Economics Building, provides care for children from the entire community who are between the age of three and five. For costs and other information, call the School of Human Environmental Sciences at (479) 575-4306. (See also: "Single Parent Scholarships" under Scholarships and Financial Aid section.)

Student Support Services

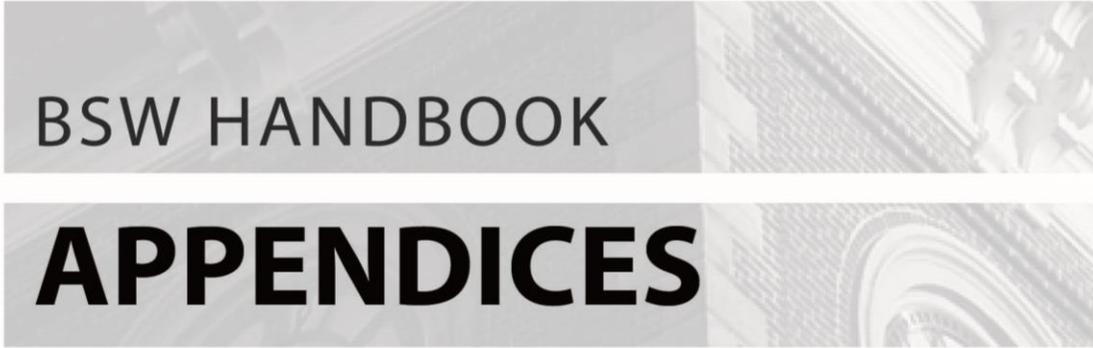
Student Support Services is available to students who need academic or counseling support to successfully pursue a college degree. To qualify, a student needs to be either the first generation in a family to pursue a four-year college degree, have low-income qualifications or have a documented disability. For more information, call (479) 575-3546. The office is located within the Enhanced Learning Center on the ground floor of Gregson Hall. <http://sss.uark.edu/>

XI. INTERNET RESOURCES

CSWE Educational Policy and Accreditation Standards for Baccalaureate Degree Programs in Social Work: <http://www.cswe.org/File.aspx?id=41861>

Arkansas Social Work Licensing Board:
http://www.state.ar.us/swlb/licensing_info.html

National Association of Social Workers: <http://www.naswdc.org>



BSW HANDBOOK

APPENDICES

CODE OF ETHICS: Summary of Major Principles

I. THE SOCIAL WORKER'S CONDUCT AND COMPORMENT AS A SOCIAL WORKER

- A) Propriety: The social worker should maintain high standards of personal conduct in the capacity or identity as social worker.
- B) Competence and Professional Development: The social worker should strive to become and remain proficient in professional practice and the performance of professional functions.
- C) Service: The social worker should regard as primary the service obligation of the social worker.
- D) Integrity: The social worker should act in accordance with the highest standards of professional integrity.
- E) Scholarship and Research: The Social worker engaged in study and research should be guided by the conventions of scholarly inquiry.

II. THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO CLIENTS

- F) Primacy of Clients' Interests: The social worker's primary responsibility is to clients.
- G) Rights and Prerogatives of Clients: The social worker should make every effort to foster maximum self-determination on the part of clients.
- H) Confidentiality and Privacy: The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.
- I) Fees: When setting fees, the social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed and with due regard for the clients' ability to pay.

III. THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO COLLEAGUES

- J) Respect, Fairness, and Courtesy: The social worker should treat colleagues with respect, courtesy, fairness, and good faith.
- K) Dealing with Colleagues' Clients: The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.

IV. THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO EMPLOYERS AND EMPLOYING ORGANIZATIONS

- L) Commitments to Employing Organizations: The social worker should adhere to commitments made to the employing organizations.

V. THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO THE SOCIAL WORK PROFESSION

- M) Maintaining the Integrity of the Profession: The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.
- N) Community Service: The social worker should assist the profession in making social services available to the general public.
- O) Development of Knowledge: The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.

VI. THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO SOCIETY

- P) Promoting the General Welfare: The social worker should promote the general welfare of society.

Code of Ethics of the National Association of Social Workers:

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

BSW CHECKLIST FOR APPLICATION MATERIALS

Name: _____

- _____ 1. Application Form for BSW Professional Core
- _____ 2. Personal Statement
- _____ 3. Volunteer / Work Experience Form
- _____ 4. Professional Habits Reference Form
 - HBSE I Professor
 - Policy Professor
- _____ 5. Ethical Principles / Guidelines for UA Social Work Students
- _____ 6. Copy of current transcript

BSW Professional Core Application Form

| | |
|--|-----------------------------|
| Student Name <i>(please print)</i> _____ | Student ID _____ |
| Address _____ | City, State Zip _____ |
| Email _____ | Phone _____ |
| Advisor _____ | Cumulative GPA _____ |

Instructions to Reviewer:

In order for social work majors to be eligible to enter the BSW Program's Professional Practice Core (Social Work Practice I, II, and III; Field Internship I and II; Field Seminar I and II) each student must complete the application process. The application process must be completed by the deadline of the semester prior to the semester in which the student will enroll in Social Work Practice I. In order to be eligible to apply for admission, students must first obtain their advisor's approval, indicating that they have met all pre-requisites.

Reviewers should not sign this form until they are certain that all pre-requisites have been met, and those in Section 2 have been met OR currently being taken. The student should submit a signed copy of this form.

SECTION 1

The following pre-requisites have been completed with a 'C' or better, and a GPA of at least 2.5:

| Grade | Grade |
|---|--------------------------------------|
| _____ PSYC 2003 General Psychology | _____ SCWK 3193 Human Diversity |
| _____ SOCI 2013 General Sociology | _____ ENGL 1013 English Comp I |
| _____ SCWK 2133 Intro to Social Work | _____ COMM 1313 Communication |
| _____ PLSC 2003 American National Government | |
| | _____ GPA (for these courses) |

SECTION 2

The student has also completed, or is currently enrolled, in the following: *(Please indicate grade or "EN" for currently enrolled.)*

| Grade/EN | |
|---|--|
| _____ BIOL 1534/L* General Biology | OR _____ ANTH 1013/L* Biological Anthropology |
| _____ SCWK 4093 HBSE I | |
| _____ SCWK 4153 Social Welfare Policy | |
| _____ Statistics STAT 2303, PSYC 2013, SOCI 3303/3301L, or EDFD 2403 | |

* Please note: The Biology requirement must be completed with a 'D' or better. HBSE I and Social Welfare Policy must be completed with a 'C' or better. **Cumulative GPA for all 10 courses must be 2.5 or higher.**

SECTION 3 (Completed by student only)

Students: please indicate with a yes or no that the following documents are attached and signed.

| | Attached | Signed |
|----------------------------------|----------|--------|
| Personal Statement | _____ | _____ |
| Volunteer / Work Experience Form | _____ | _____ |
| Ethical Principles / Guidelines | _____ | _____ |
| Current Transcript | _____ | _____ |

| | |
|---|------------|
| Student Name _____ is eligible to apply for admission to the BSW Professional Core. | |
| Reviewer's Signature _____ | Date _____ |
| Recommendation for admission to the core: _____ _____ | |

GUIDELINES FOR PREPARING YOUR PERSONAL STATEMENT

Instructions:

Your statement should address each of the areas listed below. Your statement should be typed and no longer than four pages, double-spaced. Please answer each of the questions in the order given.

1. Describe your motivation(s) for becoming a social worker.
2. Describe any employment, volunteer, or life experiences which you believe have helped prepare you to pursue a career in social work.
3. What strengths do you bring to professional social work practice?
4. What do you consider to be areas in which you need additional growth and development in relation to professional social work practice?
5. Discuss your commitment to abide by the values and ethics of the social work profession. Identify and describe any areas in which your personal values conflict with professional social work values. If value conflicts do exist, please describe your plans to resolve the conflicts.

Please note: A summary of the NASW Code of Ethics is provided as Appendix A of the Social Work Student Handbook.

The Ethical Principles/Guidelines for UA Social Work Students is provided as Appendix F of the Social Work Student Handbook. The Statement is to be signed and included with your application materials.)

6. Describe your immediate and long-range career goals and list your fields of practice preferences (client populations/social problems/agency settings).
7. List any client populations, social problems, or agency settings with which you would not feel comfortable working. Please explain.
8. Please include, at this point, any additional information you believe to be relevant to your application for admission to the professional core courses.

Volunteer/Work Experience

Instructions to student:

This form is to be completed by you and the supervisor of your volunteer/work experience. The completed form is to be included with your application materials and serves as documentation of satisfactory performance of your volunteer/work experience.

| | |
|----------------|--------------------------|
| Student's Name | _____ |
| Supervisor(s) | _____ |
| Name of Agency | _____ |
| Agency Address | _____ |
| | City, State Zip _____ |
| Agency Phone | _____ |

TO BE COMPLETED BY STUDENT

Dates of experience _____ TO _____
Month/Day/Year Month/Day/Year

Number of hours completed _____

Brief description of experience: _____

Student Signature _____ Date _____

TO BE COMPLETED BY SUPERVISOR

I certify that the above named student has satisfactorily completed the volunteer / work experience described above.

Yes

No

If no, please explain: _____

Supervisor Signature _____ Date _____

Ethical Principles / Guidelines for UA Social Work Students

[Adapted for use by the Social Work Program from the Code of Ethics of the National Association of Social Workers and Code-of-Ethics/Standards of Practice of the State of Arkansas Social Work Licensing Board.]

Basic Conduct/Integrity

- The UA Social Work Student should not participate in, condone, or be associated with dishonesty, fraud, deceit, or misrepresentation.
- The UA Social Work Student should not misrepresent professional qualifications, education, experience, or affiliations.
- The UA Social Work Student should not exploit professional relationships for personal gain.
- The UA Social Work Student should avoid relationships or commitments that conflict with the interests of clients.
- The UA Social Work Student should not exploit relationships with clients for personal advantage.
- The UA Social Work Student should under no circumstances engage in sexual activities with clients.
- The UA Social Work Student should not engage in any action that violates or diminishes the civil or legal rights of clients.
- The UA Social Work Student should use with scrupulous regard, and only for the purpose for which they are intended, the resources of the employing, volunteer or field agency.
- The UA Social Work Student must not provide social work services while under the influence of alcohol, other mind-altering or mood-altering drugs, or physical or psychological illness, which impairs delivery of such services.

Confidentiality

- The UA Social Work Student should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.
- The UA Social Work Student should obtain the client's informed written consent before releasing confidential information except when required by law or judicial order or for the purposes of professional supervision and/or consultation.

Values and Ethics

- The UA Social Work Student should uphold and advance the values, ethics, knowledge, and mission of the profession.
- The UA Social Work Student should take action through appropriate channels against unethical conduct by any other member of the profession.

Nondiscrimination, Respect for Diversity, Social Justice

- The UA Social Work Student should not practice, condone, facilitate or collaborate with any form of discrimination on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical handicap, or any other preference or personal characteristic, condition or status.
- The UA Social Work Student should act to prevent and eliminate discrimination against any person or group on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical handicap, or any other preference or personal characteristic, condition or status.
- The UA Social Work Student should act to expand choice and opportunity for all persons, with special regard for disadvantaged or oppressed groups and persons.
- The UA Social Work Student should promote conditions that encourage respect for the diversity of cultures which constitute society.
- The UA Social Work Student should advocate changes in policy and legislation to improve social conditions and to promote social justice.
- The UA Social Work Student should encourage informed participation by the public in shaping social policies and institutions.

Responsibilities to Clients, Colleagues and the Profession

- The UA Social Work Student should regard as primary the service obligation of the social work profession.
- The UA Social Work Student should serve clients with devotion, loyalty, determination, and the maximum application of professional skill and competence.
- The UA Social Work Student should seek advice and counsel of colleagues and supervisors whenever such consultation is in the best interest of clients.
- The UA Social Work Student should treat colleagues with respect, courtesy, fairness, and good faith.
- The UA Social Work Student should not exploit a dispute between a colleague and employers to obtain a position or otherwise advance the student's interest.
- The UA Social Work Student should extend to colleagues of other professions the same respect and cooperation that is extended to social work colleagues.
- The UA Social Work Student who anticipates the termination or interruption of service to clients should notify clients promptly and seek the transfer, referral, or continuation of service in relation to the clients' needs and preferences.

- The UA Social Work Student should protect and enhance the dignity and integrity of the profession and should be responsible and vigorous in discussion and criticism of the profession.
- The UA Social Work Student should take responsibility for identifying, developing, fully utilizing and keeping current with knowledge for professional practice.

Research and Scholarship

- The UA Social Work Student engaged in study and research should be guided by the conventions of scholarly inquiry.
- The UA Social Work Student engaged in research should consider carefully its possible consequences for human beings.
- The UA Social Work Student engaged in research should ascertain that the consent of participants in the research is voluntary and informed, without any implied deprivation or penalty for refusal to participate and with due regard for participants' privacy and dignity.
- The UA Social Work Student engaged in research should protect participants from unwarranted physical or mental discomfort, distress, harm, danger, or deprivation.
- The UA Social Work Student who engages in the evaluation of services or cases should discuss them only for the professional purposes and only with persons directly and professionally concerned with them.
- Information obtained about participants in research should be treated as confidential.
- The UA Social Work Student should take credit only for work actually done in connection with scholarly and research endeavors and credit contributions made by others.

My signature below acknowledges that I have read, understand and agree to abide by the Ethical Principles/Guidelines for UA Social Work Students and the NASW Code of Ethics.

Signature _____ Date _____

Emotional Maturity

| | N/A | Strongly Disagree [1] | Disagree [2] | Neutral [3] | Agree [4] | Strongly Agree [5] |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Displays maturity and a high level of emotional stability | <input type="radio"/> |

Professionalism

| | N/A | Strongly Disagree [1] | Disagree [2] | Neutral [3] | Agree [4] | Strongly Agree [5] |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Displays a passion for advancing social justice | <input type="radio"/> |
| Able to consider multiple perspectives and open to new ideas | <input type="radio"/> |
| Able to be non-judgmental towards others | <input type="radio"/> |
| Seems like a good fit for the profession of social work | <input type="radio"/> |

Student's current grade in your class: _____

Does student progress indicate that they will be earning a "C" or above for the semester? _____

Student's strengths: _____

Crucial areas needing further development prior to entering the field: _____

Recommendation for admission to the core

| Not Applicable N/A | Strongly Discourage Admission [1] | Discourage Admission [2] | Recommend Conditional Admission [3] | Recommend Admission [4] | Strongly Recommend Admission [5] |
|-----------------------|--------------------------------------|-----------------------------|--|----------------------------|-------------------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please include details/comments with any score less than four [4].

BSW Professional Core Application Review Form

| Student Name | Reviewed By | Date |
|--------------|-------------|------|
| | | |

| | |
|-----------------------------|---|
| 1 | <p>After reviewing the application form, has the student completed the following courses with a 'C' grade or better and a GPA of at least 2.5?</p> <p>PSYC 2003 SOCI 2013 SCWK 2133 PLSC 2003 SCWK 3193 ENGL 1013 COMM 1313</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> |
| 2 | <p>After reviewing the application form, has the student completed or is currently enrolled in HBSE I and SW Policy with a 'C' or better, and Biology with a 'D' or better?</p> <p><i>Note: It is possible for the student to not be enrolled in Statistics. Statistics is a pre- and co-requisite for Research, so they do not have to have completed statistics or be enrolled in statistics to be admitted to the professional core.</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> |
| 3 | <p>Address any "red flags" or concerns about the personal statement written by the student.</p> |
| 4 | <p>Address any "red flags" or concerns reflected in the reference letters.</p> |
| 5 | <p>Is an interview required?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> |
| 6 | <p>If an interview is not required, do you recommend this student to be admitted to the professional core provided that they make a 'C' or better in the courses they are currently enrolled?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> |
| <p>Additional Comments:</p> | |

| Recommendations to be completed by Chair of Admissions Committee |
|---|
| <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Unconditional Admission <input type="checkbox"/> Admission denied </div> <div style="width: 45%;"> <input type="checkbox"/> Conditional Admission <input type="checkbox"/> Admission deferred until interviewed </div> </div> <p style="text-align: center; margin-top: 10px;">Explanation:</p> |

Catalog year: 2015

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518 MAIN
479.575.3307
fulbrightadvising.uark.edu



Please visit catalog.uark.edu for an extensive list of graduation and prerequisite requirements.

MINIMUM DEGREE CREDIT HOURS REQUIRED TO GRADUATE = **120** (CORE + MAJOR + GENERAL ELECTIVES)

MATHEMATICS (1 course • 3-4 hours)

- MATH 1203 College Algebra, MATH 1204 College Algebra with Review, MATH 1313 Quantitative Reasoning, or any higher-level math course, including STAT 2303.

NATURAL SCIENCES (2 courses w/ matching labs • 8 hours)

- ANTH 1013/1011L Intro to Biological Anthropology
- ASTR 2003/2001L Survey of the Universe
- BIOL 1543/1541L Principles of Biology
- BIOL 1603/1601L Principles of Zoology
- BIOL 1613/1611L Plant Biology
- BIOL 2213/2211L Human Physiology
- BIOL 2443/2441L Human Anatomy
- CHEM 1053/1051L Chemistry in the Modern World
- CHEM 1073/1071L Fundamentals of Chemistry
- CHEM 1103/1101L University Chemistry I
- CHEM 1123/1121L University Chemistry II
- CHEM 1133/1131L University Chemistry for Engineers I
- CHEM 1213/1211L Chemistry for Majors I
- CHEM 1223/1221L Chemistry for Majors II
- ENSC 1003/1001L Environmental Science
- ENTO 1023/1021L Insects, Science, and Society
- GEOS 1113/1111L General Geology
- GEOS 1133/1131L Environmental Geology
- PHYS 1023/1021L Physics and Human Affairs
- PHYS 1034 Physics for Elementary Ed Majors
- PHYS 1044 Physics for Architects I
- PHYS 1054 Physics for Architects II
- PHYS 2013/2011L College Physics I
- PHYS 2033/2031L College Physics II
- PHYS 2054 University Physics I
- PHYS 2074 University Physics II

FINE ARTS (1 course • 3 hours)

- ARCH 1003 Architecture Lecture
- ARHS 1003 Art Lecture
- COMM 1003 Film Lecture
- DANC 1003 Movement and Dance
- LARC 1003 The American Landscape
- MLIT 1003 Music Lecture
- MLIT 1013 Music Lecture for Music Majors
- THTR 1003 Theatre Appreciation
- THTR 1013 Musical Theatre Appreciation

- UNIV 1001:** University Perspectives (freshmen must complete during first year)

ENGLISH COMPOSITION (2 courses • 6 hours)

- ENGL 1013 Composition I
- ENGL 1023 Composition II

U.S. HISTORY & GOVERNMENT (1 course • 3 hours)

- HIST 2003 History of the American People to 1877
- HIST 2013 History of the American People 1877 to Present
- PLSC 2003 American National Government

Note: U.S. History & Government courses cannot be used more than once within the University Core.

SOCIAL SCIENCES (3 courses from at least 2 fields • 9 hours)

- AGECE 1103 Principles of Agricultural Microeconomics
- AGECE 2103 Principles of Agricultural Macroeconomics
- ANTH 1023 Intro to Cultural Anthropology
- COMM 1023 Communication in a Diverse World
- ECON 2013 Principles of Macroeconomics
- ECON 2023 Principles of Microeconomics
- ECON 2143 Basic Economics: Theory and Practice
- GEOS 1123 Human Geography
- GEOS 2003 World Regional Geography
- HESC 1403 Life Span Development
- HESC 2413 Family Relations
- HIST 1113 Institutions and Ideas of World Civilizations I
- HIST 1123 Institutions and Ideas of World Civilizations II
- HIST 2003 History of the American People to 1877
- HIST 2013 History of the American People 1877 to Present
- HUMN 1114H* Honors Roots of Culture to 500 C.E.
- HUMN 2114H* Honors Birth of Modern Culture, 1600-1900
- PLSC 2003 American National Government
- PLSC 2013 Intro to Comparative Politics
- PLSC 2203 State and Local Government
- PSYC 2003 General Psychology
- RESM 2853 Leisure and Society
- RSOC 2603 Rural Sociology
- SOCI 2013 General Sociology
- SOCI 2033 Social Problems

HUMANITIES (1 course • 3 hours)

- AAST 2023 The African American Experience
- ARCH 1013 Diversity and Design
- CLST 1003 Intro to Classical Studies: Greece
- CLST 1013 Intro to Classical Studies: Rome
- COMM 1233 Media, Community, and Citizenship
- ENGL 1213 Intro to Literature
- GNST 2003 Intro to Gender Studies
- HUMN 1124H* Honors Eq. of Cultures, 500-1600
- HUMN 2124H* Honors 20th Century Global Culture
- MUSY 2003 Music in World Cultures
- PHIL 2003 Intro to Philosophy
- PHIL 2103 Intro to Ethics
- PHIL 2203 Logic
- PHIL 3103 Ethics and the Professions
- WLIT 1113 World Literature I
- WLIT 1123 World Literature II
- World language at Intermediate I (2003) level

*Honors students only

Catalog year: 2015

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J. WILLIAM FULBRIGHT COLLEGE OF ARTS AND SCIENCES

MAJOR REQUIREMENTS for a BACHELOR OF SOCIAL WORK

MINIMUM DEGREE CREDIT HOURS REQUIRED TO GRADUATE = 120 (CORE + MAJOR + GENERAL ELECTIVES)

Please visit catalog.uark.edu for an extensive list of graduation and prerequisite requirements.

Department of Social Work
106 ASUP
479.575.5039
socialwork.uark.edu

WORLD LANGUAGE beginning at the Elementary II (1013) level or higher (6 hours minimum)

- _____ (1013)
- _____ (2003)

ENGLISH (1 course • 3 hours)

- ENGL 2003* Advanced Composition
- ENGL 2013* Essay Writing

*No exemptions granted

HISTORY (2 courses • 6 hours)

- HIST 1113 Institutions and Ideas of World Civilizations I
- HIST 1123 Institutions and Ideas of World Civilizations II

PHILOSOPHY (1 course • 3 hours)

- PHIL 2003 Intro to Philosophy
- PHIL 2103 Intro to Ethics

ADVANCED ELECTIVES (2 courses • 6 hours)

Any AAST, ANTH, COMM, GEOS, HESC, PLSC, PSYC, and SOCI course, or a course applicable to gender studies, numbered 3000 or higher as approved by the dept.

- _____
- _____

SOCIAL WORK ELECTIVES numbered 3000 or higher (2 courses • 6 hours)

- SCWK _____
- SCWK _____

SOCIAL WORK WRITING REQUIREMENT

- Satisfied by submitting the research paper from SCWK 4073 or by completing an honors thesis.

SOCIAL WORK PREPROFESSIONAL FOUNDATION (11 courses • 34 hours)

For entry into the SOCIAL WORK PROFESSIONAL CORE (see below), students must earn a grade of "C" or better and maintain a 2.5 GPA in the eleven courses below, except where noted.

- COMM 1313 Public Speaking
- ENGL1013 Composition I
- PLSC 2003 American National Government
- PSYC 2003 General Psychology
- SOCI 2013 General Sociology
- SCWK 2133 Intro to Social Work
- SCWK 3193 Human Diversity and Social Work

- ANTH 1013/ANTH1011L Biological Anthropology ("D" or better)
- or
- BIOL 1543/1541L Principles of Biology ("D" or better)

- SCWK 4093 Human Behavior and the Social Environment I
- SCWK 4153 Social Welfare Policy
- STAT 2303 Principles of Statistics or any other stats course approved by dept.

SOCIAL WORK PROFESSIONAL CORE (9 courses • 27 hours)

Level 1

- SCWK 4073 Social Work Research and Technology I
- SCWK 4103 Human Behavior and the Social Environment II
- SCWK 4333 Social Work Practice I

Level 2

- SCWK 4343 Social Work Practice II
- SCWK 4733 Social Work Practice III
- SCWK 4434 Social Work Internship I
- SCWK 4412 Field Seminar I

Level 3

- SCWK 4444 Social Work Internship II
- SCWK 4422 Field Seminar II

Procedures for Handling Student Concerns

1. Faculty/Professional Staff make the student aware of the concern, and the interaction with the student is documented on the Student Concern Documentation form. A copy is sent to the appropriate Program Director (BSW, MSW, Field).
2. The Program Director keeps the form in her or his file of documented concerns. At this time, the documentation does not become a part of the student's permanent record.
3. If one serious report or multiple reports are made, the Program Director will request a meeting with the student. The Program Director works with the student to resolve the problem (e. g., asks the student to develop a plan of action), and documents that meeting. This document and the plan of action are placed in the student's permanent record.
4. If the problem is not resolved at the Program Director level, a referral is made to the Student Standards and Support (SSS) Committee. The SSS Committee will meet with the student and one of two outcomes will occur:
 - a. A new plan of action will be created, with a timeline for what needs to occur and by when.
 - b. The Committee will write a letter of recommendation for discontinuation in the program to the School of Social Work Director and will provide a copy to the appropriate Program Director.



If any dangerous behavior occurs, all of the above steps will be bypassed and the situation will be brought to the attention of the School of Social Work Director immediately.

University of Arkansas School of Social Work
Student Concern Documentation Form

| |
|--|
| Date of Meeting with Student: _____ |
| Student Name: _____ |
| Faculty/Professional Staff Name: _____ |
| Course/Semester/Year or other venue of observation: _____ |

| |
|--|
| Statement of Concern Raised/Discussed with Student: <i>(State objectively and concisely.)</i> _____ _____ _____ _____ |
|--|

| Level of Concern | | | |
|------------------------|-----------------------------|-------------------------|----------------------------|
| Low [1] ○ | Moderate [2] ○ | High [3] ○ | Serious [4] ○ |

| |
|--|
| Student Response: <i>(Check applicable box below.)</i> <input type="checkbox"/> Student displayed recognition/awareness of the issue. <input type="checkbox"/> Student agreed that the issue was of concern. <input type="checkbox"/> Student disagreed that the issue was of concern. |
|--|

| |
|---|
| Faculty/Professional Staff Summary Statement : <i>(Very brief assessment of the meeting with the student. Indicate if any plan of action or resolution resulted.)</i> _____ _____ _____ _____ |
| Faculty/Professional Staff Signature _____ |

Note: Please give a copy of the completed form to the appropriate program director (MSW, BSW, Field).