

**SAVANNAH STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK**



**SMART-BOLD-PROUD
*SERIOUSLY IMPRESSIVE***

**Student Handbook
Bachelor of Social Work
Degree Program
2017-2018**

The BSW Handbook is reviewed annually and the policies, procedures and guidelines may be subject to change without advanced notice.

Special Notice

The statements set forth in this handbook are for information purposes only and should not be construed as the basis of a contract between students and this institution.

While the provisions of this handbook will generally be applied as stated, Savannah State University reserves the right to change any provision listed in this handbook, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the Department of Social Work, the Vice President for Academic Affairs, the Vice President for Student Affairs, and the offices of the academic deans. It is especially important that students note that it is their responsibility to remain apprised of current graduation requirements for the social Work Program.

Savannah State University, an affirmative action/equal opportunity education institution, does not discriminate on the basis of sex, race, age, religion, handicap, or national origin in employment, admissions, or activities.

SSU Undergraduate Catalog 2012-2014

**University/Degree Program Accreditation
Commission on Colleges of the Southern Association of Colleges and Schools
Council on Social Work Education
BSW Program since 1983
MSW Program, 1998**

Introduction

The faculty of the Savannah State University Department of Social Work would like to take this opportunity to welcome you to our Department while commending you for the strength you have demonstrated in choosing to pursue a degree in the field of social work.

We anticipate great things from you and are committed to ensuring that you receive a quality education. We will guide you through the next few years and provide you with skills and knowledge needed to challenge the demands of this profession while continuing to advocate for the populations we serve.

As you contemplate your decision to pursue a degree in the field of social work, it is important to remember that you have a responsibility to seek additional resources so that you may continue to increase your knowledge base. It is also important for you to understand the demands of this profession in terms of practicing and adhering to the Social Work Code of Ethics.

You will be expected to demonstrate particular concern for the oppressed populations, women, ethnic and racial minorities, persons of different sexual orientations and other culturally diverse populations through advocacy work, community involvement as well as keeping abreast of local, national and international events that impact our profession and affect us as humans.

You will find a diverse faculty with combined years of practice experience and educational expertise in such areas as Clinical Social Work, Social Policy, Research, Community Organization and Social Administration, International Social Work, Substance Abuse, Gerontology, and Child Welfare, who will assist you in your pursuit of academic excellence and social responsibility.

Once again we welcome you, congratulate you and look forward to having you join our student body.

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MISSION STATEMENTS

Savannah State University Mission

Savannah State University, the oldest public historically black university in the State of Georgia, develops productive members of a global society through high quality instruction, scholarship, research, service, and community involvement. The University fosters engaged learning and personal growth in a student-centered environment that celebrates the African American legacy while nurturing a diverse student body. Savannah State University offers graduate and undergraduate studies including nationally accredited programs in the liberal arts, the sciences and the professions.

College of Liberal Arts and Social Sciences Mission Statement

College of Liberal Arts and Social Sciences (CLASS) delivers innovative and effective programs in the humanities, social sciences and arts that support the development of Savannah State University students who are respectful of the past, competent to handle the present, and prepared to meet the challenges of the future. The College serves as an educational resource for cultural enrichment and economic growth locally, nationally and internationally.

In order to succeed in its mission, CLASS cultivates a participatory and technologically infused academic environment that supports effective teaching and learning for the global community, provides service to students, and provides opportunities for faculty development through research, creative activities, community development and community building. CLASS offers an array of twelve majors and minor concentrations in sixteen areas. In addition, CLASS offers master's degree programs in social work, public administration, and urban studies. CLASS also offers courses in continuing education on the University campus and graduate and undergraduate education through the Coastal Georgia Center.

Goals of the College of Liberal Arts and Social Sciences are to:

- Promote the belief that demography is not destiny.
- Provide students with a body of knowledge in the humanities, social sciences, arts, and wellness that empowers critical and visionary scholarship.
- Promote an inclusive environment that encourages students to develop intellectually, physically, ethically, emotionally and aesthetically.
- Provide an overarching culture that supports and nurtures students through relationships cultivated between faculty and students.
- Provide learning experiences that promote critical and analytical thinking and effective communication skills.
- Promote applied research and creative scholarly activity among faculty and students.
- Serve as an educational resource for cultural enrichment and economic growth throughout southeast Georgia.
- Foster cultural diversity.
- Emphasize traditions of African American and African culture and serve as a repository of

knowledge about African American experiences.

- Promote a desire for learning, a concern for humanity, human rights and the ideals of equality, citizenship and social justice.

Department of Social Work Mission Statement

The BSW program prepares students for generalist practice and the MSW program builds on the generalist foundation and prepares students for advanced practice in Clinical and Social Administration. The department promotes student focused learning, affirms the African American legacy and fosters a unique multicultural environment through its BSW and MSW curriculum and advocacy roles in community change. The department graduates students who are culturally competent to practice social work in rural, urban and global settings.

Social Work as a Profession

Social Work is the professional activity of helping individuals, groups, or communities enhance or restore their capacity for social functioning and creating societal conditions favorable to this goal. Social Work practice consists of the professional application of Social Work values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; counseling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve processes. The practice of Social Work requires knowledge of human development and behavior; of social, economic, and cultural institutions; and of the interactions of all these factors (adopted by The National Association of Social Workers' Board of Directors).

Social Work Fields of Practice

BSW graduates are prepared to work effectively with individuals, families, small groups, communities, and organizations in a variety of settings. Graduates are employed in both public and private agencies. They provide both direct and indirect services to individuals, families and groups, and are often involved in organizational planning and management. Some of the settings in which they may be employed include:

- advocacy programs
- aging services
- businesses and industry
- child and adult day care centers
- children and youth services
- churches
- community action agencies
- community crisis centers
- correctional facilities
- criminal justice agencies
- disability service agencies
- domestic violence programs
- employee assistance programs
- head start programs

- home care agencies
- homeless shelters
- hospices
- hospitals/clinics
- income maintenance programs
- legal services agencies
- mental health services
- public health agencies
- residential treatment programs
- schools
- substance abuse programs
- training/vocational centers
- vocational rehabilitation agencies
- voluntary associations

Licensure

The Georgia Composite Board of Professional Counselor, Social Workers, Marriage and Family Therapist does not grant licensure to BSW graduates.

Code of Ethics in Social Work

A code of ethics can help establish standards for behavior and expectations in performance. The Bachelor of Social Work Program has adopted the National Association of Social Work (NASW) Code of Ethics as its standard of expected behavior and performance. Students admitted to the BSW Program are expected to adhere to the standards described in the Code. The Code can be found in the Appendix or online at www.socialworkers.org/pubs/code

Links to other Codes of Ethics are listed below.

These are provided for information and exploration. It is important to remember that students in the BSW Program will be held accountable to the standards found in the NASW Code of Ethics. National Association of Black Social Workers' (NABSW) Code of Ethics can be found at www.nabsw.org/mserver/CodeofEthics.aspx

International Federation of Social Workers' (IFSW) Code of Ethics can be found at www.ifsw.org/f38999932.html

STANDARDS FOR SOCIAL WORK EDUCATION

This document sets out *Standards for Social Work Education* that applies to students enrolled in the Department of Social Work at Savannah State University. The information contained in this document has been adopted by permission from the University of Texas – Austin's School of Social Work. Copyright permission (2000), CSWE (New York).

The Department of Social Work at Savannah State University has different expectations than the other non-

traditional programs at Savannah State University, due to the nature of professional social work practice. The standards set are linked to students' abilities to become effective social work practitioners and are provided so that students and faculty may be clear about expectations and procedures to address academic performance concerns. The department's goal in adopting these specific standards is to ensure that all students admitted to the program have a successful experience.

We realize that the process of becoming a professional is a continuous one and therefore we do not expect all criteria to be met at all times. Persons who teach and supervise students, along with Program Coordinators, will assess students' academic performance and apply their professional judgment in determining 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 the 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 students are expected to read these standards for social work education and the National Association of Social Workers (NASW) Code of Ethics. Students will be required to sign an acknowledgment that they have read, are aware of the contents of, and will abide by the document. The form will be kept in the students' files.

CRITERIA FOR EVALUATING ACADEMIC PERFORMANCE IN THE BSW PROGRAM

The Department of Social Work will evaluate students' performances in four general areas: Basic Abilities to Acquire Professional Skills; Mental and Emotional Abilities; Professional Performance Skills; and Scholastic Performance. These assessments will ensure that the department is meeting all of its responsibilities to provide quality professional education, while graduating students prepared to function in a variety of professional situations. It should be noted that 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. Express 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. Student takes appropriate responsibility for his/her 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 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 developing supportive relationships with colleagues, peers, and others.

2.2.2 Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for medical and emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out supports 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 students has a professional responsibility (as outlined in the current Codes of Ethics by the National Association of Social Workers)

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. Demonstrates commitment to the essential values of social work

that includes the 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 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 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 use such feedback to enhance professional development.

2.3.3 Self Awareness

Exhibit knowledge of how one's values, attitudes, beliefs, emotions and past experience affect thinking behavior and relationships. Accurately assess 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 work 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. Ethical behaviors include:

- Adherence to the NASW Code of Ethics
- 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 for oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values and 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 proving 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 participates in dual relationships where conflicts of interest may exist.
- No convictions of an offense that is contrary to professional practice.

2.4 SCHOLASTIC PERFORMANCE

Students in the BSW program are considered to be in academic difficulty if their GPA drops below 2.5 in their social work program courses. Students will receive an academic warning for the spring if their grade point average falls below 2.5 overall or in the major courses. Failure to maintain a passing grade in field placement will result in dismissal from Field Practicum. A review will be called if a student earns a D or F in any required social work courses. An overall GPA of 2.0 is required for graduation for the University and 2.5 for the Social Work Program.

Students must complete the prerequisites outlined in their appropriate courses of study, as outlined in the course catalog. Students may not have grades of incomplete (I) in any prerequisites if they are to continue course work.

2.5 SOURCES OF EVIDENCE FOR ACADEMIC PERFORMANCE CRITERIA

Evidence of meeting academic performance criteria in the Department of Social Work may include but is not limited to any of the following:

- Feedback or reference letters 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 statement or self-assessments
- Interviews with faculty or other professionals
- Taped interview situations (audio or video)
- Feedback from students, staff, university (SSU or other colleges and universities), helping professionals, or community
- Feedback from faculty in other social work programs that students may have attended
- Signed confidentiality statements, scholastic honesty statements, contract to adhere to NASW Code of Ethics or the Standard, other contracts between the Department 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 Department 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 to provide equal opportunity to meet academic criteria for professional behavior and scholastic performance.

Any otherwise qualified student with a protected ability who request a reasonable accommodation must notify the Office of Counseling and Disabilities Services and provide documentation as needed. Office of Counseling and Disabilities Services makes recommendations for accommodations. The Department 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 the Office of Counseling and Disabilities Services), and periodic checks between the Department of Social Work and the student are appropriate courses of action in making accommodations.

CSWE CORE COMPETENCIES AND PRACTICE BEHAVIORS

2015 Educational Policy (EP)

Approved by the CSWE Board of Directors March 2015

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

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

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

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

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards (in italics) are derived from the Educational

policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

Competency-Based Education

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

Social Work Competencies

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1—Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 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;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2 –Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- 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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4 –Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific

inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5 –Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- 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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities Social workers

understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social

workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 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;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers

understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

BSW PROGRAM GOALS

Goal 1) To prepare BSW students for generalist social work practice grounded in Liberal Arts and guided by ecological, systems, strengths and empowerment perspectives across various micro, mezzo and macro systems.

Goal 2) To prepare BSW students with a generalist foundation knowledge, skills, and values as competent and effective professionals and lifelong learners.

Goal 3) To ensure a commitment to self-reflective and ethical practice while advancing the universality of human dignity and human rights.

Goal 4) To prepare BSW students for generalist social work practice with diverse populations while emphasizing the complexities of African American life and communities.

Goal 5) To prepare BSW students with a scientific knowledge base grounded in quantitative and qualitative methodologies.

Goal 6) To prepare BSW students capable of recognizing and evaluating the influence of social policies and social welfare policies and their impact on the quality of human life.

BACHELOR OF SOCIAL WORK PROGRAM

The Bachelor of Social Work (BSW) degree is a carefully articulated program that provides a general academic and experiential foundation for students seeking a career in the varied and expanding profession of social work. The BSW program is accredited by the Council on Social Work Education. The major requires a selective liberal arts base of knowledge from social, behavioral, and natural sciences (e.g. psychology, sociology, and biology) together with group social work skills, values, and methodologies of intervention at the individual, family, group, institution, and community levels. BSW graduates are educated to respond in an informed way to identifiable social work needs in a variety of settings, including rural, urban, and international. The social work major is structured around four interrelated components: theoretical foundations/intervention strategies; client population/cultural diversity; research/evaluation; and skills development/fieldwork. Students admitted to the major are expected to maintain academic excellence and demonstrate professional and ethical behavior as reflected

in the BSW Handbook. Students must maintain a minimum GPA of 2.5 and above in all social work courses after formal admission to the social work program.

BSW Admission Requirements

Students interested in declaring social work as a major are required to complete the Application for Admission to the BSW Program. Completed applications are evaluated by the BSW Admissions Committee and recommendations are forwarded to the BSW Program Coordinator. Typically, application is made spring semester of the sophomore year. Admission to the BSW program is based on the following criteria:

- Completion of the University Core Curriculum
- Minimum overall grade point average (GPA) of 2.3
- Completion of SOWK 2200 Human Needs and Human Services (gateway course) with a grade of C or better (beginning Summer 2015, completion of SOWK 2000; SOWK 2200; SOWK 2205 and SOWK 3305.
- Completed Application for Admission to the BSW Program includes:
 1. Two Letters of Reference: one from a University professor and one from an employer or supervisor (you may substitute a supervisor for a volunteer experience.)
Transfer applicants may submit a reference letter from a previous university or college
 2. Current official transcript
 3. An interview may be requested by the admission committee

Applications are due on or before April 15th for fall semester.

MAILING ADDRESS:
BSW Admissions Committee
BOX 20553
Department of Social Work
Savannah State University
Savannah, Georgia 31404

Life Experience and Previous Work Experience

Academic credit for life or previous work experience is not considered in whole or in part in lieu of admission requirements or in lieu of social work courses including field practicum requirements (CSWE EPAS 3.2.5, 2008)

Transfer Students

The SSU Admissions office provides preliminary evaluation of transfer credit in the core curriculum. The BSW Program evaluates and provides final approval for all transfer credits in the social work curriculum. The Department of Social Work makes decisions about transfer of credit toward requirements specifically for the social work major. Students who wish to transfer other social work courses from other CSWE accredited social work programs must submit a copy of the course syllabus for each course being considered for

transfer. The course syllabus is reviewed by the BSW Program Coordinator and faculty to determine whether there is a comparable course in the BSW Program for which credit may be given. Non-equivalent social work courses from CSWE-accredited programs may be transferred as social work electives.

Students who wish to transfer other social work courses from non-CSWE accredited social work programs must submit a copy of the course syllabus for each course being considered for transfer. The course syllabus is reviewed by the BSW Program Coordinator and faculty to determine whether the course meets the BSW program standards for transfer.

Only social work courses completed within the last ten years of readmission or transfer to Savannah State University will apply toward the BSW degree requirements.

Maintaining Excellence

Students admitted to the BSW program must maintain an overall GPA of 2.5 (C+) in all of their social work program courses after formal admission to remain in the program and to qualify for field practicum. It is important to note that admission to the BSW program is not an entitlement to a BSW degree. All students must meet the standards set forth by Savannah State University (SSU), the Council on Social Work Education (CSWE) and Department of Social BSW program and the National Association of Social Workers (NASW) Code of Ethics.

Requirements for Graduation

Social Work majors must successfully complete 47 hours of Savannah State University's core curriculum requirements (Areas A, B, C, D*, E, and additional requirements), 18 hours in Area F (courses appropriate to the program of study); and 60 hours of social work major (SOWK) courses.

* Social work majors must complete BIO 1104 (Human Biology) and BIO 1104 Lab in AREA D

BSW CURRICULUM

The Baccalaureate Degree in Social Work requires students to complete a total of 125 semester credit hours. The BSW curriculum is built upon a broad liberal arts foundation which is defined by the University of Georgia Board of Regents and referred to as the general core curriculum (65 credits). The BSW curriculum assumes that students who have satisfactorily completed the core and have been formally admitted to the program, bring with them a breadth of knowledge and understanding of themselves and their environments that lends itself to the development of skills for competent and sensitive practice with diverse populations (60 credits).

The Liberal Arts Core Curriculum Worksheet defines liberal arts according to five areas and specifies the number of credit hours required in each area. This worksheet is also used to evaluate the transcripts of transfer students in the liberal arts.

Bachelor of Social Work (BSW) Course Grid
DEPARTMENT OF SOCIAL WORK
 (Effective Summer 2015)

Name: _____ Student ID: _____
 Date Admitted to SSU: _____ Catalog Date: _____ Advisor: _____
 Tentative Admission Date to Social Work Program: _____

Tentative Graduation Date:
Year 1 (Freshman)

FALL	HOURS	SEMESTER	GRADE	SPRING	HOURS	SEMESTER	GRADE
BUS 1101, CLASS 1101, and COST 1101	02			ENGL 1102 Composition II	03		
ENGL 1101 Composition I	03			HUMN 1201 Critical thinking HUMN 1101/SPEH 1101	03		
SOWK 2000 Self Awareness	03			Select <u>one</u> course from Core area D (Option I non-Science Majors)	03		
MATH 1111 College Algebra/Math Modeling	03			BIOL 1104 Human Biology	03		
AFRS 1501 Survey of African American Experience	02			BIO 1104L Human Biology Lab	01		
HEDU (Health EDU) 2hr & 1hr course	03			SOWK 2200 Human Needs and Human Services	03		
TOTAL	16			TOTAL	16		

Year 2 (Sophomore)

FALL	HOURS	SEMESTER	GRADE	SPRING	HOURS	SEMESTER	GRADE
Select <u>one</u> from Area E Social Sciences	03			SOWK 3305 Intro to Social Work Practice	03		
POLS 1101 (GOV'T)	03			HIST 2111 (or) 2112	03		
SOWK 2205 History of Social Welfare and Social Policy	03			Select any one from Core Area C (English Language Series)	03		
Select <u>one</u> course from Core Area F (POLS 2101, ANTH 1101, PSYC 1101)	03			Select <u>one</u> course from Core Area D (Option I non-Science Majors)	03		
Select <u>one</u> AREA C (ART1101, THEA 2101, MUSC 1101, HUMN 2011)	03			POLS 2401 Global Issues	03		
Foreign Language	03			Foreign Language	03		
TOTAL	18			TOTAL	18		

Year 3 (Junior)

FALL	HOURS	SEMESTER	GRADE	SPRING	HOURS	SEMESTER	GRADE
SOWK 3340 Methods I	03			SOWK 3341 Methods II	03		
SOCI 2101 Social Statistics	03			4410 Implementation of Social Welfare Policies	03		
SOWK 3201 HBSE I	03			SOWK 3202 HBSE II	03		
SOWK 3220 Human Diversity and Social Work Practice	03			General Elective or SOWK Elective	03		
General Elective or SOWK Elective	03			General Elective or SOWK Elective	03		
TOTAL	15			TOTAL	15		

Year 4 (Senior)

FALL	HOURS	SEMESTER	GRADE	SPRING	HOURS	SEMESTER	GRADE
SOWK 3342 Methods III	03			SOWK 3101 Research Methods II	03		
SOWK 3100 Research Methods I	03			SOWK 4902 Field Seminar II	03		
SOWK 4901 Field Seminar I	03			SOWK 4702 Field Practicum II	03		
SOWK 4701 Field Practicum I	03			General Elective or SOWK Elective	03		
General Elective or SOWK Elective	03						
Total	15			TOTAL	12		

- Minimum grade of "C" is required for Areas A, F and all Social Work Major Courses
- Must take SOWK 2200 Human Needs and Human Services and SOWK 3305 Intro to Social Work Practice before applying to Social Work Program
- Maintain a minimum GPA of 2.5 in the social work program, after formal admission • Must have a minimum of 2.5 in the social work courses to be accepted into Field Education.
- Minimum GPA of 2.3 for admission to the Bachelor of Social Work Degree Program
- Students are required to take 3 social work electives and may take 2 general electives of their choice from any department
- Please note that it is your responsibility to ensure that all courses taken reflect the expectations of the BSW course grid in the catalog year of your admission to SSU. It is important to bring your BSW Grid anytime you meet with your advisor.
- Social work majors must complete BIO 1104 (Human Biology) and BIO 1104 Lab in AREA D

DESCRIPTION OF SOCIAL WORK COURSES

SOWK 2000 Self Awareness and Professional Development.....3 Credits

This course is designed to address self-awareness and effective learning that is necessary to become effective professional social work practitioners. Further it is to enhance students' development of self and the use of self to empower others in social work practice. The students will examine their identity, interpersonal relationship skills, problem-solving skills, styles of communication, and value system.

SOWK 2200 Human Needs and Human Services 3 Credits

The gateway course to the undergraduate Bachelor of Social Work (BSW) degree. An introduction to the profession of social work, including opportunities and career choices available to human service professionals, and the inherent values that guide the actions of social workers. Students are exposed to the range of problems and social issues that require individuals and groups to seek help. This course clarifies perceptions of the profession and its organizational response to these needs. Students are afforded opportunities to interact with professional social workers. Required for the social work major, but open to all majors.

Prerequisite: Sophomore standing

SOWK 2101/SOCI 2101 Social Statistics.....3 Credits

An introduction to statistical methods relevant to social work theory and practice in particular and the social sciences in general. Students gain knowledge and skills in the application of data processing techniques useful for social work and the integration of user friendly statistical software packages in the social sciences (SPSS).

Prerequisite: MATH 1111

SOWK 2205 History of Social Welfare and Social Policy.....3 Credits

This first course in the policy sequence is a study of the historical significance of social values on the development of social welfare policies and programs. Concepts relative to social welfare developments are introduced along with beginning assessment skills of social problems, social programs, and policy analysis. Students also engage in an intensive study of the social problems that accompany socio-political developments and the efforts made to solve these problems.

Prerequisite: SOWK 2200, Admission to the major.

SOWK 3101 Research Methods II.....3 Credits

This course that enables students to understand and apply scientific thought and procedures to social work practice. Emphasis is on the research process and its relevance for social work practice (i.e., conducting a thorough literature review, conceptualizing and operationalizing variables, formulating hypotheses, developing tools of data collection, selecting techniques of data collection, conducting an analysis, and preparing a research report to enhance social work practice).

Prerequisites: SOWK 2101 or /SOCI 2101; 3305, 2205, 3201 & Instructor permission

SOWK 3201 Human Behavior and the Social Environment I.....3 Credits

This first course in the human behavior sequence studies the bio-psycho-social, cultural and spiritual influences on the life cycle from pre-birth through adolescence. Emphasis is on understanding the interactions between individuals, groups, institutions and communities and their environments from various perspectives including systems, ecological, strengths, diversity, and human development. Restricted to social

work major.

Prerequisites: SOCI 1101, PSYC 1101, and SOWK 2200 and admission to major

SOWK 3202 Human Behavior and the Social Environment II.....3 Credits

The second course in the human behavior sequence continues the examination of the bio203 psycho-social, cultural and spiritual influences on the life cycle from late adolescence/early adulthood through old age and death. Emphasis is on understanding the interactions between individuals, groups, institutions and communities and their environments from various perspectives including a systems, ecological, strengths, diversity, and human development. Restricted to social work major.

Prerequisites: SOWK 3305, 3201 2205

SOWK 3220 Human Diversity and Social Work Practice.....3 Credits

A critical analysis and understanding of social work practice with clients populations from diverse backgrounds (i.e., social class, culture, geography, disability, gender, age, sexual orientation, among others). Self-awareness is a tool used to enhance students understanding of their role in working with diverse populations. Emphasis is on developing cultural competency skills for generalist practice. Restricted to social work major. Prerequisite: SOWK 2200 and admission to major

SOWK 3305 Introduction to Social Work Practice.....3 Credits

This course, the first of four methods courses in the practice sequence, introduces students to the professional practice of social work. Course content includes the history of the development of social work as a profession including social upheavals and the influence of social movements on service delivery; provides a survey of different approaches to the delivery of social services especially from a medical to a participatory empowerment model; and development of new concepts—assessment, empowerment, process, contract, generalist, human services. The problem-solving method, various field settings in which social work is practiced, and interviewing as a skill are introduced. Students are expected to complete twenty hours of volunteer service in an approved human service agency. Restricted to social work major.

Prerequisite: SOWK 2200 and admission to major

SOWK 3340 Interventive Methods I.....3 Credits

This course is designed to assist students in developing interpersonal skills in the beginning engagement process with clients at the micro and mezzo levels of generalist practice. Students develop personal skills and enhance their self-awareness using various methods of interventions applied via case studies, role plays, logs and other forms of demonstrations.

Restricted to social work major.

Prerequisites: SOWK 2205, SOWK 3201, SOWK 3305

SOWK 3341 Interventive Methods II.....3 Credits

This third course in the practice sequence, is taken in conjunction with the first field practicum sequence course SOWK 4701. The course focuses on practice approaches, problem solving, and intervention modalities using the systems perspective at the mezzo level of generalist practice. Restricted to social work major.

Prerequisites: SOWK 3340, Co-requisite: SOWK 4701 & 4901

SOWK 3342 Interventive Methods III.....3 Credits

The final course in the practice sequence emphasizes macro level interventions with large entities such as institutions, organizations, communities, and neighborhoods, rural and urban, nationally and internationally. Utilizing multiple roles of the generalist worker and integrating knowledge from social policy, students learn to be data gatherers, analysts, consultants, mobilizers, advocates, activists, leaders, and promoters of social justice

as they implement corrective methods to system dysfunctions and attendant problems on people's lives. Methods III is taken in conjunction with the final field practicum course **SOWK4702**. Restricted to social work major.

Prerequisites: SOWK 2205, 3201, 3202, 3305, 3340, 3341 Co-requisite: SOWK 4702 & 4902

SOWK 4106 Social Work with Families and Children.....3 Credits

A course designed to give social work majors comprehensive exposure and a historical perspective to the concept of family and child welfare (FCW) as a societal concern and as an area of practice in social work. The course analyzes social policies and service delivery relevant for families and children.

Prerequisites: Junior Standing or Consent of Instructor

SOWK 4201 Gerontological Social Work.....3 Credits

This course offers an overview of social work theory and practice on aging and older adult populations. Emphasis is placed on the bio-psycho-social, cultural, spiritual, economic and health needs of the elderly with particular attention to policies, programs, and intervention strategies of intervention that meet the needs of the older adult population. Elective course open to all majors at Junior level and above.

Prerequisites: Junior Standing or Consent of Instructor

SOWK 4301 Substance Abuse Intervention Strategies.....3 Credits

A survey of issues, personality factors, physiological and psychological effects, and treatment processes associated with substance abuse. Emphasis is on the specific effects of different drug classifications; understanding drug cultures; women, children, elderly and ethnic group addiction; and co-dependency and enabling. Open to all majors at Junior level and above. Prerequisites: Junior Standing or Instructor permission

SOWK 4520 Spirituality and Human Services..... 3 Credits

The purpose of this course is to provide Social Workers and Human Service Professionals with practical theory and research based methods for spiritually oriented service delivery with individual, couples, families, groups, institutions, and local and global communities and ecosystems.

SOWK 4410 Implementation of Social Welfare Policies.....3 Credits

The second course in the policy sequence provides students with critical analytical and assessment skills essential to understanding the purpose and function of social policy. Students are required to analyze several policies. Restricted to social work major. Prerequisites: SOWK 2205, 3201, 3202, 3340

SOWK 4510 Crisis Intervention.....3 Credits

An examination of the theories and techniques of short-term intervention and subsequent referral procedures. Topics include suicide, battering, HIV/AIDS, rape, death, dying, and communities experiencing disasters such as hurricanes, flood, and air crashes. Elective course open to all interested majors.

Prerequisites: SOWK 2205, 3201 & 3305

SOWK 4701 Field Experience I.....6 Credits

The first of a two-part semester sequence Senior Social Work field practicum where majors are assigned to social service agencies to observe and engage in generalist social work practice. Under structured supervision with a professional social worker, students are provided opportunities to apply social work knowledge, values, and skills acquired in the classroom to social service delivery systems. Student interns will work must complete 20 hours per week for a total of 300 clock hours. Restricted to social work major

Prerequisite: SOWK 2205, 3305, 3340, 3101, 3202 and Senior standing

Co-requisites: SOWK 3341, SOWK 4410

SOWK 4702 Field Experience II.....6 Credits

The second sequence of the field practicum for Senior Social Work majors. Students generally continue in the same agency as in SOWK 4701, and are expected to apply advanced generalist techniques. Students must complete 20 hours per week for a total of 300 clock hours. Restricted to social work major. Prerequisite: SOWK 4701, 4901, 3341

Co-requisites: SOWK 3342 Senior Standing

SOWK 4901 Senior Seminar I.....3 Credits

Part one of a two-semester capstone course for the BSW major. This course is designed as an integrative reflective experience for students as they approach the end of their BSW studies. Students will be utilize value dimension of social work as the central theme to guided discussions, group exercises, and written assignments designed to facilitate and insure the integration of social work methods, knowledge, and skills for effective generalist practice. Students prepare for final senior exit requirement as determined by the department. Restricted to social work majors enrolled in SOWK 4701.

Prerequisite: Senior Standing

SOWK 4902 Senior Seminar II.....3 Credits

Part two of the sequence capstone course for the BSW major. Students complete final senior exit requirement began in SOWK 4901. Students are required to present a major paper, which they will orally defend, integrating a generalist understanding of social work. This requires the student to reflect on their background and culture, as well as the total BSW experience including social work core courses, electives, volunteer experiences, field internship, class discussions, professional meetings attended, and other interactions. Restricted to social work majors enrolled in SOWK 4702.

Prerequisite: SOWK 4901

SOWK 5501 Law, Race and Poverty in the Welfare of Children.....3 Credits

The course focuses on differential application of law on child welfare issues and the interventions of human service workers. Emphasis is on child abuse and neglect, separation and loss, foster care, kinship care, the courts and legal issues related to decision-making.

Prerequisites: Senior status or instructor permission

SOWK 6000 Special Topics.....3 Credits

Special topics course will allow for different courses to be offered based on various topics chosen by faculty members or resulting from student requests. This will allow for current issues to be addressed, as well as courses by visiting and adjunct faculty. The course will be taught as a regular course with several students attending the same classes and laboratories (if offered).

If a special topic is offered more than once per two-year period, it will be submitted for normal approval through regular university procedures. A course outline and syllabus will be submitted to and approved by the department chair prior to scheduling of course.

Prerequisite: Consent of Instructor

SOWK 6100 Independent Study.....3 Credits

Independent Study, on-line and print-based, is designed to offer the individual student an opportunity to explore subjects outside of the traditional classroom setting. The specific course requirements will be formulated by the student under the direction of a selected instructor who possesses expertise in the subject matter. A grade point average of 3.00 is required. Exceptions to the 3.00 average may be made for students under extenuating circumstances.

An independent study form must be signed by the instructor of record and the department chairperson to a student's enrollment in the course. A statement regarding the conditions and credit/semester limits under which

the course may be repeated must be clearly stated in the DESCRIPTION (may not be enrolled for more than 9 credits).

Prerequisites: Consent of Instructor with approval of Department Chair

Electives

The BSW curriculum includes elective credit. Electives allow the student the opportunity to individualize his or her curriculum and to explore other areas of interest. The advisor is able to provide information to the student on social work fields of practice and career options that might be helpful in selecting electives. There are two types of electives:

1. Social Work electives are social work courses. These electives have prerequisites in practice methods that are essential for optimum performance in these courses (6 credits). Effective Summer 2015, students are required to take 9 credit hours in social work electives.
2. General electives may be taken outside of social work. Students may wish to take additional course work in sociology, psychology, foreign language, computer science etc. Students may also enroll in additional restricted elective courses beyond the minimum. Transfer students may receive elective credit for courses taken at another college/university. (6 credits)

BSW Exit Exam

The BSW Exit Exam is administered by the Department of Social Work to all graduating BSW Seniors. There is a written examination administered during the senior year. The written exam contains 40 multiple choice questions in social research, social work practice, social policy, human behavior and the social environment, field practicum, and a case study. Typically, preparation for the exam is part of the expectations for the Senior Seminar I. Students are encouraged to recall knowledge from prior and current course work and exam it within the context of their field learning experiences.

The examination is administered in November to senior level students. Students who fail the examination are given an opportunity to retake the exam in January and February (if failed in January). A student who does not pass the examination after three tries will have to meet with the BSW Committee. Prior to graduation, a list of students who have satisfactorily passed both parts of the exam is submitted to the Office of the Registrar.

Grade Changes and Challenges

Appeals for a change of grade may be initiated through the head of the appropriate academic department prior to midterm of the semester after the grade was received, in accordance with their regulations of Savannah State University. A student who contests a grade will have the following line of appeal:

· The student will discuss the contested grade with the instructor involved.

- If the grade dispute remains unresolved, the student will meet with the Departmental Chair and the instructor.
- If the dispute is with the departmental Chair, the student will meet with the Dean of the College and the Departmental Chair. A memorandum for the record will be prepared by the Departmental Chair (or Dean)

which will include the substance of the conversations during the meeting. The student will receive a copy upon request.

- If the grade dispute remains unresolved, the student will present his or her appeal in writing to the Departmental Chair or the Dean of the college, as applicable, who will then request the Director of Graduate Studies, and the student, to provide clarity and transparency to all parties involved.
- Once a grade has been reported to the Registrar, it may be changed under the following conditions are:
- The Instructor presents to the dean of the college conclusive, documentary evidence that the grade was reported in error;
- The Instructor follows the procedure of removal of an I (Incomplete) grade;
- The Instructor follows the procedure of removal of an NR (Not Reported) grade; or
- A committee appointed to conduct a hearing of a student's challenge of a grade recommends a change, and the Vice President Academic Affairs accepts that recommendation.

POLICIES AND PROCEDURES FOR REVIEW OF ACADEMIC PERFORMANCE IN THE SOCIAL WORK PROGRAM

There are three levels of review to address violations to academic standards:

1. Student & Instructor of Course

- During the course of study, a student may not be performing at the required level. Under normal circumstances when a student experiences academic difficulties in class, the faculty would have identified remedial actions with the student through informal discussion or formal conferences. If these fail to obtain the desired result, the faculty should refer the student to his/her academic advisor.

2. Student and Academic Advisor

- The faculty advisor may, in addition to discussion with the student, call a meeting of the student and faculty as needed to work out a plan for academic improvement. Should all these efforts fail to achieve any satisfactory outcome, a performance review is indicated.

3. Student and Performance Review Committee

- Any student, faculty, or advisor may request a Performance Review for factors which seem to be impeding the student's academic progress. The Performance Review is not an adversarial process but is designed as early detection and a process for handling violations to academic performance standards. The Department establishes a Performance Review Committee to review and address standards for student performance and to assure that graduates of the program will have demonstrated the knowledge, skill and ethical behavior required of the professional social worker.

The MSW Program Coordinator or Director of Field Education (if field related) may appoint a Performance Review Committee. This committee may consist of graduate faculty members (to include a committee chair, faculty representative(s) and the student's advisor or an appointed advisor. The committee may extend invitations to additional parties as deemed appropriate. The student is permitted to have one person accompany him or her to the meeting. This may include a parent, a peer or a lawyer who is not acting in the role of an attorney since this is not a legal or adversarial procedure.

The Performance Review Committee may become aware of conditions or situations in the educational milieu which appear to be problematic for students and/or have the potential for affecting performance. Additionally, it may become the responsibility of the Committee to recommend to the Department Chair that it would be in the student's best interests, as well as those of maintaining degree standards of the Department, that the student not continue in the program.

The levels of review depend upon the potential severity of the concern. Given the possible range and severity of academic performance issues, a performance review may be the initial step taken to address academic performance

concerns. Students found to be a danger to self or others will be immediately removed from MSW courses and Field Practicum until the matter is resolved; and under these circumstances the Office of Academic Affairs and the Office Student Affairs will be immediately notified.

It should be noted that information disclosed during any level of review will not be kept confidential if the information raises concerns about professional performance. Faculty and/or program coordinators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problems solving about the concerns.

Performance Review Procedures

If a recommendation has been initiated for a performance review, the student's academic advisor will meet with the student within 5 business days to discuss the student's current academic standing and the identified concern. The advisor will inform the student of the performance review process and provide the student with a correspondence to include the performance review date and time. Typically, the Performance Review will be completed within two weeks.

All recommendations will be forwarded to the Department Chair within three business days after the Performance Review. The Chair will then send a correspondence to the student stating the final disposition within 5 business days. The student has the right to appeal any decision or 38 recommendations by submitting a written request for appeal to the Department Chair within five (5) business days of the original decision.

Performance that may Result in a Review and/or Possible Dismissal from the Department of Social Work:

- Behavior judged to be in violation of the current NASW Code of Ethics
- Any threat or attempt to harm oneself or someone else
- Commission of a criminal act that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the Department of Social Work and becoming known after admission
- Consistent pattern of unprofessional behavior

Procedures for addressing academic and non-academic issues

Students who wish to address academic /non- academic concern(s) must take the following steps:

Step 1. The student must address the issue with the instructor of course. If the student skips this step, the student will be re-directed back to the instructor of course. The instructor of the course informs the academic advisor of the scheduled meeting.

Step 2. If there is no resolution, the student is directed to contact his/her academic advisor to arrive at a solution. The instructor of the course may also meet with the academic advisor to discuss and process the situation.

Step 3. If there is no resolution, the instructor of the course, the academic advisor and the MSW Program Coordinator meet to determine an appropriate resolution or to determine whether a Performance Review is required

Step 4. If a Performance Review is required, then the MSW Program Coordinator schedules a Performance Review to request a recommendation for resolution.

Procedures for addressing field practicum issues:

Step 1. The student and the agency based Field Supervisor address the issue. If the student skips this step, the student is re-directed back to agency based Field Supervisor.

Step 2. If there is no resolution, either of the parties should contact the assigned Faculty Field Liaison. The Field Liaison would seek resolution. The Faculty Field Liaison informs the Field Seminar Instructor of the issue. The Faculty Field Liaison will schedule a meeting with the student and agency based Field Supervisor to seek a resolution.

Step 3. If there is no resolution, the Faculty Field Liaison/Field Seminar Instructor seeks input from the Field Director to discuss the current situation, and to arrive at a solution. If the MSW Field Coordinator is also the Field Liaison, then they would contact the Director of Education

Step 4. If there is still no resolution, the Director of Field Education may schedule a Performance Review (Rotating committee) to request a recommendation for a resolution.

STUDENT PARTICIPATION IN GOVERNANCE

All Master of Social Work students are encouraged to participate in departmental activities and in Social Workers Invested in the Future (SWIF), the Master of Social Work Student Organization. Social Workers Invested in the Future (SWIF) offers students an opportunity to come together to address and provide services to the community which entitle social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. Students will have the opportunity to engage in scholarly activities that contribute to local, national, and international communities through the development of participation in collaborations with social agencies, community-based organizations, government, and foundations.

SWIF elect members from the first and second year and part-time cohorts to serve on the Executive Board. The President and/or appointee attends the monthly departmental meeting to represent the view of the students. The faculty advisor to SWIF is responsible for giving the name of the student representatives to the Department's secretary at the beginning of the year. They shall hold full voice and voting rights. Selected representative may suggest items for the agenda by notifying the Faculty Advisor.

STUDENT PARTICIPATION IN DEPARTMENT COMMITTEES

Students are represented on Departmental standing and subcommittees. However, they are not allowed to participate on those which deal with matters relating to personnel or the rights and duties of faculty members. Examples of committees that includes student participation are faculty/staff search, departmental advisory board, program assessment, student orientation planning, College of Liberal Arts and Social Sciences (University Division that Department of Social Work is located) student grade challenge etc.

Removal Procedures for Academic Grades or Academic Misconduct

Academic misconduct takes place when a student fails to maintain good standing in one of these areas for either Academic Grades or Academic Misconduct is subject to the following actions:

Step 1: If the student falls below a 2.5 GPA for one consecutive semester, after formal admission to the BSW program, fails a course for a second time, receives an "I" or "W" grade, and shows an indication of academic difficulty. The academic advisor will request a meeting with the student.

Step 2: The student's academic advisor then formally meets with the student to consult and give suggestions that might include but is not limited, to requesting a modification in the program changes in their concentration or extensions of time for the student's completion of the program. If the issue is academic misconduct, the academic advisor may recommend the need for additional information, a meeting with the individual or person making the accusation, or the initiation of a Performance Review Committee.

Step 3: In the case of academic grades, if the student falls below a 2.5 GPA, after formal admission to the BSW Program for another consecutive semester, the student automatically receives a notice of probation from the BSW Program Coordinator.

Step 4: In the case of a Performance Review, the Performance Review Committee reviews the case and determines if all the above steps had been followed accurately. If this is the case, the

Committee can recommend one of the following actions:

- a) Dismiss the case due to lack of evidence.
- b) Develop a formal written and mutually agreed upon plan with the student
- c) Make a grade recommendation
- d) Recommend formal academic termination

Step 5: If the decision is to terminate the student from the program, the Committee will provide written notice of this decision to the department Chair who will make the final determination and forward a decision to the Dean of CLASS, VPAA of Academic Affairs and VPAA of Student Affairs.

Step 6: The student shall have the option of accepting this decision or of making an Appeal in writing to the Chair of the Department within 7 days of receipt of the disciplinary actions.

Non-Academic Termination Policies

Non Academic Misconduct

"Nonacademic misconduct" is defined as a student's failure to meet generally accepted standards of professional conduct, relationship skills, and behavior that is consistent with the values and ethics of the profession. The NASW Code of Ethics will serve as a guide to the everyday conduct and ethical behavior. Examples of nonacademic misconduct include, but are not limited to:

1. Consistent failure to demonstrate interpersonal skills necessary for forming professional helping relationships (for example, unable to demonstrate a nonjudgmental attitude or allow client self-determination).
2. Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice. This includes inappropriate or disruptive behavior toward client, colleagues, faculty, or staff (at school or field placement, or community).
3. The student consistently misrepresents professional qualifications, education, experience, or affiliations in field placement and/or place of employment.
4. The student exploits clients for personal advantage or has a personal relationship with a client.
5. The student shares with others confidences revealed by clients without their consent.
6. The student consistently fails to attend classes or complete assignments, because of a lack of emotional stability, illness, or other physical condition.

Removal Procedures for Non-Academic Misconduct

A student who fails to maintain good standing in one of these areas is potentially subject to the following actions:

Step 1: The student's academic advisor formally meets with the student to consult and give suggestions that might include, but is not limited to requesting a modification in their program, changes in their current placement in consultation with the department field coordinator/Director, extensions of time for program completion, documentation of illness, or a temporary leave of absence. A summary of this meeting will be written by the academic advisor and addressed to the BSW Program Coordinator. Copies will be given to the student and placed in their file.

Step 2: If these initial steps fail and the student continues the identified behavior, the BSW Coordinator has the option of appointing a Performance Review Committee (as per performance review policy). The student is permitted to have one person accompany him or her to the meeting. This may include a parent, a peer or a lawyer who is not acting in the role of an attorney since this is not a legal procedure.

Step 3: The Performance Review Committee reviews the case and determines if there is adequate evidence to support a violation of one or more standards. Evidence may be presented by another student, faculty member, or agency representative if the incident occurred in field practicum.

Step 4: After hearing the case and the evidence presented, the Performance Review Committee may make one of the following decisions:

- 1) Dismiss the case due to lack of evidence.
- 2) Issue a formal written warning.
- 3) Make a grade recommendation.
- 4) Recommend formal academic termination

Step 5 The Committee will provide written notice of this decision to the department Chair who will make the final determination and forward a decision to the Dean of CLASS, VPAA of Academic Affairs and VPAA of Student Affairs.

Step 6: The student shall have the option of accepting this decision or of making an Appeal in writing to the Chair of the Department within 7 days of receipt of the Performance Review disciplinary actions.

BSW Advisement

The Department of Social Work views advisement as preserving the educational integrity of the BSW Program. The advisor is the key individual responsible for the student's individualized educational plan and matriculation through the program. The emphasis is on the prevention or early identification of barriers that may impede student success. Our goal is to develop students who are self-actualizing, responsible and aspire to be life-long learners. Faculty advisors are expected to be knowledgeable about the University policies and procedures related to the academic and non-academic requirements of the program. Advisors are expected to be available to students during posted office hours.

The specific objectives of student advising are:

- 1) To assist students in assessing aptitude and motivation for a career in social work.
- 2) To help students develop knowledge about field settings and evaluate their interests and needs

- in the field.
- 3) To guide students in selection of areas of course work.
 - 4) To provide periodic monitoring of students, academic performance.
 - 5) To provide suggestions, alternatives and means whereby a student can move into another major or career choice as easily as possible when a change is indicated.

Advisement Structure

There are three levels of advisement in the BSW Program:

- Pre-Major/ Change of Major/ Transfer
- Junior
- Senior

Pre-Majors//Change of Majors/ Transfer Students

Prior to seeking admission into the social work program, all pre-majors are assigned an academic advisor from the BSW program undergraduate faculty. The assigned faculty member ensures that students are prepared to enter the BSW program at the end of their sophomore year, by providing the following services to students:

- Overview of the BSW Program
- Overview of the curriculum
- Initiating the BSW Course Grid
- Clarification of education objectives and career goals
- Identifying transferable credits from other institutions/programs
- Identifying whether or not students have met all CPC requirements
- Identifying regents exam status and requirements
- Collaborating with Learning Support as to ensure that students are receiving advisement as they wait to transition into the program
- Collaborating with Admissions and the registrars office to address issues related to academic progress
- Selection of courses based upon the Semester Grid
- Updating of Semester Grid to provide a record of progress through curriculum
- Updating BSW course grids for BSW admission process
- Minimum of one advisement conference per semester including summer
- Assistance with scheduling and registration
- Problem-solving and monitoring of student's overall performance
- Problem-solving as appropriate to ensure that student has met all course requirements including repeating courses
- Serve as advocate for the student

Junior Advisement

Students apply to the BSW Program in the sophomore year after satisfactorily completing SOWK 2200 Human Needs and Human Services, as which point they are assigned to an academic advisor. Intrusive

advisement ensures that students take prerequisite courses first and that they are passed satisfactorily or repeated. The advisor strives to engage the student as a partner in his or her own learning to maximize a successful outcome. During the course of the junior year, the following services are provided to students:

- Overview of the curriculum
- Overview of the advisor's role and student responsibilities
- Preparation of student file with relevant information including identifying, admission data transcripts
- Information, admission data and transcripts
- Assistance in completion of Application to Graduate
- Selection of courses based upon the Semester Grid
- Updating of Semester Grid to provide a record of progress through curriculum
- Minimum of one advisement conference per semester including summer
- Assistance with scheduling and registration
- Problem-solving and monitoring of student's overall performance
- Review of junior year curriculum to determine satisfactory completion of all courses
- Determination of readiness for field practicum
- Satisfactory completion of all parts of the Regents Exam
- Ensuring the completion of the application for field practicum
- Problem-solving as appropriate to ensure that student has met all course requirements including repeating courses
- Provide formal written notice to the BSW Program Coordinator that the student is in danger of failing to meet BSW Program standards and requirements.
- Assists in completing the graduation requirements. It is the student's responsibility to submit completed application along with graduate fees to the Office of the Registrar
- Serve as advocate for the student

Senior Advisement

In the senior year students are assigned to the Senior advisor. These students have updated Semester Grids indicating completion of junior level courses, have submitted the Application for Graduation to the BSW Coordinator for review and have been accepted for field practicum. During the course of the senior year, the following services are provided to students:

- Selection of courses based on the Semester Grid with attention to the concurrence of field practicum, senior seminar and methods courses.
- Assistance in scheduling
- Advisement conference at least once a semester
- Clarification of education objectives and career goals
- Facilitate networking opportunities for the student
- Problem-solving and monitoring of student's overall performance
- Provide formal written notice to the BSW Program Coordinator of any student who is in danger of failing to meet BSW Program standards and requirements.
- Serve as advocate for the student

Role of the Faculty Advisor

Faculty advisors are expected to:

1. Be knowledgeable about the university policies and procedures related to the academic and non-academic requirements of the program;
2. Be available to students during the hours posted;
3. Provide assistance in assessing the student's aptitude and motivation for a career in social work;
4. Assist students in periodically evaluating their total educational performance and experience when necessary;
5. Identify problems and notify students of failure to maintain academic and non-academic standards;
6. Provide support and make referrals for further counseling and other services when appropriate. Provide a formal written notice to the BSW Program Coordinator and Department Chair of any student who has failed to meet the Department's academic standards and requirements;
8. Provide a formal written notice to the BSW Program Coordinator and Department Chair of any student who gives evidence of lack of aptitude or readiness to continue in professional social work education, or who gives evidence of lack of readiness for field work.
9. Consult and give direction to students requesting a modification in their program including but not limited to changes in concentration, extensions of time for program completion and leaves of absence, etc.

Advisor's Responsibilities

The advisor will assist students in planning their overall course of study. This includes clarification of career goals, educational objectives, and the selection of an educational plan designed to meet them. Advisors are able to help students with matters regarding the BSW program in general including course work, field work, and concentration specific questions. The academic advisor is the individual to help students problem solve and make various decisions for themselves while in the program. The concerns for students can be wide and varied. The academic advisor is the first point of contact for the student.

Advisors are required to be available for students for ten conference hours per week throughout the academic year. Faculty advisors will be aware of potential academic difficulties for selected students and outreaching effort may be helpful if such students have not discussed actual or potential difficulties with their advisors. It is strongly recommended that students meet with their advisors since any special requests, problem, or academic difficulty that a student may confront while in the program is usually first discussed with the advisor.

Change of Advisor

As students' interest change or become more defined, a change of advisor may be desired. Such a desire in no way reflects on the abilities of either the student or the advisor. A change of advisor may be acquired by the student through a written request to the Department Chair for approval.

BSW Student Orientation (Required)

In the fall of each year, a student orientation is held to welcome new students into the BSW Program and to prepare them for a two-year course of study. The orientation is held within the context of a small group format to facilitate communication and interaction between and among faculty, students, and selected alumni and social work professionals.

Social Work Student Organization

The Social Workers of Tomorrow (SWOT) is the BSW student organization. The group is a registered campus student organization and represents the Department at on campus and community functions. As a registered organization the group receives some funding from the University Office of Student Affairs. SWOT operates under approved by-laws and has elected officers. SWOT programs support improved academic performance and service to the community.

Phi Alpha Honor Society

Phi Alpha is the National Honor Society for Social Work Students. The Honor Society's main focus is to bring social work students together towards common goals, as they impact campus life and community involvement. Students who have excelled academically in both the undergraduate/graduate programs are eligible for admission as determined by their overall GPA and their GPA in social work courses (BSW).

Department Sponsored Events

The Department of Social Work sponsors two major events that all students are required to participate.

1. Stand Down for Homeless is typically held during the Fall semester. All faculty, staff and students participate in this 1-2 day event. The Stand Down for Homelessness is a community event that exposes student to the complexities of homelessness and its impact on the mental, social and physical health.
2. NASW GA Student Lobby at the State Capital is typically held during the 2nd or 3rd Week in February. BSW Juniors and MSW I students are required to participate in this event. Students get a chance to meet state legislators and observe a legislative session. They learn about the process of advocacy and policy formulation as it impacts social work practice.

The Department encourages student participation and involvement in learning opportunities outside of the classroom. Student representatives may serve on all committees except admissions. Regular faculty meetings are open. Students are strongly encouraged to serve on the following:

- BSW Curriculum Committee
- Faculty Field Committee
- Advisory Committee on Field
- Strategic and Planning Committee

- Student Affairs Committee
- Social Work Community Advisory Council
- Special Projects and Ad Hoc committees
- Social Work Month

REGISTRATION AND SCHEDULING

General Guidelines

Students must assume responsibility for knowing the published policies governing the curricula they intend to pursue as well as the regulations and procedures of the Department and the University. Students should carefully read the complete statements in the Catalog and Student Handbook about policies and procedures. The semester master course schedule provides information on registration and scheduling procedures. Advisement is expected to occur prior to registration. The advisor approved individualized course plan or grid is implemented at scheduling. Scheduling occurs in the Office of Field Student Services at posted hours. Students are assisted in completing the scheduling forms with the information provided in the master schedule. Authorization is given approving the completed schedule.

Pre-registration

A period of early registration is offered prior to regular registration. All students are encouraged to use pre-registration. Students may schedule appointments for advisement and scheduling. The closing of courses is not an issue. Early data on student enrollment makes it easier for the department to predict the number of sections needed for a course and the best time to offer the course.

Access to Student Records

Savannah State University is covered by the Family Educational Rights and Privacy Act of 1974, as amended (FERPA), which is designed to protect the students' rights with regard to education records maintained by the institution. Under the Act, students may inspect and review their own education records maintained by the institution. Students may challenge the content of records (except grades which can only be challenged through the academic appeal procedure) on the grounds that they are inaccurate, misleading or in violation of privacy or other rights and control disclosures from educational records with certain exceptions.

Savannah State University's policy on –Access to Student Records complies with the provisions of FERPA. A copy of this policy and a copy of a summary of the FERPA regulations may be obtained in the Office of the Registrar. Students also have the right to file complaints with the FERPA office of the Department of Education, Washington, D.C. 20201.

Change in Schedule

Students desiring to withdraw from classes should secure the Add/Drop forms from the Office of Registration; obtain their instructor's, advisor's and department chair's signatures before taking the completed forms to the Registrar's Office for processing. Changes should be made in consultation with the advisor. Changes may alter matriculation through the curriculum and delay targeted semester of program completion. The last day to Add/Drop without penalty is posted in the academic calendar at the beginning of each academic year. This information is also located in the published course schedule.

GRADING PROCEDURES

General Statement on Grading

The rules governing course credits, grades, and the calculation of the point-hour ratio can be found in the University Catalog and the university course schedule. All social work courses are graded A to D and F.

“I” (Incomplete) this symbol indicates that a student was doing satisfactory work, but for non-academic reasons beyond his/her control, was unable to meet the requirements of the course. The student may remove the “I” by completing the remaining requirements within the semester of residence; otherwise the grade of I will be changed to the grade of “F” by the Registrar. It is the student’s responsibility to initiate the completion of unfulfilled requirements with the instructor.

Grading in each course is based on evaluation by the instructor of a student’s academic performance. A student has the right to know all course requirements, including grading criteria and procedures, at the beginning of the course as specified in the course syllabus. In general, the grading system and policy

regulations governing grading and examinations in the Department of Social Work are in conformity with those stated in the University Catalog.

Grading Standards for Students in the BSW Degree Program

1. Students must maintain good academic standing reflective of University Standards.
2. A student must maintain an overall Grade Point Average of 2.5 (C+) in all of their social work courses after formal admission to the social work program.
3. No social work course with a grade lower than C may be applied toward the fulfillment of the BSW Degree requirements.
4. A student who falls below an overall GPA of 2.5 (C+) grade point average in the social work program (after formal admission to the program), will be placed on academic probation.
5. If a student on academic probation does not bring up his/her overall grade point average to a 2.5 during the next semester, she/he may be dismissed from the Social Work program.

REPORTING OF GRADES

At mid-semester and at the end of the semester each faculty member submits to the Office of the Registrar the grade report for each class. These reports are prepared in multiple copies, with copies for the Office of the Registrar, the Academic Vice President, the Department Head, and the Instructor. In addition, each student receives a Grade-Report at the end of each semester containing the grades and credit hours earned in each course in which he/she was enrolled, the grade-point average for the semester, and the cumulative grade-point average.

Changes in Grades

Once a grade has been reported to the Registrar it can be changed only under the following conditions:

1. Presentation to the dean of the college conclusive, documentary evidence that the grade was reported in error;
2. Following the procedure of removal of an I (incomplete) grade; or
3. Upon the recommendation by a committee appointed to conduct a hearing of a student's challenge of a grade, and the acceptance of that recommendation by the Vice President for Academic Affairs

Grade Challenge by Students

The Department of Social Work observes the University Grade Appeal Procedures. Grade Challenges by Students who feel that they have received an unfair grade in any course should meet with the instructor within 7 calendar days of the first day of class of the next semester (excluding summer) in an effort to reach a resolution. If no satisfactory resolution is reached, students may, within 7 days after meeting with the instructor, challenge the grade by writing a letter of appeal to the chair of the department in which the course was offered. If the instructor is also the chair of the department, the appeal letter should be addressed to the dean of the College in which the course was offered. This procedure must be accomplished within 14 days of the first day of classes of that semester. If a resolution satisfactory to the student is not reached, the department chair or college dean may appoint a review committee (exclusive of the dean, department chair, and the instructor). The review committee, after hearing both the instructor and the student, submits its report and recommendation(s) to the chair, dean, or director of division, who then submits the report and recommendation to the Vice President for Academic Affairs. Upon accepting a recommendation to change a grade or upon reversing a recommendation not to change a grade, the Vice President directs the Registrar to make the appropriate change. The Vice President or his designee shall communicate final decisions to students. In order for the department chair, dean, or director of division to grant a hearing, students must present adequate evidence of unfair grading.

Academic Forgiveness Policy

Students will be allowed to repeat a maximum of 12 credit hours for academic forgiveness; thereafter, any course(s) repeated will be calculated into the student's institutional overall grade point average. For example, after the 12 credit hours, a student who repeats a "D" and earned a "B" both grades will be calculated into the student's overall grade point average. Effective Fall semester, 2010.

Class Attendance

Savannah State University endeavors to provide optimum conditions for the intellectual growth and development of its students. With the exception of University approved activities, it is expected that students should attend and be punctual to their classes, laboratories, and officially scheduled class requirements. Students who are absent because of participation in approved University activities will be permitted to make up work missed during their absences, provided that no more than 15% of class hours per course per term are missed and that work is assigned for completion prior to the University sanctioned activity.

All matters related to student absences, including the making up of work missed, are to be arranged between the student and the instructor. Instructors will publish their guidelines for handling absences in their syllabi. Students are obligated to adhere to the requirements of each course. Faculty are encouraged to take into consideration religious holidays of the student's faith, summons, jury duty, or similar compelling reasons for absences.

Non-Attendance Policy (NA) & Instructor Drop/Delete

Students who have never attended a single class during the first seven class days (including the first Saturday) of the term will be assigned a designation of NA (Non-Attendance - **never attended, or Logged In**) by their instructors. An NA designation deletes a course from the student's registration, and removes all financial obligations associated with that course. Students who attend one or more class sessions of a particular class are **not** eligible for the NA designation. Students who are not planning on attending a particular course should officially drop the course from their schedules and not leave it up to the instructor to input an NA designation. NA designations are only applicable during the first seven days of a term.

Subsequent to the NA deadline, instructors have three additional days to drop/delete (DD) students who fail to satisfy course prerequisites and/or grade requisite from their roster without financial or academic penalty. (SSU 2011-2012 catalog) The NA policy and instructor drop/delete do not exempt students from their responsibility for officially dropping/withdrawing from classes. To avoid financial, or academic, penalty for dropping courses, students must drop courses during the official drop period (as specified in the Academic Calendar).

Academic Probation and Suspension

Savannah State University is operated for students who demonstrate seriousness of purpose and ability and disposition to profit by university work. Students who fail to fulfill the scholarship requirements of the institution are subject to scholastic discipline. At the end of each semester the Office of the Registrar shall notify the Vice-President for Academic Affairs of the University prior to notification of students and their parents or guardians of the academic probation, suspension, or dismissal of students. In addition, he shall notify other appropriate personnel of this action.

Withdrawing from the University

Hardship Withdrawal from the University

Students may be granted hardship withdrawals when non-academic emergency situations occur which prevent them from completing their coursework (e.g., severe medical problems, traumatic events/circumstances that cause them to miss numerous classes). Hardship withdrawals are subject to the following restrictions:

Students are not eligible for hardship withdrawals in any course in which they have completed the course requirements (for example, taking the final exam or submitting the final project). Students must have supporting documents to receive a hardship withdrawal.

Students must initiate an application for a hardship withdrawal no later than one academic year after the semester in which the courses were taken. Hardship status applies to all courses taken in a semester. Students requesting a hardship withdrawal must provide documentation to justify such a withdrawal. If a student is

granted a hardship withdrawal, the instructors of the courses from which the student is withdrawing must award a grade of "W" or "WF," depending on whether the student was doing passing work as of the effective date of the hardship.

Military Withdrawal

A student who is on active duty or is a military reservist (including members of the National Guard and United States Army Reserve) may withdraw from the University if called for active duty or reassignment. The student must officially withdraw and submit Official Orders to Active Duty to the Office of Academic Affairs. The student is not eligible for a military withdrawal in any course in which the student has completed the course requirements (for example, taking the final exam or submitting the final paper) and/or a grade has been assigned. Students who withdraw and receive a full tuition refund will receive a grade of "WM" (military withdrawal) for all courses from which the student has withdrawn.

Non-Academic Withdrawal for Administrative Cause:

In the judgment of the authorized University officials, a student may be withdrawn from the university for non-academic reasons when it is determined that the student has demonstrated behavior that:

- (a) Poses a significant danger or threat of physical harm to self or to the person or property of others; or
- (b) Interferes with the rights and privileges of other members of the university community or with the exercise of any proper activities or functions of the university or its personnel.

Except in situations where the student is believed to be an imminent threat to self or others, as determined at the sole discretion of the University, a student shall, upon request, be accorded due process concerning his or her continued enrollment at the university. In situations involving an imminent threat, the student will be provided a hearing as soon as possible after the withdrawal occurs. The instructor will assign students who are non-academically withdrawn a grade of —W| or —WF| (depending on whether they have exceeded their maximum number of withdrawals allowed) if they are withdrawn before the semester midterm "W" and a "WF" if they are withdrawn after the midterm.

Unofficial Withdrawals

Students, who cease attending all classes (stop-out) without officially withdrawing, are considered unofficially withdrawn from the university. Upon submission of final grades for a term, instructors are required to indicate the last day of attendance for each failing grade (F) submitted. In compliance with Title IV regulations for unofficial withdrawals, students who have failing grades of "F" in all classes, and whose last date of attendance is the 50% point of the semester or below will be considered as unofficially withdrawn from the University and reported as such.(SSU Catalog 2011-2012).

READMISSION TO SAVANNAH STATE UNIVERSITY

Students who have remained out of the University for two or more semesters must apply for readmission in the Office of Admissions by the established application deadline. Students who have attended other colleges in the interim are considered transfer students and must submit official transcripts of all colleges they attended. Former Savannah State University students are not required to pay an application processing fee when they re-apply.

Former students who leave the University prior to completing Learning Support requirements and/or satisfying College Preparatory Curriculum deficiencies will not be allowed to return to the University as transient

students from other institutions without transcripts from those schools. Students who are readmitted after an absence from the University for more than two years must meet degree requirements in effect in the current catalog at the time of the return (see Academic Regulations).

Courses Using the Web

Online courses are taken exclusively over the Internet. There are no required on-campus meetings. Hybrid courses are held both on campus and online. They are traditional face-to-face courses in which some of the on-campus class meetings are replaced with online assignments. Web-enhanced courses are traditional face-to-face courses that are augmented by course websites. Unlike the class meetings for hybrid courses, the class meetings for web-enhanced courses are all scheduled on campus unless classes are redirected for special activities.

Code Category Description

F - Fully at a distance

All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams. (NOTE: This is generally equivalent to delivering more than 95 percent of sessions via technology.)

P - Partially at a distance

Technology is used to deliver more than 50 percent of class sessions, but visits to a classroom (or similar site) are required. (NOTE: If a course is offered through two-way interactive video, then it should be coded partially at a distance because students must meet at a designated location.)

H - Hybrid

Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

T - Technology enhanced

Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Null - No technology

No technology is used in delivering instruction.

Georgia Resident Senior Citizens/Persons 62 or Older

Persons who are 62 or older may enroll as regular students in credit courses on a space available basis without payment of fees. Students must pay for their supplies and laboratory or special course fees. They must be residents of the State of Georgia and must present a birth certificate or comparable written documentation of age to enable the Office of Admissions to determine eligibility. They must meet all admission and degree requirements (SSU catalog 2011-2012)

SERVICES FOR STUDENTS WITH DISABILITIES

Philosophy

Savannah State University subscribes to a policy of providing equal access for disabled students to all academic programs and support services. The University is committed to barrier-free environments which are designed to enhance learning opportunities. The University has a wide array of support services which help to make the University experience challenging and rewarding. The faculty and staff are easily accessible to all students.

These policies are mandated in *The Rehabilitation Act of 1973* and the *Americans with Disabilities Act (ADA)* and guarantee persons protection from discrimination based on disability. Course standards are not lowered to accommodate needs, but rather alternative methods of learning and expressing knowledge will be provided.

Assuring that services meet the needs of disabled students, the University provides a counselor who, upon receipt of pertinent information, will provide assistance and direction.

Department of Social Work
BSW Field Education Manual

Welcome from the Savannah State University Department of Social Work, Office of Field Education! The Field Education program is a required didactic component for both the Bachelor of Social Work (BSW) and the Master of Social Work (MSW) degree programs. This field practicum experience is an integral part of professional social work education. It is designed to provide authentic practice situations where learning that occurs in the practicum setting complements academic course work through practical application of theories, concepts, and specific practice behaviors for the field experience – thus, the term “practicum.”

The purpose of the field practicum is threefold: 1) to provide challenging, innovative and substantive learning experiences to students, 2) to prepare students to assume responsibilities as social work professionals exhibiting ethical and professional behavior, and 3) serve as a gatekeeping process for the social work profession to ensure that students who graduate are cable of interacting with clients, colleagues, and the community in an ethical and competent manner.

The competency based field practicum experience is an outcomes-oriented approach designed to ensure that students are able to demonstrate the integration and application of established competencies in practice. In the Council on Social Work Education (CSWE), Educational Policy and Accreditation Standards (EPAS), social work practice competencies consist of nine interrelated competencies and practice behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes. An individual social worker’s competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

This ***Field Manual*** is designed to provide students, field supervisors, and faculty with information regarding the social work field education requirements, policies and procedures that have been established by the Department of Social Work Office of Field Education. Please read and retain this manual as a valuable reference and contact the Office of Field Education staff if assistance or support is needed.

We look forward to supporting you as you engage in high quality experiential based educational experiences!

-The Office of Field Education

Field Education as Signature Pedagogy

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Management of the Field Education Program

Overall management of the field program is provided by the Director of Field Education and supported administratively by the BSW Field Coordinator and Field Office Support Staff. Field Faculty and Staff members are actively involved in establishing and implementing policies and procedures. Additional input on program issues and changes is also sought periodically from participating agencies and students. The field program curriculum is overseen by the School's faculty through the BSW Program Committee and administratively by Department Chair.

Structure and Competencies of the Field Education Program

Consistent with the admission process of the Savannah State University Department of Social Work, the program admits only those students who have met specified field criteria per the BSW Admissions policy. The program specifies policies, criteria, and procedures for selecting agencies, field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; evaluating student learning and agency effectiveness in providing field instruction. BSW students seeking admission to BSW generalist practice field placement must have successfully passed SOWK 3340, SOWK 3341, SOWK 3201, and SOWK 3202. Students must also have a 2.5 GPA in their social work courses after formal admission to the social work program. During the spring semester of their junior year, prospective field students are required to attend a Field Student Orientation. This orientation introduces students to policies and procedures of field education and directs them to complete a formal field application and obtain liability insurance. Students must submit a copy of their liability insurance to the Office of Field Education prior to the start of their field practicum. Upon satisfactory completion of the BSW generalist practice practicum, students are expected to demonstrate understanding of the problem-solving process with interrelated and interdependent systems, and the use of the generic base of social work practice undergirded by the value base of social work practice identified in the NASW Code of Ethics. Further, students will engage in competent practice sensitive to the diverse needs of racially and / or socio-culturally diverse groups. These

groups include but are not limited to women, immigrant populations, rural populations, gay, lesbian, bisexual and transgender groups, the elderly, persons with physical challenges and oppressed or underserved populations.

It is important to note that admission to field practicum is not solely based on academic achievements; students must also demonstrate a readiness for field practicum based on the social work standards approved by the Department of Social Work, the NASW Code of Ethics and the University Code of Conduct. Admission to field practicum is determined by the Office of Field Education and the BSW Program Coordinator. The BSW program is an application oriented major. Students interested in declaring social work as a major are required to complete the Application for admission to the BSW Program. Completed applications are evaluated by the BSW Admissions Committee and recommendations are forwarded to the BSW Program Coordinator. Typically, application is made spring semester of the sophomore year. Admission to the BSW program is based on the following criteria:

- Completion of the University Core Curriculum (65hours)
- Minimum overall grade point average (GPA) of 2.3
- Completion of gateway courses with a grade of “C” or higher: SOWK 2000-Self-Awareness; SOWK 2200-Human Needs & Human Services, SOWK 2205-History of Social Welfare and Social Policy, and SOWK 3305- Social Work Practice
- Completed Application for Admission to the BSW Program includes:
 1. Two Letters of Reference: one from a University professor and one from an employer or supervisor (students may substitute a supervisor for a volunteer experience). Transfer applicants may submit a reference letter from a previous university or college
 2. Current official transcript
 3. An interview may be requested by the admission committee

The BSW program requires that students complete a total of 400 clock hours of field placement and participate in a concurrent field seminar capstone course over the course of two semesters. The BSW field component of the BSW social work program consists of 18 college credit hours. Once admitted into field practicum students complete 400 clock hours of generalist practice over the course of two semesters. Typically, the generalist practice field placement is completed at twenty (20) hours per week for fifteen weeks per semester. A minimum hour requirement is established for each field practicum course SOWK 4901 and 4902. The field education program policy holds that only when the student proves satisfactory completion of the course requirements (including field practicum hours) they are eligible to pass the course. In this way, the hour requirement serves as a threshold that must be met before other determinants of the grading criteria can be considered.

Students must show documented proof of completing 200 hours per semester totaling 400 hours during their senior year (200-Fall/200-Spring) as evidenced by the time log submitted via the Livetext Field Experience Module (Livetext FEM) web based tracking system.

Students in the field education program are required to have in-person contact with client and constituents regardless of their field setting. To assist students integrate and apply the knowledge and skills learned in the

classroom, most faculty will incorporate field based assignments in their required course activities. Field Based assignments may be in the form of written work, practice simulations, professional development or other instructional methods outlined in the course syllabus. Field supervisors are strongly encouraged and expected to review the assigned field student (intern) course syllabus at the start of each semester.

Generalist Level Field Placement

Generalist practice is designed to provide students with a range of learning opportunities across the intervention cycle (engagement, assessment, intervention, and evaluation) and across the micro, mezzo, macro levels of social work practice (individuals, families, groups, organizations, and communities) so that students may learn and demonstrate identified generalist competencies. Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices.

Typically, BSW students are placed in generalist level human service settings throughout southeast Georgia. Current generalist level field placements include child welfare, criminal and juvenile justice, domestic violence, disability services, geriatrics and gerontology, housing and homelessness, public health, work force development, and youth development serving agencies. Common tasks and activities for students placed in generalist practice settings involve brief or supportive models of direct practice including intake assessment, case management, facilitation and/or co-facilitation of groups such as support and life-skills. Students also participate in a range of macro-practice activities such as program planning, implementation, coordination, and evaluation. Additionally, students conduct policy analysis and engage in advocacy around the mission of the organization in which they are placed. ***Generalist level students must complete 400 generalist/foundation field hours over two semesters (fall/spring)*** in an approved and affiliated health or human service agency.

For students placed in field settings in which the primary field setting does not provide an ongoing opportunity for the student to engage with all five levels of intervention (individual, family, groups, communities, and organizations) the Office of Field Education identifies and connects the student with a supplemental practicum experience that allows the student to practice the level of intervention that the primary field setting is unable to provide. The time limit for the supplemental practice experience is handled on a case by case basis and evaluated collaboratively by the faculty field liaison, field supervisor and the student to ensure the student receives the necessary time to practice the level of intervention. For example, Generalist level students placed in macro level field settings that are missing direct practice experiences with an individual client are connected with partner field settings to gain experience in areas of case management, intake, and assessment. Agencies that are unable to provide students with ongoing opportunities to practice a minimum of four levels of interventions are only allowed to serve as supplemental placements as they do not have the capacity to provide the range of learning opportunities students need to demonstrate social work competence.

A foundation practicum seminar is taken concurrently while the student completes the agency based generalist level practicum. The seminar provides a forum for students debrief practice challenges and successes in a

supportive environment and begin honing professional development skills through a peer-to-peer learning experience. The seminar strongly emphasizes generalist social work practice, with an emphasis on the nine core competencies and associated generalist practice behaviors.

Essential Performance Requirements and Professional Conduct for Field Students

In order to be eligible for field placement, BSW students must be willing and able to demonstrate the following abilities (with or without ADA accommodations- refer to Students with Disabilities Section):

1. Attend reliably and punctually. Because clients and colleagues rely on essential tasks being performed in a time-sensitive manner, students must show up and perform at the placement site consistently on scheduled days without a pattern of excessive absences (defined as a maximum of 1 absence within a 30-day period) or tardiness (defined as 1 or more arrivals later than 15 minutes within a 30-day period)
2. Possess sufficient stamina, strength, sensory perception, mobility, and/or dexterity to perform essential tasks
3. Remain focused on and attentive to tasks so as to ensure quality and timely completion of service and projects
4. Follow instructions with minimal repetition
5. Analyze, organize, and communicate large amounts of data sufficient to complete related records and reports
6. Simultaneously organize, prioritize, track, and complete a wide variety of tasks for multiple clients and/or projects in a timely manner
7. Display good judgment with respect to safety, ethics, and higher order priorities
8. Appropriately engage in discussion with others who are expressing intense emotions and experiences related to clients, community members served, and/or agency projects;
9. Listen to and implement feedback given by Faculty, Field Supervisors and colleagues without becoming overwhelmed, reactive, argumentative, or defensive;
10. Self-monitor and accordingly adjust his or her own behaviors so as to be in accordance with professional roles, standards, and contexts;
11. Communicate and respond to communication in a timely, diplomatic, and effective manner;
12. Respect the rights of clients to hold differing values and to refrain from imposing personal values on others;
13. Possess sufficient skills in spoken and written English to understand and communicate relevant information; and
14. Increasingly self-monitor to assess their own suitability for professional practice, and engage in self-correction to change behavior that interferes with academic or professional performance
15. Apply sound professional and personal judgment and effectively attend to professional roles and boundaries

16. Progressively acquire cross-cultural proficiency sufficient to successfully work in a wide variety of diverse groups and communities. Cross-cultural proficiency includes eliminating displays of personal bias and imposition of personal values on others, as well as approaching differences with an attitude of humility and respect, acknowledging the importance of cultural differences in shaping life experiences.
17. Discreetly handle any personal emotional distress in a manner that enables them to remain consistently engaged, attentive to duties, and professional in conduct and attitude.
18. Act ethically in conformity with the law, agency and University standards, and social work values.
19. Demonstrate professional demeanor in behavior, appearance, and communication.
20. Maintain constructive interpersonal relations with SSU faculty and staff, field agency representatives, fellow students, and other professional colleagues.
21. Understand and adhere to all of the academic and field education policies and procedures detailed in the BSW Student Handbook.
22. Communicate effectively and respectfully with others orally and in writing in all communication modes and deal with conflict and disagreement in a respectful and forthright manner.
23. Follow the *SSU Student Code of Conduct* and show respect and courtesy to members of the campus community.

Failure or inability to demonstrate any of the above performance requirements and professional expectations may lead to inadmissibility to or suspension from field education. If the Office of Field Education or program Faculty hold a significant concern about the student's willingness or ability to meet the above-described eligibility criteria, she or he will discuss them directly with the student to see if it may be resolved informally before initiating the formal resolution process. The Office of Field Education reserves the right (in conjunction with program faculty) to apply their professional judgment in deciding whether or not a student may be forwarded to agencies for consideration and in making the determination of eligibility for field education.

Students with Disabilities (Hidden or Visible)

Students with disabilities or those requiring special accommodations in the field should discuss those needs with the SSU Disability Resource Center (DRC), the Director of Field Education prior to receiving referrals, the prospective field supervisor during the pre-placement interview so that reasonable accommodations can be identified and planned for accordingly, preferably in advance. Reasonable accommodations are tools or arrangements that facilitate or enhance the performance of a student with a disability or special needs. Field agencies will only be asked or expected to make reasonable accommodations that would be provided for a client or employee.

Prospective accommodations may include:

1. Reducing the number of hours of their shift from 8 hours to 4-6;

2. Reducing the number of shifts per week from 3 (for second year students) down to a minimum of 2 (minimum);
3. Allowing the student to begin the placement sooner or to extend it later (if acceptable to the agency) so that total day/hour completion standards may be met;
4. Increasing the number of allowed absences to 2 per month (maximum) and/or tardy arrivals to 2 per month (maximum);
5. Allowing the students to take more frequent, brief breaks if needed;
6. Selecting a field placement near their home to reduce travel burden;
7. Selecting a field placement organization and/or field instructor able to implement the student's accommodation needs;
8. Facilitating the use of adaptive technology or equipment;
9. Allowing students to begin and end their placements earlier or later in the day than normal so that they can complete the number of required hours in a consistent schedule that supports their learning and protects their health;
10. Allowing students to begin or complete placements during fall and/or, spring breaks (this DOES NOT include winter or summer breaks);
11. Approving students to complete all field education hours in one agency;
12. Requesting student be given a customized work space, when available;
13. Other accommodations not incompatible with the fundamental purposes of the clinical program, that do not compromise academic standards, and that do not pose significant health, safety, and/or privacy risks to the field placement organization and its clients.

Approved accommodations are normally maintained for the duration of the field placement but may be modified as needs and demands change so long as they continue to meet the criteria of reasonable. Students are required to register with SSU's Disability Resource Center, each semester they are enrolled in field practicum.

In the instance that the university, school, and/or agency cannot provide a student with reasonable accommodations for a particular setting, extensive efforts will be made to identify an available alternative where reasonable accommodations may be applied. In the instance that the need for accommodation exceeds the limit of what is considered reasonable and/or no available placement appears to exist after a prudent search, the student will be directly advised of this and counseled as to their future educational options.

Although reasonable accommodations may be applied and learning conditions modified, total service time and competency-related standards of performance remain the same for all students irrespective of ability status. Since they will eventually negotiate their rights and needs directly with employers, this can be an exceptional learning opportunity for students to develop awareness of both their rights and needs and how to communicate and negotiate those professionally.

Selection and Approval of Field Placement Agencies and Field Supervisors

The Office of Field Education maintains a broad selection of diverse human service settings which meets the current needs of students and continually seeks to update the range of learning experiences available. Students are placed in southeast Georgia and the surrounding areas. The Office of Field Education has the responsibility for identifying, exploring and developing relationships with potential field settings; however, organizations and students may identify potential field agencies which they would like to have evaluated as a prospective field setting.

The Bachelor of Social Work Field Education Program requires that field instructors hold a BSW from a CSWE-accredited social work program. In addition, field supervisors must have been at their agency for at least 6 months and must have at least 2 years of post-graduate experience. If a field supervisor were to become unable to provide supervision at any point during the academic year and a suitable BSW replacement could not be found, the program would first attempt to assist the agency in finding a suitable replacement or to place the student in a different agency. The criteria are described below:

The agency field supervisor must:

1. Demonstrate a commitment to social, economic, and environmental justice.
2. Demonstrate an interest in teaching and generalist social work education.
3. Obtain permission and support from the agency they are employed with (via a fully executed MOU).
4. Have a BSW degree (from a CSWE-accredited program) plus 2 years of postgraduate degree practice as evidenced by a current resume’.
5. Have worked at their agency for at least 6 months.
6. Be able to be present in the agency at least half the time that the students are in the agency for field education (8 hours per week).
7. Be able and willing to participate in a new field instructor training.
8. Provide a minimum of 1 hour of direct supervision per week to assigned student(s).

Together, all requirements are notably instrumental in identifying field supervisors who are equipped to forward the field program’s explicit aim of the adherence of field activities to the social work core competencies. For example, by requiring the experience threshold to be 2 years of post-baccalaureate/master’s work in the field, we are following a commonly held belief that “experienced” practitioners are more likely to be at a place in their career where they can commit to and invest in student learning. Similarly, the requirement for at least 6 months at one’s agency assures the selection of field instructors who are settled in and familiar with the work setting sufficiently to enable them to maximize the opportunities for students. In addition, agency field instructors must have a current résumé on file with the Office of Field Education that includes the CSWE-accredited baccalaureate and/or master’s program from which they graduated and social work/human service–specific employment experience.

Occasionally, there may be a situation in which a BSW-level student may be placed in an approved field agency that does not have a member of their staff who meets the above criteria (particularly, holding a BSW from a CSWE-accredited program) but is otherwise believed to be able to offer an excellent learning experience for field students. In these cases, the field program works with the agency to identify a “task preceptor” who can offer students task-based supervision. Placements where students work under the supervision of a task preceptor are approved on a case-by-case basis and only if the task preceptor has met the other criteria as listed above. On a limited basis, Field Faculty may serve as off-site field

supervisors for select students where no other qualified individual can be enlisted and the Office of Field Education believe the placement otherwise could substantially offer a high quality field experience and potentially meet the student's career goals.

In the exploration and evaluation phase, information is obtained on the description of the setting, the personnel, previous use of the setting for the education of social work students, and the kinds of learning experiences available to students. Additionally, attention is given to space and support services, transportation requirements for students, qualified staff available to serve as field supervisors or task preceptors.

In the development of potential settings for field placements, the Office of Field Education ensures that the setting's philosophy of service is compatible with the social work profession. The agency role in the community must be defined and assurance given that students will have opportunities for in-person contact with clients and constituents. There must be evidence of appreciation of the educational nature of field education and social work education in general which is essential to the agency's willingness to involve students in appropriate practice responsibilities. The staff and resources of the agency must be adequate to meet its needs without reliance on students for basic operation. The volume, flow and distribution of assignments and subsequent learning experiences must be sufficient to meet the learning objectives of the course. The availability of a qualified field supervisor is essential.

Agencies are expected to complete the following documentation: the Memorandum of Understanding and complete a formal request for student placement(s) which includes sample job description for the student intern, an agency profile which includes the mission, vision, client demographics, and hours of operation. Additional information and brochures may be included. Agencies are also required to submit a resume of the supervisor(s) or task preceptor(s) to verify eligibility to serve in this role.

Through the Office of Field Education, questions are clarified and additional information is gathered that would aid in the evaluation of the setting. Suggestions of professional development activities are offered to assure students have opportunities to develop core competencies in the setting. The Office of Field Education is charged with creatively working with settings to increase diversity in methods and populations served inclusive of non-traditional settings. Ultimately, the Office of Field Education is responsible for the review, approval and rejection of an agency as a field setting. The BSW Social Work Program takes responsibility for reinforcing generalist social work perspective in classes and expects field supervisors and faculty field liaisons to reinforce this perspective in the field,

Placement of Students

The Director of Field Education and the Field Coordinator coordinate the placement of students. Placement assignments are made in an organized and directed fashion. Students seeking placements complete the Field Placement Application at the BSW Field Orientation and upon confirmation with the BSW Program Coordinator that the students grades and professional behaviors prove readiness for field placement. The Field Placement Application solicits information on student rank, level of education, employment and volunteer experiences, the kinds of learning experiences sought and special needs or interests. Once the Placement Application is received by the Office of Field Education, the Director of Field Education and Field Coordinator sends each potential field supervisor a student referral packet. This packet includes an official correspondence from the Office of Field Education to the Field Supervisor, the student's field application which contains the student's background information and an agency referral form. The Office of Field Education then provides each field student with a *Student Field Placement Referral* form. This is a written referral to an identified setting for the

pre-placement interview. A pre-placement interview is required prior to confirmation of a placement. Once a field placement is confirmed, the student is expected to submit to the Office of Field Education the Student's *Confirmation of Field Placement* form that provides written feedback to the Office of Field Education on the notification of acceptance and tentative start date.

Role and Expectations of Field Students

Because social work students are assigned duties in human service agencies that serve vulnerable populations and will, upon graduation, be eligible to perform the full range of entry-level social work services, students in placement are expected to behave in a professional manner at all times. Students are guided by the Code of Ethics of the National Association of Social Workers, by agency codes of conduct, by the SSU of Student Conduct, and by the Academic and Professional Standards for field education delineated in this manual.

Throughout the placement period, the student should play an active role in defining the agenda items for field supervision meetings, specifically challenges, successes, and upcoming agency and course deadlines that should be discussed. While Field Supervisors are encouraged to provide proactive instruction, students are also expected to learn how to identify and resolve dilemmas independently by using critical thinking and applying professional judgment. Finally, students are also expected to demonstrate engaged and receptive approaches to learning which demonstrate initiative and responsiveness to feedback and direction. Students must introduce themselves as students or interns to clients and colleagues and should not convey the impression that they are regular staff or already possess their degree. Students are also expected to adhere to the Essential Performance Requirements and Professional Expectations at all times.

While at field practicum, students must refrain from checking their personal phones and devices for emails, phone calls, and text messages that are personal in nature and from conducting personal internet browsing from agency computers. Use of social media including text messaging, tweets, Instagram, and Facebook-type postings should never reference information or events related to field placement. Work-related electronic documents that may be confidential in nature should not be downloaded or saved onto personal or home laptops, computers, or devices. Other precautions should be taken to protect the boundaries between personal and professional and to protect the safety and privacy of the client and agency. **Any violation of this policy may result in the termination of the student's field placement and the termination of the Field Supervisor's relationship with the SSU Department of Social Work.**

Work-Site Practicum Placements

BSW Students are ineligible for worksite practicums.

Paid Field Practicum Placements

A paid practicum may be offered at the discretion of the practicum organization. While it is appreciated when practicum organizations are able to provide compensation to students in practicum, it is not a requirement for an organization to affiliate as a field agency. There is no minimum or maximum amount of compensation a student may receive. However, under no circumstances may the field supervisor or practicum organization alter the agreed upon MOU/Educational Affiliation Agreement, contracted practicum hours, or practicum requirements as

a condition of a compensated practicum without the approval of the Director of Field Education. In addition to the Practicum Timesheet/log required by the Office of Field Education, field supervisors may require students to complete the organization's timesheet to track and verify practicum hours in compliance with the organization's protocols.

Role and Expectations of Field Supervisors/Task Preceptors

The Field Supervisor/Task Preceptor is the student's teacher in the agency, providing administrative and educational supervision to the student. The relationship between students and their Field supervisor is central to students' learning and preparation for social work practice. Field Supervisors serve as teachers, supervisors, mentors, and gatekeepers for the profession. Satisfactory student progress in field instruction depends on agency support, student readiness for placement, school-based preparation, and the skill of the Field Supervisor in managing the field instruction process. Field Supervisors must have sufficient training and experience in the required practice modalities to supervise student's work. These practice domains include but are not limited to case management, counseling, group work, advocacy, referral, resource development, family work, needs assessment, evaluation, policy and program development and implementation, personnel and fiscal management, development, and/or other clinical or administrative services. All Field Supervisors are required to complete a workshop orienting them to the role of field supervisor, and are offered annual opportunities to update and advance their field supervision skills.

Agency Field Supervisors are expected to:

- Orient student(s) to the agency and organizational policies
- Review course syllabi with student(s) and discuss any practicum based course assignments that will need to be completed
- Assist student(s) in designing, negotiating, and implementing an appropriate range of learning experiences that provide an array of meaningful educational experiences consistent with established competencies and practice behaviors.
- Meet with the student on a weekly basis to engage in continuing mutual assessment of educational needs regarding individual learning needs and interests, conflicts in the practicum setting, and challenges to develop as a professional social work practitioner.
- Review and approve student(s) time log on a weekly basis in Live Text.
- Assist the student in developing a written practicum plan within the first five weeks of placement.
- Complete and submit mid-term and final evaluations for each assigned student(s) by the designated date in Live Text.
- Participate in performance monitoring meetings and site visits.
- Contact the Office of Field Education if problems arise in the field that may need clarification and resolution.

All new agency field supervisors and task preceptors attend a mandatory New Field Instructor Orientation in which the social work core competencies are explored and ways to design appropriate generalist practice activities are thoroughly reviewed. If there are new field instructors assigned students who are unable to attend one of the orientations, either the assistant dean of field education or the field coordinator will provide an individual, group, or agency-based orientation to ensure that the information is provided. Attending field supervisors and task supervisors are further advised to secure copies of their students' syllabi so that they are aware of class readings, assignments, and resources and can direct adjustments to field experiences accordingly.

Throughout the academic year, the Office of Field Education offers professional development workshops for field supervisors. Some of the workshops are designed specifically for new or relatively new field supervisors and others are intended to appeal to field supervisors with varying levels of experience. These trainings benefit field instructors (and task supervisors) and help them better fulfill their responsibilities to students. These include such topics as ethics, disaster management and emergency preparedness, and supervision. In addition to the inherently valuable content of the trainings, continuing education credits are available as an incentive to field supervisors and task preceptors who participate in orientation and professional development training sessions.

Communication with Field Agencies and Field Supervisors

The Field Education Program maintains ongoing communication with agencies and field supervisors through a variety of mechanisms. Ongoing communication with agencies, field supervisors, and task supervisors is primarily facilitated by our monthly electronic newsletter Supervisor Loop. The electronic newsletter is sent out monthly to all current field supervisors and task preceptors. Additionally, continuing dialog with agency based field supervisors and task preceptors is further facilitated by our faculty field liaisons. Faculty field liaisons are generally assigned to the same field agencies each academic year, when possible. This allows faculty field liaisons to build relationships with agency based field supervisors, task preceptors, and administrators. Through this ongoing relationship building, faculty field liaisons become familiar with the history, culture, needs, and resources of each agency and are better positioned to serve as resources for agencies, students, and the general body of social work faculty. Faculty field liaisons are required to conduct a minimum of one face-to-face site visits during the academic year and provide written feedback to the Office of Field Education regarding agency and student issues. Liaisons use a standardized web-based assessment form (assessable via LiveText FEM) to document and assess the quality of the placement experience. Data from faculty field liaison visits are compiled and reviewed by the Office of Field Education and shared with the general faculty body for continuous quality improvement to the overall BSW program.

Each academic year, the Office of Field Education hosts a Field Supervisor Appreciation luncheon to recognize all field supervisors and task preceptors that have supervised students for the current academic year. A certificate of recognition, modest lunch, and small appreciation gift is distributed to each field supervisor during the ceremony. A video presentation showcasing accomplishments, events, and social work in action are featured. Our annual Bragonville Awards are presented to field supervisors and students who have demonstrated exceptional performance and achievement during the academic year. Sample awards for field supervisors include Rookie of the Year, Commitment to Service, and Alumni of the Year. Sample awards for students include Existing in Excellence, Global Game Changer, and Student Athlete Award. In addition to celebrating our collective accomplishments the annual luncheon provides an ongoing opportunity to engage in dialog with field supervisors and field students regarding their field experience. The Annual Field Supervisor Appreciation

Luncheon is well attended each year and an anticipated highlight for field supervisors, students, and social work faculty.

Role and Expectations for Faculty Field Liaison

Faculty Field Liaisons are members of the Department of Social Work faculty and staff. These specialists have primary responsibility of monitoring assigned students in their field placements and ensuring student acquisition of identified practice competencies. Faculty Field Liaisons support all parties involved in each field placement, ensuring that the student's educational needs are met, that the placement experience is mutually beneficial to both agency and student, and that student competencies develop maximally in all identified areas. As faculty, they teach practice courses and serve on departmental committees, helping to link the curriculum with current practice trends and concerns. The deep, ongoing involvement of our Faculty helps to keep the School current on policy, program development, and practice issues.

Faculty Field Liaisons are expected to:

- Assist with the development of Practicum Plans and review all performance evaluations;
- Maintain regular contact with assigned field students and help solve any problems that might arise regarding a placement or student's performance;
- Participate in the evaluation of students, Field Supervisors, and agency settings;
- Offer individual educational or professional advising, mentoring, and/or coaching to students and Field Supervisors

Supporting Student Safety

Recognizing that social workers provide services in an increasingly complex, dynamic social environment and have a broadening client base. The number and variety of people with whom social workers provide services and the variety of settings in which these services are provided have contributed to an increasingly unpredictable, and often unsafe, environment for social work practice. Discussions of Safety Guidelines occur in the New Field Instructor Orientations and Student Orientations held prior to each academic year. Guidelines for social worker safety in the field are based on the National Association Social Workers Guidelines for Social Work Safety in the Workplace and address safety in the office.

The Office of Field Education expects each affiliated agency to be responsible for orienting field placement students to the safety policies and procedures of that agency and setting. Such orientation should include, but not be limited to discussions on safety issues in the community, within the agency building(s), with particular clients prone to violent behavior, and about clients who may be sharing living quarters with persons prone to violent behavior, to the extent that such information is known. Security of students' personal belongings while at the agency should be also covered. Procedures for students to follow in the event of a safety or security problem should be reviewed by the field instructor at the beginning of the placement with ample opportunity for questions and discussion as needed.

The Office of Field Education urges all agencies to make the same accommodations to ensure students' safety as they make for their own agency staff and in some situations the agency may need to make even greater accommodations for a student. If a student's concerns about safety interfere in whole or in part with the learning process, the faculty field liaison should be contacted by the field supervisor to facilitate prompt exploration of the concerns and to seek a mutually satisfying resolution.

a) If an incident occurs in which a student is personally threatened or hurt, it is the student's responsibility to notify the field instructor immediately, along with the agency personnel, as directed by the agency. The field supervisor, agency contact person, or agency director should then contact the Director of Field Education or the Field Coordinator immediately to discuss what actions the agency and Field Education Faculty should take regarding the student's physical and emotional well-being in the wake of and following the incident.

b) The Director of Field Education or the Field Coordinator will document the incident and the steps taken to address it and will meet with the student, the field instructor, and faculty field liaison to assess the student's readiness to remain in or return to the field.

It is important for students to know the agency's safety and security protocol when in the office and on home visits with clients prior to the start of the placement. If the agency does not have safety and security policies or procedures, the field instructor and student should review and discuss any issues related to safety and security in the setting. Social work students are urged to bring their questions and concerns to the field instructor. Regular and prompt communication about safety concerns is strongly encouraged.

Security of Belongings

All students in the field placements are expected to have a secure place to store coats, handbags, cell phones, laptops, and other belongings while at the agency. It is preferable that the space be one that can be locked, and could be in a desk drawer or filing cabinet. Students should not leave handbags and other personal articles visible and unattended, even in an office with the door closed.

Valuables should not be brought to field placement settings. Items of value should not be left in cars, and should not be placed out of view just prior to leaving a vehicle. Neither the agency nor the Baccalaureate Social Work Program or UMBC can be responsible for lost, stolen, or damaged personal items.

Safety Issues Related to Working with Clients

When working with clients, it is important to remember that the social work helping process often makes people feel vulnerable and may challenge their usual coping mechanisms. With some people, this can contribute to problems with impulse control, and can raise issues of safety for the client, the social worker, the field placement student and others.

There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling their anger. Some of them may be prone to violence and may possess a weapon. Other clients may be intoxicated, under the influence of drugs, in withdrawal, or may have other physical or mental health symptoms that impair their judgment or impulse control. Again, all social work students are to consult with their field instructors to prepare adequately for handling of specific situations that are potentially difficult or threatening, such as medical emergencies, client substance abuse, suicide or homicide risks, potential abuse of others, and the presence of weapons.

Safety Guidelines for Office Meetings

If a student will be meeting with a client that may pose a safety risk, it is important for the student to discuss the situation promptly and fully with the field instructor. Based on the outcome of this discussion, there may be a decision that a student will not see the client or sees the client under specific circumstances or controls. However, if it is decided that a student will see the client, several points should be considered. Specifically, a client's mental state should be assessed. When considering the location of the meeting, it might be helpful to think about what is in the room, whether there is more than one exit, and where each person might sit. It may also be helpful to think about whether to include someone else in the meeting, and what to wear. When discussing the time of the appointment, it can be helpful to think about whether or not other people are around at the time being considered for the meeting. It is also important to discuss the plan for backup and assistance in the event that the client becomes agitated. A student should never see a potentially dangerous client alone without someone else in the agency knowing about the client, the appointment time and the location of the appointment. Students should keep field instructors and/or task supervisors informed about their schedules and whereabouts in and outside of the agencies during field placement days.

Safety Guidelines for Travel by Car

When a student is traveling by car to an agency or to home visits, it is advisable to know where he/she is going, and to look at a map before driving to unfamiliar areas. Students should remain alert, and lock doors and close windows. The student should tell someone where he/she is going and the expected amount of time she/he will be away from the office. The agency should have the students' cell phone number or other information on how to contact the student in the event of an emergency.

Safety Guidelines for Travel by Foot or Public Transportation

When traveling by foot or public transportation, it is advisable that students know where they are going and the route by which they will travel. Students are encouraged to carry no valuables with them. Money, license, keys, and other essentials might be carried in a pocket. If a handbag carried under the arm is grabbed, it is best to let go of it. It is helpful to dress in comfortable clothes that are loose fitting, and to wear sturdy, flat walking shoes. It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination. One should be aware of people in the immediate area while refraining from seeming intrusive.

Safety Guidelines for Home Visits

It is important that students familiarize themselves with the clients' files prior to home visits. If there is a question of safety, students should plan accordingly with field instructors. It might be decided that meeting at a neutral place or going with another worker is the appropriate plan. Someone at the agency should always know the student's itinerary. It is helpful to stay alert and to think about what to wear, which room to meet in, and where to sit. If a student ever feels threatened at any point during the visit, they are encouraged to err on the side of caution and appropriately terminate the visit. If clients seem to feel threatened by the student entering their dwelling, the student should desist and not force the issue. If a student hears a heated argument from inside the house or apartment, the student may decide to re-schedule the visit or call to assess the situation before entering the dwelling. A student should never see a potentially dangerous, threatening, intoxicated, belligerent, or angry client alone without someone else from the agency accompanying them. In general, a cell phone is very useful for students doing home visits.

Health Safety

Students should be alerted to the existence of biohazards. They should receive training and information from the agency about how to protect themselves from infectious diseases, should it be necessary at a particular agency.

In addition to the aforementioned safety policies, all students enrolled in field practicum are instructed and strongly encouraged to install the LiveSafe app as this is the institution's official communication platform for safety and prevention efforts. This app/platform also serves as the institution's emergency alert system.

Prohibited Student Activities for Generalist Field Students

The safety of students in practicum is a priority and if not addressed, concerns about personal safety can significantly impact learning opportunities in the field. While the University does not wish students to be protected from the realities of professional practice, immersing students in the realities of practice can also expose them to safety and security risks. The University and affiliated field practicum agencies must partner to reduce risks to students in practicum. Therefore, students in field education placements may not be assigned the following activities:

- Physical restraint of clients (without agency training);
- Transportation of a client in the student's private car
- Transportation of a client with a recent history of violent behavior;
- Autonomous treatment of a client with a history of violence toward staff;
- Work in the agency at times when and/or in areas where other staff, are not present;
- Distribution or handling of medications;
- Clinical responsibility for a client at high risk for suicide without reviewing if the student possesses the requisite time, skills, knowledge, and supports to manage the client
- Clinical responsibility for other high risk clients without review; and
- Other activities that go beyond the scope of social work practice or the capacity of a BSW intern or may place the intern or client at risk for harm.

Critical Incident and Mandated Reporting-

Students are legally required to report any suspected child or elder abuse to their field supervisor pursuant to Georgia's Mandated Reporter law **O.C.G.A. §19-7-5 (2015)**. The student is expected to inform the field supervisor of any situations involving personal injury or injury to others or potential for harm that may occur while the student is carrying out the duties of the practicum.

In the event that a student is involved in an incident resulting in the risk of or experience of any personal threat or assault to themselves or others during the practicum, they must immediately report the incident to their field supervisor, complete an Incident Report Form and submit a copy to the Office of Field Education. Students are expected to follow *organizational policies, procedures, and protocols* and to seek advice from the field supervisor at all times. The Field Supervisor is expected to orient the student concerning specific client behaviors and community characteristics that may threaten the student's safety.

It is not unusual for students in field placement to directly witness, hear about, or be party to a critical incident including a patient death, an incident of violence, involuntary hospitalization, the arrest of a client, or other incidents that could be considered traumatic or highly distressing. Reactions to these incidents can vary widely.

We encourage all Field Supervisors to proactively inquire about student reactions to adverse events in the placement agency. We further encourage students to debrief incidents with their assigned Faculty Field Liaison and/or Field Instructor.

Monitoring of Field Setting Effectiveness

Effectiveness of the field setting is monitored and assessed in several ways. All assessment data is collected and archived in the LiveText Field Experience Module (FEM) platform. These include student feedback, faculty field liaison observations and feedback from site visits, and feedback from field supervisors. There are five objective assessment measures which complete a comprehensive review of the Field Education Program in all program options: (a) mid-term and final performance evaluation of student competency attainment in the field agency completed by the agency based field supervisor; (b) a student assessment of agency including questions on the effectiveness of the site completed by the student; (c) field supervisor evaluations of the faculty field liaison and Field Education Program; and (d) faculty field liaison evaluations of the field agency. All four of these evaluations are completed at the end of each academic year (the student Final Field Evaluation is also completed at the end of the fall semester) and are shared with the Office of Field Education and the faculty as a whole; (e) student time log which provides a detailed breakdown of how logged field hours were spent (direct practice, indirect practice, supervision, professional development). On the basis of the feedback, curriculum and programmatic changes are made to ensure continuous quality improvement of the Field Education Program. Table I present more information on the evaluation tools used to monitor the field education program and assess student learning and field setting effectiveness.

Evaluating Student Learning and Field Setting Effectiveness Congruent with the Social Work Competencies

Student learning objectives for each semester are first established through the development of the Practicum Plan. This document identifies specific activities and individualized objectives that follow the nine general categories of the core competencies. Like the Practicum Plan, midterm and final performance evaluation forms follow the format of the core competencies, thereby linking objectives with performance measures and assuring continuity throughout a placement. The SOWK 4901 and SOWK 4902 courses assess multiple dimension of each competency to measure holistic competence by allowing students to more freely take risks and test their interactions with both the client system and their field supervisors. Along with meeting the minimum 200-hour requirement (for generalist level students) each semester, attendance and participation in the mandatory weekly field seminar course and completion of all field-related assignments are required for successful course completion.

Evaluations are based on mastery of competencies relative to the student's educational status and comprise both objective (ratings) and subjective (comments) components. As such, evaluations reflect performance and achievement of competencies only at the level of a student's academic level, not that of their potential for future practice. The field supervisors complete the midterm and final evaluations for each semester using the LiveText Field Experience Module (FEM) platform. The built in analytics of the web-based platform allow us to arrive at outcomes-based data quickly, measure, and report on student learning outcomes. This student achievement data is then used to improve student learning and overall program quality

The Field Supervisor's evaluation of the student is incorporated in to the student's final grade for field practicum and field seminar courses.

The faculty field liaison, in consultation with the field instructor, will assign the grade. In addition, students must earn a grade of C or higher in the associated practice methods course to pass the course and advance to the next course in the sequence (or to graduation).

In addition to the aforementioned processes and procedures for assessing student learning, students are also encouraged to attend and participate in department workshops and professional conferences. In this context students have an opportunity to receive feedback from peers, faculty from various state and national institutions as well as community representatives. These opportunities provide students with additional insight and self-assessment into their practice skills, theoretical knowledge and future social work goals.

Monitoring of Student Performance in Field

All students are admitted on the assumption that they have the potential academic ability and personal suitability for completing the professional program in which they are enrolled. The Office of Field Education is able to make appropriate placement matches and selectively engage in early problem solving through the ongoing monitoring of students. The monitoring of BSW field students takes place through a variety of educational and professional forums, such as field seminar, field liaison contacts, field evaluations, student placement plan, meeting with academic advisors, field instructor orientation and trainings, social work department workshops and attendance to professional conferences. Essential to monitoring students is the ongoing field liaison contact and agency visit. Include narrative/table that briefly outlines the various methods for monitoring students and field supervisors

Monitoring through Field Seminar

A foundation practicum seminar is taken concurrently while the student completes the agency based generalist level practicum. The seminar integrates theoretical constructs guided by ecological, systems, strengths and empowerment perspectives with hands-on skill application and exposure to varied professional roles, values, and ethics of the social work profession. The seminar provides a forum for students to debrief practice challenges and successes in a supportive environment and begin honing professional development skills through a peer-to-peer learning experience under the supervision of the field instructor which allows for early problem solving in field issues. In the seminar, students utilize discussion, case presentations, group exercises, role plays, case management writing, and other assignments to process their field work experience.

Monitoring through evaluations and student practicum plan

Midterm and final evaluations are designed to facilitate a discussion between the student, the Field Supervisor, and the Faculty Field Liaison on the student's progress toward identified competencies. The Practicum Plan target competencies and identified benchmark assignments both guide the evaluation of student performance. Students are also required to prepare a self-evaluation of their field practicum experience to be reviewed with their field instructor and field supervisor. Interactive discussion between the Field Supervisor and student should always precede the Field Supervisor completing the written evaluation. It is recommended by the Office of Field Education that the Field Supervisor consider the student's self-evaluation, refer back to the practicum plan and identified competencies, consider his/her direct observations of the student, consider other relevant sources of evaluative input, and then finalize his/her written comments for the student. It is also recommended that this evaluation be discussed at a face-to-face individual supervision meeting with the student.

Monitoring through field liaison contacts and site visits

The field liaison visit allows the Field Liaison to observe the student in field placement. The field liaison visit permits the Faculty Liaison to observe the student’s interactions with the field instructor, agency personnel, and clients, and assess the student’s ability to achieve the goals and objectives outlined in the student practicum plan and the agency’s ability to support those goals, the student’s ability to articulate the agency policies and reflect them in practice, the processing of any field issues or concerns and the opportunity to support the ongoing relationship between the student and their field instructor and also the department and the agency. The field liaison visits also give the Faculty Liaison an opportunity to observe the student’s work site and the agency work environment.

Monitoring through field instructor orientations and trainings

The field instructor orientations and trainings enhance field instructors’ understanding of field education and its relevance to a CSWE accredited social work program. The orientations and trainings also provide a forum for field instructors to assess their own practice and teaching style and their impact on the overall field practicum experience. Field instructors have an opportunity to discuss their challenges, their successes and how to consider various ways by which to address ongoing field practicum issues, including students learning style, personal challenges, and the realities of field education.

Monitoring by social work department workshops and professional conferences

Students are also encouraged to attend and participate in department workshops and professional conferences. In this context students have an opportunity to receive feedback from peers, faculty from various state and national institutions as well as community representatives. These opportunities provide students with additional insight into their practice skills, theoretical knowledge and future social work goals. Early feedback is an important component of a successful field placement. Therefore, it is important for Students/ Field Supervisors to communicate all concerns regarding field placement immediately to the Field Liaison or the Office of Field Education as to ensure sound resolution.

Table I: Evaluation Tools Used to Assess Student Performance and Field Setting Effectiveness

Field Setting Effectiveness Assessment Tools	Responsible Party			Submission Time & Method
	Student	Field Supervisor	Faculty Field Liaison	
Time Log- assessment of frequency of supervision, direct practice, indirect practice, and professional development activities	X	X		Entered by student daily and approved weekly by Field Supervisor via LiveText FEM during weekly supervision meetings.
Mid-Term Performance Evaluation- <i>assesses student competency</i>		X		Completed electronically within LiveText FEM each semester at mid-term (Due dates published in

				LiveText)
Final Performance Evaluation- <i>assess student competency</i>		X		Completed electronically within LiveText FEM at the end of each semester (Due dates publishes in LiveText)
Student Assessment of Field Agency- <i>global assessment of field experience as it relates to field supervisor, agency, and field program</i>	X			Completed electronically within LiveText FEM at the end of each semester (Due dates published in LiveText)
Faculty Field Liaison Evaluation of Agency (Site Visit Form)- <i>Global assessment of physical space, quality of supervision, and diversity of learning opportunities that align with core competencies</i>			X	Completed electronically within LiveText FEM at least once during the field experience
Field Supervisor Evaluation of Field Education Program- <i>Global assessment of responsiveness and effectiveness of Field Education Program.</i>		X		Completed electronically within LiveText FEM at the end of Spring semester

Assessment of Student Learning

Student learning objectives for each semester are first established through the development of the Practicum Plan. This document identifies specific activities and individualized objectives that follow the nine general categories of the core competencies. Like the Practicum Plan, midterm and final performance evaluation forms follow the format of the core competencies, thereby linking objectives with performance measures and assuring continuity throughout a placement. The SOWK 4701 & SOWK 4702 field experience and SOWK 4901 & SOWK 4902 field seminar courses assess multiple dimension of each competency to measure holistic competence by allowing students to more freely take risks and test their interactions with both the client system and their field supervisors. Along with meeting the minimum 200-hour requirement, attendance and participation in the mandatory weekly field seminar course and completion of all field-related assignments are required for successful course completion.

Evaluations are based on mastery of competencies relative to the student's educational status and comprise both objective (ratings) and subjective (comments) components. As such, evaluations reflect performance and achievement of competencies only at the level of a student's academic level, not that of their potential for future practice. The field supervisors complete the midterm and final evaluations for each semester using the LiveText Field Experience Module (FEM) platform. The built in analytics of the web-based platform allow us to arrive at outcomes-based data quickly, measure, and report on student learning outcomes. This student achievement data is then used to improve student learning and overall program quality

In addition to the aforementioned processes and procedures for assessing student learning, students are also encouraged to attend and participate in department workshops and professional conferences. In this context students have an opportunity to receive feedback from peers, faculty from various state and national institutions as well as community representatives. These opportunities provide students with additional insight and self-assessment into their practice skills, theoretical knowledge and future social work goals.

Table II. Field Based Assignments for Generalist Level Students

Assignment	Alignment with CSWE Core Competencies
Practicum Plan	Competency 1–Demonstrate Ethical and Professional Behavior Competency 2 –Engage Diversity and Difference in Practice Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice Competency 4 –Engage In Practice-informed Research and Research-informed Practice Competency 5 –Engage in Policy Practice Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Intern Job Description	Competency 1–Demonstrate Ethical and Professional Behavior
Process Recording	Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities
Assessment	Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities
Treatment Plan	Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities
Genogram	Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities
Electronic Portfolio	Competency 1–Demonstrate Ethical and Professional Behavior Competency 2 –Engage Diversity and Difference in Practice Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice Competency 4 –Engage In Practice-informed Research and Research-informed Practice Competency 5 –Engage in Policy Practice Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities

	Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
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Onboarding/In Processing Requirements for Field Students

Professional Liability Insurance

Savannah State University-Department of Social Work requires field students to purchase and show proof of their student liability insurance policy (with a 1 million/3 million aggregate) prior to commencing field placement. Students will not be allowed to begin field placements (even if they have been confirmed) until they have submitted proof of liability insurance. In the rare occasion that a student “slips through the crack” and commences their field practicum without providing proof of liability insurance, the Office of Field Education reserves the right to suspend the student from field until proof of liability insurance is provided. Field Supervisors and agencies may obtain proof of student coverage by contacting the Office of Field Education (Proof of coverage should also be uploaded in Live Text FEM). Students are responsible for renewing liability insurance annually and must maintain proof of active coverage while enrolled in field practicum.

Criminal Background Checks, Health Screenings, and Related Disclosures

Some practicum agencies may require screenings, certification, and verification or vaccinations from students prior to beginning practicum. Such circumstances may include, but are not limited to the following: criminal background checks, drug screening for illicit drugs, vaccinations, HIPAA training/certification, and/or verification of health status. Each student is expected to discuss expenses that may be incurred in fulfillment of completing a field practicum with the agency. The field supervisor should communicate directly with the student about these requirements, associated costs, and compliance with organizational standards and policies during the pre-placement interview and again once the placement has been confirmed. Where not facilitated by the organization, Students are individually responsible for paying the associated costs necessary for obtaining the required background checks, screenings, and required trainings/certifications.

Students are required to disclose any criminal convictions or other background circumstances that might compromise their ability to be insured, accepted for placement, or eventually employed and/or licensed as a social worker. Disclosure does not automatically disqualify the student from field placement. If, however, an appropriate field placement cannot be arranged for a student because of the recent nature and/or severity criminal history, the student may not be able to continue in the program. Failure to disclose relevant circumstances at the time of admission or subsequently can lead to students being dismissed.

In the instance that the student does have a criminal history, however remote, we do require that disclosure occur to the field placement site. Typically, we ask the student disclose at the time of their placement interview.

Automobile Insurance

The University does not provide automobile liability coverage to students. The transporting of clients in student's personal vehicles is not allowed.

NASW Membership

The Department of Social Work recommends that social work students maintain active membership to NASW. Membership at the national level includes student's membership at the state level.

Attendance Policies and Time Requirements for Field Students

We recognize that the concurrent schedule may be very demanding, as students attempt to manage field hours/assignments, other course work and personal responsibilities, however ***field practicum and field seminar are both courses***, and as such students are required to attend each course and complete course requirements. Unless otherwise arranged, generalist level field students are expected to be at internship for two, eight-hour business days, not including lunch or other break periods. All field students are required to work a minimum of four business hours on any scheduled internship day. Students may commence their field placement no more than one week prior to the start of the semester in which they are registered and may not conclude their placement more than two weeks prior to the last day of classes for the semester they are registered in.

Students may only receive credit for actual clock hours worked and for approved meetings, conferences, and professional development activities. Students DO NOT receive credit for University or agency holidays. If the agency is closed in observance of a holiday, inclement weather, or emergency on a day the student is scheduled to be in field, the student is expected to make-up the missed hours. Field supervisors are to be informed of all absences in advanced. Missed field hours must be made up to the satisfaction of the field supervisors and Director of Field Education. Planned and or extended absences must be approved (in writing) in advance by the field supervisor or designated representative. Examples of planned absences would be anticipated hospitalization, maternity leave, vacations, etc. Failure to satisfactorily complete required field hours may negatively affect students' field course grade and grades in other courses that require field based assignments. Unexpected absences should be communicated as early as possible. Upon return to the field placement, students are expected to discuss a plan for making up missed hours with their field supervisor. This plan should be documented in writing to minimize issues with miscommunication and misunderstanding. All field students are required to document field hours in LiveText FEM. Field Supervisors are expected to verify and approve students' logged hours on a regular basis (we recommend this be done during weekly supervision).

The Department of Social Work deliberately schedules academic and field days separately to avoid conflicts. Students are generally not allowed to miss academic classes because of field placement obligations. Students are allowed to petition for an alternate field schedule as long as does not affect their ability to enroll in or attend regularly required and desired courses and is approved by their field agency and course instructor as part of the Practicum Plan. Schedule adjustments are only approved on a semester-by-semester basis as academic schedules do change each semester.

The Field Supervisor should immediately discuss any significant problems with regard to attendance or punctuality with the student directly and notify the student's Faculty Field Liaison. Regular attendance and punctuality are expected and required for students to maintain their field placement. A pattern of excessive absence or lateness will affect eligibility for field education and/or ability to complete the field placement.

Even if students experience unexpected health or life events, we cannot exempt them from the total time requirements needed in field education to be eligible for degree conferral. We will, however, work with them to identify a range of possible strategies to enable degree completion in light of their personal circumstance.

Absence Notification Policy and Coverage

If a student must be absent from placement due to illness or some other emergency reason, the student must call the agency to make sure that his/her duties are covered before his or her scheduled shift begins. ***Email communication or communication after the beginning of the shift is not considered sufficient.*** Compelling reasons do not include social conflicts, the student's failure to plan to complete one's routine academic work appropriately, or other work or personal obligations that are not related to illness or emergency.

Students who observe religious holidays or practices that conflict with their field placement schedule are encouraged to identify those dates and/or times at the beginning of placement and to discuss proactively with their Field Supervisor.

Student commitment to field education generally supersedes other obligations they may hold including graduate assistantships, fellowship programs, and employment. Students with approved disability accommodations, enrolled in concurrent or dual degree programs, with significant parenting or caregiving responsibilities, or unusual personal circumstances may, however, request and be formally approved for schedule modifications.

During designated break periods (usually two weeks from mid-December to early January and a week in early March), students are expected to arrange for continuity of coverage for their cases

and administrative projects. They are not, however, generally expected to be present or to respond to clients or collaborators. Students are also not responsible for clients or administrative projects at days and times when they are not scheduled to be in field placement. Appropriate coverage must be provided or arranged by the Field Supervisor or another identified agency staff member.

Modified Start and End Dates

Agencies may request that students be available prior to the beginning of or after the ending of the academic year when this is necessary for purposes of effective orientation completion of field related onboarding requirements (background checks, drug screenings, orientation, trainings, etc). Students may log a maximum of 40 hours for completing onboarding requirements.

Field placements (fall and spring) end on the last day of the semester. Students are expected to complete and log field hours on or before this date (refer to the academic calendar for specific dates). Graduating students must complete and log field hours prior to the date that final grades for graduating students are due (refer to the academic calendar). **Students who need or desire to remain in their placement beyond the last day of the semester must enter into volunteer status. Please note, the student and agency are not subject to university evaluation, protection, or benefits during volunteer status.**

Ongoing Professional Development and Training

Students are given 10 field hours for non-mandated departmental conference/workshop participation each academic semesters. Participation to non-mandated conferences/workshops must be negotiated with the student's respective Field Supervisor in advance. Students who present at conferences, as representatives of Savannah State University's Department of Social Work, shall be excused from field placement providing that conference attendance days fall on a day when the student is scheduled to be in field. Students receive field credit hours for participating and presenting in conferences as approved representatives of Savannah State University. The Office of Field Education will notify the Field Supervisor in advance via written communication.

Occasionally students are required to participate in mandatory events, workshops, conferences, and professional development trainings. All mandatory trainings are outlined in the Office of Field Education Annual Calendar. In addition to the training outlined on the Office of Field Education Annual Calendar, students funded under external grants may be required to attend additional meetings sponsored by these grant programs.

Confidentiality of Client and Agency Data

NASW Code of Ethics requirements regarding confidentiality of client information extend to the use of confidential information from field placement in classes, seminars, and in student assignments. Students may not divulge client, collateral, or collegial information. Therefore, students are required to disguise all names, demographic information and any case details that might identify a client or co-worker.

- Client files and records should never be removed from the agency.
- Students should only review records of clients they are actively engaged with or are assigned to review for learning purposes.
- Students should not use agency data, even if de-identified, for classroom assignments or public consumption without the explicit permission of the agency.

Field Seminar and Field Practicum/Experience Grades

Field students are required to take the concurrent field seminar and field practicum courses in the expected sequence unless they have a preapproved, modified academic plan. Students should refer to the course syllabus for each course for a detailed description of course requirements and assignment of letter grades for each course. Students receive a letter grade (A, B, C, D, F) at mid-term and at the end of each semester for both field seminar and field practicum. Failure to progress normatively in either the field education or academic portion of the BSW program may lead to disciplinary action and/or probation and dismissal.

Unsatisfactory Grades in Field

If the student and Field Supervisor are effectively engaged, a student will be aware of deficiencies in his/her performance well before formal evaluation times. As soon as the Field Supervisor identifies unacceptable or marginal performance, the Faculty Field Liaison should be contacted. Often, a conference with the Field Supervisor and the student will be arranged to discuss the reason for the unsatisfactory performance and potential corrective actions. Several outcomes are possible:

1. The student may continue in the placement if this is acceptable to the student, the Field Supervisor, and the Faculty Field Liaison. Identified deficits in the student's performance will be documented in a Performance Improvement Plan (PIP) that outlines behavioral expectation and is added as an addendum to the student's Practicum Plan;

2. The student's placement may be terminated and the student may be placed in a new setting. The new placement may not begin until the following semester depending upon the timing of the termination and the circumstances;
3. The student may be allowed to request an incomplete, withdraw from the course, or withdraw from the social work program if illness or conditions outside of the student's control are a significant factor in the student's performance;
4. If the student's evaluation reflects unsuitability for the degree and or profession and/or an inability to deliver social services in a safe, competent and ethical manner, the Director of Field Education may request a Performance Review and if unable to resolve the concerns by the following term, may be subject to dismissal;
5. If the student's evaluation indicates there is a level of unprofessional conduct where others may be inadvertently or intentionally harmed, the Director of Field Education may request immediate dismissal;
6. When an unsatisfactory grade is assigned by the Field Instructor for either the Fall and/or the Spring semester, the student will receive no credit for the field practicum undertaken, and another field placement must be successfully completed for the student to be eligible for degree conferral.

Practicum Improvement Plan (PIP) is designed to assist the student with improving behavior. The improvement plan is completed by the field supervisor and Faculty Field Liaison and signed by the student. The PIP must contain the following information:

- Narrative of identified concern/behavior
- Description of previous attempts to address the concern, including educational feedback, increased supervision, changes in the Student Practicum Plan, or other interventions
- Plan for resolution, including specified deadlines, clearly stated objectives for all involved parties (i.e., student, field instructor, task supervisor, etc.) and their subsequent responsibilities, and what measures of success will be utilized to determine if the improvement plan is successful

Incomplete Grades in Field

A grade of Incomplete may only be entered if the following conditions are met:

1. The student is in "good standing," i.e., has been satisfactorily performing assigned field tasks.

2. The student experiences events beyond her/his control which prevent completion of required field practicum by the date grades are due, i.e., illness, accident, family emergencies, and unavoidable late start to placement.

3. The student has completed the majority of the total required field days for the semester and/or appears able to complete the remaining days in the immediately foreseeable future.

Extending hours beyond the typical workday, working on weekends, attending pre-approved professional development activities, and completing alternative assignments may be used to satisfy requirements to remove the Incomplete. Extension of field practicum beyond the end of the spring semester will necessitate that the student amend their plan of study.

Field Related Conflicts, Concerns, and Problems

On occasion, issues arise in field placements that create learning problems for the student and/or teaching problems for the Field Supervisor. These may be due to incompatibility of teaching and learning styles, personality conflict, communication breakdown, incompatible expectations, or difficult transference/counter transference issues among other factors. Experience has shown that the sooner issues are identified and addressed, the more likely it is that the placement will continue successfully. Conversely, if problems are ignored or discussion of them is delayed, the problems are further exacerbated and the probability of successful resolution is decreased.

In many cases, students and Field Supervisors are able to discuss and resolve these issues as part of the educational supervisory process. However, if problems interfere with the progress of the student/Field Supervisor relationship and/or the student's performance, it is essential that the Faculty Field Liaison be contacted immediately.

Conflicts with Peers

On occasions, students may also experience severe conflicts with peers who are also placed at the same placement and/or are enrolled in the same field seminar. When this is the case, the affected students should make every effort to address the conflicts directly, to demonstrate listening, to express perspectives in a non-blaming manner, and to see if differences can be understood, accepted, and/or resolved. In most cases, students will not be allowed to transfer to another field seminar section or change placements due to interpersonal conflicts.

If good faith informal attempts at resolution have not been successful, the affected students may involve their assigned Faculty Field Liaison. The Faculty Field Liaison will help to assess the situation, provide mediation, if appropriate, and provide guidance and recommendations to the

affected students. Students are expected to form and maintain working and professional relationships with one another as colleagues.

Emotionally Distressed Students in Field Placements

On occasion, a student may manifest signs of distress while in field practicum due to personal, health, and/or mental health problems either they or their family is experiencing. Any indication that a student may have difficulty in safely and effectively practicing social work in a field setting will be directly addressed and further assessed. These issues may be detected by agency personnel and /or by Field Faculty, by other students or colleagues, or by the student him- or herself. Our objective in addressing such situations is to preserve student choices and confidentiality to the greatest extent possible, to offer the student referral to help, to make accommodations in the field where appropriate and possible, and also to assure that agency clients and services are not adversely affected by student distress. If the student indicates that the noted behavioral issues arise from an underlying disability, the Field Consultant will refer the student to the Disability Resource Center (DRC) for evaluation

Depending upon the student's circumstance and the degree to which she or he appears able to meet the eligibility requirements for field placement described in an earlier section, arrangements may be made such as taking a temporary leave from field placement, requesting a reduction of hours or restriction of duties temporarily, continuing on with more applied supports, and/or other arrangements that balance protecting the student's health, his/her education, and his/her duties to the clients and agency.

Students experiencing prolonged distress for any reason may remain ineligible for field placement and may be encouraged to consider withdrawing from the program and reapplying at a later time. The student's personal and family health must be his or her priority and practicing social work when this is not the case can lead to adverse client or agency outcomes.

Early Termination from Field Placement

Although every effort is made to ensure a successful field education experience, early termination of a field placement is sometimes necessary due to compelling circumstances. These may include a serious and irresolvable conflict between the student and the agency Field Supervisor, serious breaches of ethical conduct on the part of the student and/or field agency, unsatisfactory performance by the student, the loss of a qualified Field Supervisor, closure or reorganization of the agency, and/or the student's withdrawal from field education for personal or medical reasons. Short of these circumstances, termination of the placement should be considered as the option of last resort and only after every attempt has been made to complete the placement.

Students have the right to request that the practicum be terminated through the completion and submission of the Petition to Terminate Practicum Form which must be signed by the student, field supervisor, and Director of Field Education. This form initiates a review of the practicum situation but does not automatically end a practicum experience until approval from the Office of Field Education is received. If the approval for termination is granted, the student may receive a grade for hours completed, if they are equal to at least one credit (120 work hours). In some situations, students who are reluctant to continue in their field placement may be instructed to give the opportunity more time. Students who refuse to make consistent, good faith efforts to resolve professional concerns or conflicts may be subject to academic consequences. Students are expected to maintain their composure and professionalism even if they have strong feelings about their situation.

Exceptions to Policy

There are sometimes situations and circumstances for which existing policy does not offer explicit or useful guidance. In these situations, all relevant policies will be reviewed, prior precedents will be considered, and consultation will often occur among Field Faculty and staff regarding relevant codes of conduct, so as to arrive at and communicate a principled decision.

Ethical Standards and Obligations

In all its activities the Department of Social Work is committed to upholding the ethical standards required of social workers in their relationships with clients, colleagues, co-workers, and members of the public. Students are expected to engage in ethical conduct and decision-making in accordance with the values, ethics and standards established for the profession of social work, as formalized in the *NASW Code of Ethics*. Violation of ethical standards may result in disciplinary action.

UNIVERSITY POLICIES

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

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

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

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

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#). Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

EQUAL ACCESS POLICY

Savannah State University subscribes to a policy of providing equal access for disabled students to all academic programs and support services. The University is committed to barrier-free environments which are designed to enhance learning opportunities. The University has a wide array of support services, which help to make the University experience challenging and rewarding. The faculty and staff are easily accessible to all students.

These policies are mandated in *The Rehabilitation Act of 1973* and the *Americans with Disabilities Act (ADA)* and guarantee persons protection from discrimination based on disability. Course standards are not lowered to accommodate needs, but rather alternative methods of learning and expressing knowledge will be provided.

Students who require academic adjustments in the classroom due to a disability must first register with Savannah State University's Disability Services. Following registration and within the first two weeks of class students must contact the instructor to discuss appropriate academic accommodations. Appropriate arrangements can be made to ensure that students have equal access to their courses. If accommodations are needed, we will ask students to undergo a formal evaluation with Disability Resource Center and to have an updated letter of accommodation on file. Students are expected to contact the Disability Resource Center at **King-Frazier Complex, Rm. 233; CONTACT # 912-358-3115**

SEXUAL HARRASSEMENT

It is the policy of Savannah State University that all employees and students are able to work in an environment free from all forms of discrimination, including sexual harassment. Sexual Harassment refers to behavior, either direct or indirect, which is not welcomed, which is personally offensive, which debilitates moral, and which therefore interferes with the University's mission and its effectiveness. Sexual harassment includes behavior that may not be considered overtly sexual. Sexual harassment includes Federal law prohibits sexual harassment under Title VII of the 1964 Civil Rights Act. The existing Board of Regents' policy states "that it shall be unlawful discriminatory practice for any employer, because of the sex of any person, to

discharge without cause, to refuse to hire, or otherwise discriminate against any person with respect to any matter directly or indirectly related to employment or academic standing. “Sexual harassment, whether by peers, by persons in authority, or by students or faculty, violates federal law and Board policy. It is the intent of these policies to include sexual harassment by peers.

- a. faculty –faculty
- b. staff – staff
- c. student – student

and sexual harassment by persons in authority:

- a. faculty – student
- b. graduate student – undergraduate student
- c. supervisor – subordinate

Sexual harassment of faculty by students is covered by these policies if it interferes with the faculty member’s work or creates an intimidating, hostile or offensive working environment. Consenting sexual relationships between faculty and students, or between supervisors and subordinates, are actively discouraged and may be deemed sexual harassment.

According to the Equal Employment Opportunity Commission (2009) guidelines, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

- a. Submission to such conduct is made explicitly or implicitly a term or condition of an individual’s employment or academic standing; or
- b. Submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting an individual; or
- c. Such conduct unreasonably interferes with an individual’s work or academic performance or creates an intimidating, hostile or offensive working or academic environment.

Examples of Sexually Harassing Behavior

- Physical Assault.
 - Demands for sexual favors.
 - Indecent exposure.
 - Indecent gestures or the display of sexually suggestive pictures or other objects.

- Touching, patting, embracing, caressing, or brushing against a person's body.
- Verbal assault, including direct sexual references, lewd jokes or innuendos, and remarks of sexual nature about a person's body or clothing.
- Allusions to or inquiries about a person's private sex life.
- Repeated unwelcome gifts, cards, request for dates.
- Singling someone out or "putting someone down" on the basis of that person's gender.

Consensual Relationships

All employees and students of Savannah State University should realize that sexual harassment most frequently occurs when one person has some power or authority over another. The relationship between a faculty member and a student should be considered one of professional and client in which sexual liaisons, even consenting liaisons, are inappropriate because they threaten the intellectual dependence and trust that underscore the teacher/student bond. Likewise, the relationship between a supervisor and subordinate must be a professional one free from sexual involvement.

Although the policy of Savannah State University does not expressly forbid consenting sexual relationships, such relationships are strongly discouraged and all personnel are cautioned that persons entering into such relationships do place themselves in danger of subsequent charges of sexual harassment which would be most difficult to dispute. For example, one of the parties might later claim that the relationship was not consensual. One or the other parties might later claim that the relationship created a hostile working environment. Other students or employees might charge that they are being discriminated against because of the "special" relationship that the instructor or supervisor may enjoy with a student or an employee. Finally, at least one Federal court has found that there exists an "affirmative duty of disclosure" of previous relationships should subsequent personnel action be taken against an employee who had been a partner in a consensual relationship. In light of the above, Savannah State University strongly discourages consenting sexual relationships between faculty and students and supervisors and subordinates and insists that supervisors or faculty who engage in such relationships must remove themselves from any decision-making activities regarding their consenting partner.

Procedures

Savannah State University guarantees the right of all students, faculty and staff to lodge complaints without fear of retaliation. The University, to the extent possible, will also protect the rights of the accused. In the event that allegations are not substantiated, all reasonable steps will be taken to restore the reputations of the accused if it was damaged by the proceeding. A complainant found to have been intentionally dishonest in making the allegations or to have made them maliciously is subject to disciplinary action. A person wishing to bring charges under the policy set forth above has two options: an informal complaint or a formal complaint

Informal Complaint Procedures

- Unit Heads
- Director, Student Development
- Vice President for Students Affairs
- Vice President for Academic Affairs
- Vice President for Fiscal Affairs
- The Equity and Diversity Officer

The person to whom the charge is brought is required to keep the charge in strictest confidence and to handle the complaint expeditiously. This person should inform the complainant of the option to handle the charge formally or informally. In addition, the complainant will be asked to sign a form acknowledging the choice of either the informal or formal option. This form will clearly explain the rights of the accused as stated above. If the complainant wishes to pursue an informal resolution of the problem, the accused will not be informed of the name of the complainant without the complainant's consent. The person to whom the complaint is brought may (1) help to resolve the complaint informally, or (2) may advise the complainant to draft a formal complaint and outline the necessary steps in the process.

See website below for complete Procedures

<https://www.savannahstate.edu/faculty-staff/human-resources/docs/SexualHarassmentPolicyRevised.pdf>

Title IX: Compliance:

Sexual Harassment, Discrimination, and Assault Policy

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities that receive federal funding.

Title IX states: *"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."*

Title IX prohibits sex discrimination in any university program including, but not limited to health services, counseling, psychological services, athletics, admissions, academic programs, extracurricular activities, employment, financial aid, housing, and student services. Title IX prohibits discrimination by and against both males and females, by students, faculty and staff, and visitors.

The policy of Savannah State University is to implement affirmative action and equal opportunity for all employees, students and applicants for employment or admission without regard to race, color, religion, national origin, gender, gender identity, sexual orientation, age, veteran status, and physical or mental disability.

Which behaviors are considered "discrimination based on sex" in violation of Title IX?

"Discrimination based on sex" contains a broad category of activities that prevent or limit the victim from participating in or benefiting from an education program or activity.

Examples of sex-based discrimination, include, but are not limited to:

- Unequal admission, participation, or employment opportunities in education programs and activities based on a person's sex
- Unequal opportunities to participate intercollegiate athletics or to receive athletics-based financial assistance based on a person's sex.

Sexual Harassment

"Discrimination based on sex" also includes sexual harassment. This is unwelcomed sexual conduct, intimidation, or coercion that is severe and pervasive, and that prevents or limits the victim from participating in or benefiting from an education program or activity. Harassers and victims may be either male or female, and may be students, faculty, or staff.

Examples of sexual harassment include, but are not limited to:

- Criminal sexual conduct, such as rape and sexual assault
- Requesting or pressuring an individual for sexual favors
- Discussing sexual activities
- Sexual conduct of any nature, which is not freely and mutually agreeable to both parties
- Sexual remarks about one's clothing, body or sexual activities
- Sexual jokes, innuendo, texts, teasing and/or remarks
- Verbal harassment or abuse
- Stalking
- Indecent exposure
- Unnecessary touching, patting, cornering, fondling, hugging, against a person's body

CONSENSUAL RELATIONSHIPS

The existence of such as consensual relationship must be immediately disclosed to your supervisor. Consensual romantic or sexual relationships between supervisor and employee or between faculty and students are strongly discouraged. No person involved in a consensual relationship should have direct responsibility for evaluating the employment or academic performance or for making decisions regarding the promotion, tenure, or compensation of the other party to the relationship. The existence of such a consensual relationship must be immediately disclosed to your supervisor.

Retaliation is Prohibited

It is unlawful to retaliate against an individual for filing a complaint or for cooperating in an investigation of complaint regarding Title IX. SSU will take strong responsive action if retaliation occurs. Any person found to have retaliated against an individual reporting, filing, or cooperating in a Title IX matter is subject to SSU disciplinary procedures up to and including expulsion or termination.

TITLE IX COORDINATORS AT SAVANNAH STATE UNIVERSITY\

Savannah State University has designated three individuals to oversee compliance efforts under Title IX and to investigate any complaint of discrimination based on sex.

Elaine Campbell- Interim Title IV Coordinator

3219 College Street, Box 20601

Hill Hall, Room 321

Savannah, GA 31404

T: 912.358.4039 • F: 912.358.4542

Email: campbele@savannahstate.edu

Responsible for ensuring Title IX compliance including monitoring and investigating implementation of Title IX Compliance at the University, coordination of training, communications, and administration of grievance procedures for faculty, staff, students and other members of the University community

MANDATORY HEALTH INSURANCE

The following students are required to have student health insurance that meets the minimum standards set by the University System of Georgia. Students in these categories who are not covered by a policy held by a parent, spouse, company or organization on the approved waiver list or if the policy does not meet the minimum standards must purchase the USG SHIP policy.

- All graduate students receiving a Full Tuition Waiver as part of their graduate assistantship award
- All graduate students receiving fellowships that fully fund their tuition.
- International Scholars.
- All Medical College of Georgia (MCG) students will be under the Mandatory Graduate Student Health Insurance Plan.

Students who fall into one of these categories and are already covered by an insurance policy (i.e. through parent plans, family plans or employer-sponsored plans) can easily opt out of the plan through a secure on-line process. Once the information has been verified, all charges will be waived. Students (both undergraduate and graduate) who fail to submit creditable health insurance information will automatically be enrolled in and billed for the system-wide student health insurance plan. Check with your campus for the exact deadline dates for submitting a waiver.

To obtain a waiver, students should visit the link below, “Approved Waivers and the Waiver Process.”

The Waiver Process

Students in one of the mandatory groups that have comparable coverage can opt to waive out of the System-wide student health insurance plan by taking the following steps. You will need to have your insurance policy information readily available when you start the waiver process.

- Log on to www.uhcsr.com/savannahstate. Find your state/school from the dropdown box and click ‘go.’ Click on the Waive link from the menu to the left and fill out the form(s) set up for your institution.
- The USG’s current provider will receive your request for a waiver and you will receive an email and a confirmation number verifying that you have successfully submitted your waiver. If you do not receive this email, resubmit your waiver request.
- Your request is then sent for verification.
- Your insurance plan will be verified that it meets the current requirements using the University System of Georgia approved minimum requirement guidelines.
- Once your request is reviewed, an email is sent either stating your plan has been approved or has been denied. If approved, the school will remove the charge from your tuition bill. If denied, the email will state the reason(s) why your plan is not approved. At this time you will be given 10 business days to appeal.

Appealing your Waiver

Log into your secure student health insurance account at www.studentinsurance.com www.uhcsr.com/savannahstate by finding your institution and clicking on the “Student Login” button at the top of the page.

- Select the semester for which you are appealing and click “view”.
- Click on the “Appeal Waiver” link to the right.
- Submit all information requested to assist the Appeals Committee as they review your request. (You will be emailed directly if more information is necessary.)
- The University System of Georgia Appeals Committee will review your request. Again, they will determine that your current policy meets their approved minimum requirements.
- Final decision will be emailed to you from the Office of Fiscal Affairs.
Waiver and Appeal deadline dates are strictly enforced.

APPENDICES

Appendix A: BSW Generalist Level Competencies and Practice Behaviors

Appendix B: BSW Generalist Level Practicum Plan

Appendix C: BSW Generalist Level Master Rubric

**Savannah State University
Department of Social Work**

Appendix A

BSW Generalist Practice Competencies and Practice Behaviors

Competency 1–Demonstrate Ethical and Professional Behavior

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.
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 as learners and engage clients and constituencies as experts of their own experiences.
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 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

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
2. Assess how social welfare and economic policies impact the delivery of and access to social services
3. 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.

Appendix B

BSW Generalist Level Practicum Plan Learning Contract

Practicum Plan Face Sheet

The Student Learning Contract developed for the academic year in conjunction with the Evaluation, is used to depict the progress of the student's growth and development throughout the field experience. The Student Integrative Learning Contract provides the basis for the Evaluation. The student and the field instructor will identify learning objectives, along with incremental tasks that the student will work toward achieving. While there are many variables that contribute to outcomes, it is the quality and nature of the student's performance activity and professional development in demonstrating practice behaviors to achieve each foundation competency that is being measured. The student must be involved in this process. The field instructor and the student should be familiar with the Program competencies and field education practice behaviors for each learning area when developing the learning contract.

Student Name:	Best Field Student-Ever
Home Phone:	912-358-0000
Cell Phone & Email:	912-358-0000 socialworkdegree@student.savannahstate.edu
Field Instructor:	Felicia Fabulous
Office Phone:	912-999-1234 Ext. 777
Email:	FF@@agencywonderful.org
Agency:	Agency Wonderful
Site Address:	1893 Richard R. Wright Ln, Savannah, GA 31404
Faculty Liaison:	Locate this information in Live Text
Phone # and Email:	330-972-5276

Classification: BSW Student

Academic Year: 2017-2018

Developing Practice Behaviors using Measurable Learning Activities

When developing the measurable learning activities, the student is expected to take the lead. Agency field supervisor/task preceptor should collaborate in discussion, review and final approval of the measurable learning activities, but the student is ultimately responsible for creating the learning activities.

In the column headed "Task, Activity, and/or Product:" please identify measurable learning activities that correspond to the competency listed using the S.M.A.R.T. criteria.

S	Specific	<ul style="list-style-type: none"> - I.D.s who is involved - I.D.s What will be accomplished - I.D.s Where the goal will be accomplished - I.D.s how the goal will be accomplished
M	Measureable	<ul style="list-style-type: none"> -How much? -How many? -How will it be clear that the goal has been accomplished?
A	Achievable	<ul style="list-style-type: none"> -Goals realistically reflect student's knowledge level -Goals realistically reflect student's skill level -Goals realistically reflect student's ability level -Goals are not too challenging/extreme or so unchallenging as to be meaningless
R	Relevant	<ul style="list-style-type: none"> -Goals are consistent with one another -Goals reflect student's willingness AND ability -Goals are congruent with practicum site's mission -Goals reflect the need of the client population served
T	Timely	<ul style="list-style-type: none"> -Goals have time-specific end points (e.g. target dates) -Time-specific end points are realistic (not more/less time than is needed to accomplish the goal)

Bad Example: "Student will become a better social worker"

Good Example: "Student will co-facilitate 2 process groups per week by Nov. 1"

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Evaluation Plan: How will you and your Field Supervisor evaluate this task, activity, or product?	Task, Activity, and/or Product: How will you demonstrate that you are competent in this area?	Date Added	Date Completed	Semester Evaluation	
				Fall	Spring

Appendix C

2015 EPAS Core Competencies Master Rubric- BSW Generalist Level

Students will be able to:

Competency		Performance Level			
		Mastered	Reinforced	Practiced	Introduced
1	Demonstrate Ethical and Professional Behavior	Utilize professional judgement while integrating emotional and self-regulation.	Differentiate between personal and professional ethics in practice	Communicate ethical decision making by applying and adhering to NASW of Ethics	Recognize personal values in a way that allows professional values to guide practice
2	Engage Diversity and Difference in Practice	Discern and respect diverse communication patterns and cultural customs	Utilize culturally responsive theories and/or problem solving strategies to work with clients and constituencies.	Apply knowledge of diverse populations for interpersonal effectiveness	Recognize the extent to which a culture's systemic, structure and values may oppress, marginalize, alienate, or create/enhance power or privilege.
3	Advance Human Rights and Social, Economic, and Environmental Justice	Apply understanding of social, economic, environmental, justice to advocate for human rights among clients and constituencies to improve practice.	Analyze systemic domestic or global factors that maintain or promote existing disparities and injustices.	Apply knowledge of human rights, social, economic, and environmental justice to develop advocacy or intervention strategies to address injustice.	Identify example(s) of human rights, social, economic, and/or environmental justice issues.
4	Engage In Practice-informed Research and Research-informed Practice	Consider contextual variables and apply research findings to selective problems, populations, and/or situations to improve practice.	Delineate relationships between and among variables.	Develop a research proposal that includes the basic components of the scientific inquiry process.	Identify quantitative and qualitative approaches to scientific inquiry.
5	Engage in Policy Practice	Make recommendations for advocacy and change.	Examine breakages and linkages in service delivery systems.	Select a social policy or response designed to address a social issue.	Identify how policy (ies) influence and impact clients and/or constituencies at the local, state, and/or federal level.
6	Engage with Individuals, Families, Groups, Organizations, and Communities	Reflect and manage their affective reactions during interpersonal interactions with clients, constituencies, and/or inter-professional collaborators.	Examine the effectiveness of their interpersonal skills with diverse clients and constituencies and modify ineffective strategies.	Establish relationally based processes that encourage clients to be equal participants in the establishment of goals and expected outcomes.	Awareness of how verbal and non-verbal communication in human relationships can engage or disengage client systems.
7	Assess Individuals, Families, Groups, Organizations, and	Develop an appropriate treatment plan and/or intervention that aligns with	Select appropriate mutually agreed upon	Modify goals, objectives, and approaches based on continuous	Collect and organize information

	Communities	identified needs of the client/constituencies.	strategies	assessment.	
8	Intervene with Individuals, Families, Groups, Organizations, and Communities	Demonstrate knowledge of social work practice theories and evidence-informed interventions that can be used with diverse clients and constituencies	Adopt evidenced-informed practice models and interventions to current practice situations.	Select and implement appropriate evidenced-informed interventions	Manage and regulate affect in response to intervention outcomes.
9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Demonstrate insight into how/why a micro, mezzo, or macro level intervention is/is not effective.	Appraise strengths, limitations, and/or potential threats to evaluation plan.	Develop an evaluation plan for a micro and macro level intervention.	Identify the types and functions of various evaluation methods.

