

# **BSW HANDBOOK**

SCHOOL OF SOCIAL WORK



UNIVERSITY OF  
**ARKANSAS**

College of Arts & Sciences  
School of Social Work  
479.575.5039 | [socialwork.uark.edu](http://socialwork.uark.edu)

## **UA Commitment to Equal Opportunity Education**

The University of Arkansas School of Social Work 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.

### **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.

### **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.

# Welcome

As Undergraduate Program 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 of Social Work (SSW) 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 (CSWE).

The professional purpose 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. Social work is particularly concerned with achieving social and economic justice for vulnerable populations while 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
- (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 with understanding 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.

*Betty Parker, LCSW*

Professor Betty Parker, BSW, MSW, LCSW  
Undergraduate Program Director

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# I: Introduction

## **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. We are committed to fostering a culturally diverse environment that strives to be free of all forms of oppression and promotes justice and equality for all. This mission is achieved through the use of evidence-based practices to educate social work leader-practitioners, emphasis on critical thinking and self-awareness, facilitation of 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 Public Child 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 all BSW Professional Core courses, students must demonstrate accomplishment of each of the BSW program competencies.

### Competency 1: Demonstrate Ethical and Professional Behaviors

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

### Competency 2: Engage Diversity and Difference in Practice.

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

### Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
2. Engage in practices that advance social, economic, and environmental justice

### Competency 4: Engage in Practice-informed Research and Research-informed Practice

1. Use practice experience and theory to inform scientific inquiry and research
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
3. Use and translate research evidence to inform and improve practice, policy, and service delivery

### Competency 5: Engage in Policy Practice-Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

1. Assess how social welfare and economic policies impact the delivery of and access to social services

2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

#### Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

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

#### Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

#### Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
5. Facilitate effective transitions and endings that advance mutually agreed-on goals

#### Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

1. Select and use appropriate methods for evaluation of outcomes
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

## II: Admissions

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, trains, 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 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 (Research and Technology I; Human Behavior and the Social Environment II; 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 Admissions Cycle** are due the **second Friday in October**. Applications for **the Spring Admissions Cycle** 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 is available at [socialwork.uark.edu](http://socialwork.uark.edu) and requires the following:

- 1. BSW Professional Core Application Form.** This form requires the signature of the academic advisor, but the applicant is responsible for uploading the completed form with the rest of application materials. Form available at [socialwork.uark.edu](http://socialwork.uark.edu).
- 2. Personal Statement.** This narrative statement should address: 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. Applicants are responsible for uploading the completed statement with the rest of the application materials. Additional details available at [socialwork.uark.edu](http://socialwork.uark.edu).
- 3. Relevant Volunteer/Work Experience Form.** This form provides documentation of satisfactory completion of the volunteer experience assignment in Introduction to Social Work or equivalent volunteer/work experience and submission of a positive "Supervisor's Reference Form" from the supervisor of the experience. A minimum of **30** hours of work or volunteer experience are required for admission to the Social Work Professional Core. Applicants are responsible for uploading the completed form with the rest of the application materials. Form available at [socialwork.uark.edu](http://socialwork.uark.edu).

- 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”. A copy of this signed statement will be included in your advising file. Applicants are responsible for uploading the signed document with the rest of the application materials. Document available at [socialwork.uark.edu](http://socialwork.uark.edu).
- 5. Professional Habits Reference Form.** This form must be completed by two social work professors. These references need to be from Social Welfare 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 Social Welfare Policy professor. In the event that the student needs to select another professor, they must first obtain the Undergraduate Program Director’s approval. If the student has had all social work courses online, they will use both their Policy and HBSE I professors as references.  
  
Applicants must send a timely and professional email request to professors to request that the form be completed. Professors are provided with a form link and submit the feedback on the student’s behalf. Additional details available at [socialwork.uark.edu](http://socialwork.uark.edu).
- 6. Unofficial Copy of Current Transcript.** Documenting a 2.5 GPA for cumulative coursework as well as the 10 pre-professional courses. Applicants are responsible for uploading the document with the rest of the application materials. Additional details available at [socialwork.uark.edu](http://socialwork.uark.edu).

### **Additional Details Regarding Professional Habits Forms**

If the student is unable to obtain forms from one or both of the specified instructors, the student should consult with the BSW Director to identify suitable alternatives.

Forms must be from courses taken within the last three semesters (including the admission or current semester). If the student’s HBSE I and Social Welfare Policy courses were taken beyond three semesters, the student should consult with the BSW Director to identify suitable alternatives.

It is the student’s responsibility to request the reference from the professors via email. The email should include the student’s full name and student ID#. The instructor will submit the form directly to the BSW Director. In addition, students should be aware that feedback from other faculty will be taken into account during the admission process.

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 the courses listed above. Consult your University Catalog, Social Work Student Handbook, or your advisor if you have questions about these.

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), students will be informed in writing by the BSW Program Coordinator of their 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 2.5.
- **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 2.5 overall, but the student must attain a 2.5 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. Students who are admitted conditionally must sign an agreement form detailing the conditions required to continue in the Social Work Professional Core. In the event that the conditions are not fulfilled, the BSW Director will have the discretion to decide how to proceed. This could include, but is not limited to, the student not being allowed to continue in the program until the conditions are fulfilled or dismissal from the program. 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 primary 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.

## **III: Program Structure & Curriculum**

### **BSW Orientation and Information Sessions**

Early in the Fall and Spring semesters, several orientation and information sessions are conducted by the BSW Program Director. Orientation for new admits to the BSW Professional Core is held during the first semester in the core for all new admits. This orientation provides students with an overview of program policies, tips for navigating the School of Social Work, and covers other pertinent topics as well as a question-and-answer section. Informational sessions are held each semester with details on how the application process to the BSW Professional Core as well as general information about the BSW Program. Any student who is interested in the major or applying to the core should attend. Emails will be sent via the BSW listserv announcing scheduled orientations/information sessions. In addition, schedules for these sessions will be shared in Introduction to Social Work courses as well as Human Behavior and the Social Environment I 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 will 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 in preparation to proceed to the next required course. Professional advising is available to all Pre-Social Work and BSW Majors through the School of Social Work. Students can request professional advising by contact the BSW Program Director. 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 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 <https://registrar.uark.edu/transfer-and-test-credit/index.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).

## **Attendance Policy**

As per the [Undergraduate Student Catalog](#):

Education at the university level requires active involvement in the learning process. Therefore, students have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in their classes. Instructors have the responsibility to provide a written policy on student attendance that is tied to course objectives and included in a course syllabus. There may be times, however, when illness, family crisis, or university-sponsored activities make full attendance or participation impossible. In these situations, students are responsible for making timely

arrangements with the instructor to make up work missed. Such arrangements should be made in writing and prior to the absence when possible.

Examples of absences that should be considered excusable include those resulting from the following: 1) illness of the student, 2) serious illness or death of a member of the student's immediate family or other family crisis, 3) University-sponsored activities for which the student's attendance is required by virtue of scholarship or leadership/participation responsibilities, 4) religious observances (see Students' Religious Observances policy below), 5) jury duty or subpoena for court appearance, and 6) military duty. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused.

### **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.

### **Senior Writing Requirement**

Social work students complete the research/analytical writing requirement by passing SCWK 4073 with a C or better.

## **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.

## **Curriculum**

The BSW program curriculum is organized around the CSWE 2015 EPAS Competencies and Practice Behaviors

“demonstrate ethical and professional behavior”

“engage diversity and difference in practice”

“advance human rights and social, economic, and environmental justice”

“engage in practice-informed research and research-informed practice”

“engage in policy practice”

“engage with individuals, families, groups, organizations, and communities”

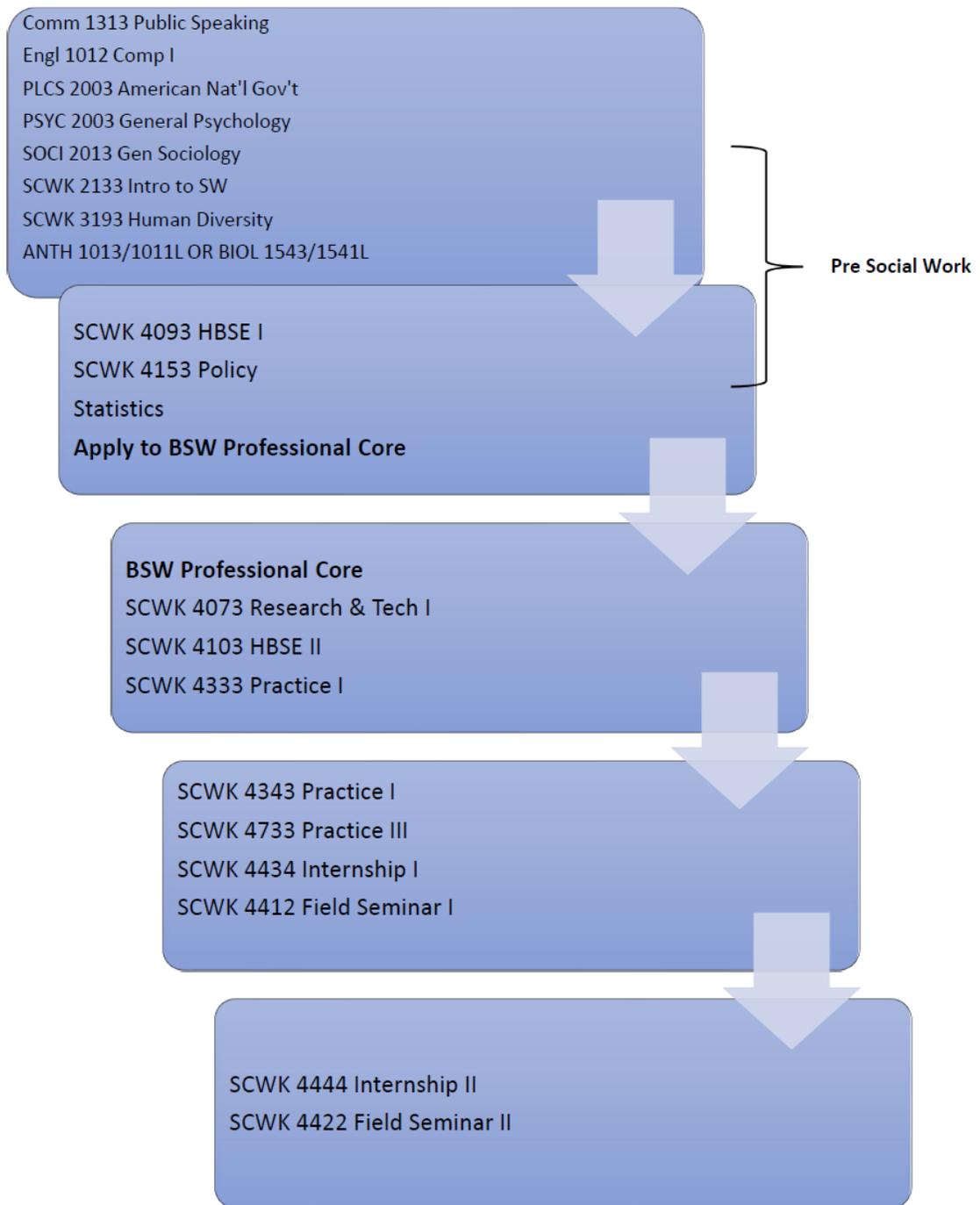
“assess individuals, families, groups, organizations, and communities”

“intervene with individuals, families, groups, organizations, and communities”

“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



This flow chart is designed for a typical four-year plan. However, major changes and transfers are very common. Work with your advisor to create your own plan.

## 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	Public Speaking
SOCI 3303/3301L, STAT 2303, EDFD 2403	Statistics
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 SCWK Electives List (3 hours)
SCWK Elective	Select from SCWK Electives List (3 hours)
Upper Level Social Science*	Select 3000-4000 level social science electives (3 hours)
Upper Level Social Science*	Select 3000-4000 level social science electives (3 hours)
<p>*Six hours total of 3000-4000 level social science electives to be selected from SOCI, PSYC, ANTH, PLSC, COMM, HIST, HESC, HUMN 425 and GEOS (other options by BSW Program Director approval).</p>	
<p>NOTE: Other SW degree requirements include 6 hours of SW electives, 6 hours of upper level (3000 or 4000) social sciences (non-social work), Advanced Composition, and Foreign Language (as required by the catalog guiding your degree plan). See the following pages for course pre-requisites.</p>	

## Additional Graduation Requirements

ENGL1023	HIST 1123	MATH 1203 or 1303	FNAR
PHIL 2003 or 2013	FLAN 1013	Science (3/4 hour)	FNAR
HIST 1113	FLAN 2003	Science (3/4 hour)	

## Social Work Courses, Electives and Pre-Requisites

<b>SCWK Courses</b>	<b>Pre-Requisites/ Enrollment/ Restrictions</b>
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
4103 Human Behavior & Social Envir. II	Pre: SCWK 4093, SCWK 4153
4073 Social Work Research/Tech. 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
4343 Social Work Practice II	Pre/Co: SCWK 4103, SCWK 4333, SCWK 4073
4434 Social Work Internship I	Co: SCWK 4412 Pre: SCWK 4073, SCWK 4103, SCWK 4333 Pre/Co: SCWK 4434, SCWK 4733
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
4422 Field Seminar II	Co: SCWK 4444
<b>Social Work Electives</b>	<b>Pre-Requisites/ Enrollment/ Restrictions</b>
3013 Child Advocacy I: Perspectives on Child Maltreatment and Child Advocacy	None
3163 On Death and Dying	None
3233 Contemporary Issues in Juvenile Justice	None
3633 Child Welfare: 21st Century Perspectives	None
399V Honors Course	Consent

4013 Child Advocacy II: Professional and System Responses to Child Maltreatment	Pre: SCWK 3013
4023 Child Advocacy III: Responding to the Survivor of Child Abuse	Pre: SCWK 3013, SCWK 4013
405V Grant Writing for Social Work	None
405V Global Issues in Child Welfare	None
4143 Addiction & the Family	None
4173 Social Work with African American Families	None
4183 Social Work with Elders	None
4213 The Diagnosis and Treatment of Substance Abuse Disorders	None
4253 Spirituality and Social Work Practice	Pre: SCWK 3193 or Consent
405V Seminar: Special Topics in SCWK	None
496V Independent Study	Consent
4523 Ethics and Aging	None
4753 Grant Writing	None
4243 Impact of Policy on Addiction	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 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 of 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.

### **3013 Child Advocacy I: Perspectives on Child Maltreatment and Child Advocacy**

Introductory course in child advocacy studies training. Covers the history, comparative perspectives, legal framework, responses to child maltreatment, skills necessary to do the work, other pertinent issues pertaining to child maltreatment.

### **3163 On Death and Dying**

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

### **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.

### **399V Honors Course**

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

### **4013 Child Advocacy II: Professional and System Responses to Child Maltreatment**

Continuation of Child Advocacy Studies. Focuses on the responses of professionals to allegations of child maltreatment. Covers competency-based skills training including forensic interviewing and documentation.

### **4023 Child Advocacy III: Responding to the Survivor of Child Abuse Continuation of Child**

Advocacy Studies II. Provides training to recognize the effects of child maltreatment and to develop intervention strategies for children and their families. Outside experiential activities for this course involve court room observations.

### **405V Grant Writing for Social Work**

Provides students with the skills to plan and design programs and write grant proposals. Emphasis is placed on the importance of developing the skills of program planning, understanding program performance and accountability, finding funders, responding to requests for proposals and persuasively writing a grant to secure needed financial resources.

### **405V Global Issues in Child Welfare**

This child advocacy studies (CHAS) course is designed to prepare students to identify, assess, and respond to the various historical and contemporary factors impacting the welfare of children around the world and focuses on factors such as health, maltreatment, culture, policy, education, and social advocacy.

### **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.

### **4173 Social Work with African American Families**

An overview of historical and contemporary issues of African American families using culturally competent and strengths based frameworks. Focuses on the Black family as a social institution. Covers current trends affecting Black families, historical influences, evaluation of social policies, and programs of today. Prerequisite: Junior standing or instructor consent. (Typically offered: Irregular) This course is cross-listed with [AAST 4173](#).

### **4213 The Diagnosis and Treatment of Substance Abuse Disorders**

Explores the use and abuse of drugs and alcohol with an emphasis on evidence-based treatment approaches to help engage and treat chemically dependent clients. Best practices to be reviewed will include Motivational Interviewing (MI), Cognitive Behavioral Therapy (CBT), harm reduction approaches, Medication Assisted Treatment (MAT), and Dialectical Behavioral Therapy (DBT). (Typically offered: Fall, Spring and Summer)

### **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.

### **4253 Spirituality and Social Work Practice**

This course prepares students to respond competently and ethically to diverse spiritual and religious perspectives. Utilizing social work ethics and values as a guide, students will develop a comparative, critically reflective approach to practice.

### **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.

### **4523 Ethics in Aging**

Explores the complexities of aging and ethical decision making with older adult clients. Students learn to identify ethical dilemmas and to appreciate structured ethical decision making, generalizing the information learned across all populations served. (Typically offered: Irregular)

### **4243 Impact of Policy on Addiction**

Explores the history of drug policy in the United States, focusing on the relationship between people, drugs, and the criminalization of certain substances. Examines how other countries have developed and utilized harm reduction and decriminalization approaches and policies. (Typically offered: Fall, Spring and Summer)

### **4753 Grant Writing**

Provides advanced theoretical and practical approaches to program planning and development in order to write grant applications. Emphasis is placed on the importance of developing the practice skills of program planning, understanding program performance, identifying funders, responding to requests for proposals and writing successful grant proposals. (Typically offered: Irregular)

## 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. Students must notify the program of their 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).

## 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.

The [BSW Field Manual](#) is a comprehensive guide to the process of field advising and placement. BSW students who have completed all of the pre-requisites to Field will also be contacted by the Field Education Director with instructions on how to proceed, including proposed appointment times for field advising.

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 & Foster Care	Aging	Child Welfare
Community Organization	Corrections	Developmental Disabilities
Domestic Violence	Family Services	Homelessness
Hospice	Legal Services	Medical Work
Mental Health	Planning/Administration	Poverty
Substance Abuse	Veterans	Youth Services

## **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.

## IV: Program Policies: Retention, Continuation, & Termination

### Criteria for Retention and Continuation

In addition to the admission process, the BSW Program also has requirements for retention and continuation in the major. All students' academic performance is evaluated based on the criteria outlined in the [Standards for Social Work Education](#).

#### Retention

1. Maintenance of an overall GPA of 2.5.
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"](#) and the [Standards for Social Work Education](#).
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

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 one of the professional social work core courses, 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.

1. Once matriculated into the BSW program, BSW students who earn a D or F will be allowed to repeat the failed course one time. Students can repeat up to two different social work courses.
2. A student may repeat a course from which they earned a W no more than one time.
3. Any professional social work core 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.
4. If a student's core and/or overall GPA falls below the 2.5 GPA required for retention, the student may remain in the BSW program and take up to an additional 15 credit hours to raise their GPA to the required level. Failure to do so within these parameters will result in dismissal from the BSW program. Students will be referred to the Fulbright Advising Center to change their major course of study.

## Criteria for Termination

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

1. Failure to maintain GPA requirements (2.5 overall, 2.5 social work courses).
2. Engaging in any activity or behavior incompatible with the “Ethical Principles/Guidelines for UA Social Work Students” or the Standards for Social Work Education 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.

## Other Admission/Retention Details

1. Students denied admission to the BSW Program may re-apply for admission at a later date if they are able to demonstrate that 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.
3. If a student should withdraw from the program voluntarily then the student should schedule a meeting with the BSW Program Director at the time at which they decide to return. The BSW Director will then determine the student’s readiness to continue in the program.

Students are usually expected to apply for admission to the social work program only after completing the entire pre-professional core (pre-social work courses). 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.

## **V: Student Rights & Responsibilities**

*Students in the BSW Program have 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 Educational 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. See Undergraduate Course Catalog.

See the School of Social Work website, [socialwork.uark.edu](http://socialwork.uark.edu) for additional details:

- [Standards for Social Work Education](#)
- Please pay close attention to Section 3.2: Student Standards & Support: 3 Levels of Review

## **VI: Additional Materials**

See the School of Social Work website, [socialwork.uark.edu](http://socialwork.uark.edu) for additional materials:

- [BSW Admissions Documents](#)
- [Resources](#)