Introduction

This handbook is intended for use by students who select social work as their major, as well as for students who may be considering majoring in social work. The handbook is intended to provide information about social work that students need to know. The handbook is not a substitute for the Catalogue or for any University or College document having to do with policies, procedures and curriculum.

**********************************

General Expectations

1. Students have the primary responsibility for the course of their education. Students are expected to read the Handbook, the Catalogue, and other official publications and to be knowledgeable and informed about policies and procedures.

2. Students have the primary responsibility for assuring their appropriate progress through the curriculum.

3. Class attendance is an expectation for all social work courses. It is the responsibility of the student to make suitable arrangements with faculty when unable to attend.

4. Students are expected to follow the University's standards of behavior and to conduct themselves in ethically appropriate ways.

5. Communication is important. Students must communicate with program faculty whenever problems arise which may affect the educational process.

6. Good writing skills are a prerequisite to all aspects of the social work program. Each course has required writing assignments. All writing is to be consistent with the APA standards for documentation and report writing.
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History of the Program

The first course with social work content was offered at the University of Michigan-Flint during Fall-term 1973 when a full-time faculty person was hired to offer criminal justice and social work content. The position was administratively housed in the department of Sociology and Anthropology, College of Arts and Science. Over the next eleven years two additional faculty members were added, and a "major" evolved into social work. During 1985 the administration accepted a proposal from the Sociology, Anthropology and Social Work Department and granted permission to begin work toward achievement of CSWE accreditation for the Social Work Program. A core curriculum was introduced, library holdings were upgraded, and a variety of organizational factors were instituted to allow for appropriate program autonomy suggested in the guidelines. Financial and administrative changes delayed the active accreditation process until 1990. In 1993, the Social Work Program submitted its feasibility study and in 1995, was granted “Candidacy” status by the Council on Social Work Education.

In June 1996, the Social Work program became the Department of Social Work. This new status provided the academic, financial and physical autonomy necessary for growth. Since that time the program has engaged in a rigorous process of self study to reform the curriculum and establish policies and procedures to achieve compliance with the 1996 or 1998 Curriculum Policy Statement of the Council on Social Work Education, which was necessary for accreditation. The program was granted “Initial Full Accreditation” during the 1997-1998 academic year by Council on Social Work Education. The program is currently being reviewed for reaffirmation in June 2002.

In 1998 Social Work was incorporated into a new academic unit within the University, the School of Education and Human Service. Two departments (Education and Social Work) were moved from the College of Arts and Sciences to this school to allow for growth and to promote professional education within the broader community. The transition has been successful. The first Dean was a social worker. Although a teacher and administrator by professional education, Marianne Kugler, the current Dean, demonstrates a philosophy of leadership that is consistent
with the values and purposes of social work. In this context, the social work program has functioned very well. During the 2000-01 year one social work faculty member was granted for promotion and tenure.

Mission
The mission of the Social Work program was developed to incorporate the history of social work, the characteristics of social work students, and the dynamics of the community of the University of Michigan-Flint. The mission serves as the guiding principle for of the social work curriculum, student expectations, and faculty professional activities. The mission statement is:

As part of a regional campus of the University of Michigan, the Social Work Program’s mission is to prepare students to become Generalist social work professionals, by enhancing their commitment to social justice, responsible citizenship and the value of human diversity. As part of the educational experience, the program provides students with opportunities to cultivate and develop technical and intellectual foundations necessary for service in the public sector and/or graduate study.

Program Goals
To achieve this mission, the social work faculty has identified three goals. These goals guide the priority and choices of activities developed on behalf of the constituents of the program. These goals are:

Goal 1: Develop knowledge and skills in students that are consistent with the nine content areas of the 1992 Curriculum Policy Statement.

Goal 2: Create Avenues for faculty growth and development.

Goal 3: Provide service to the University and larger community.

Although each of the goals are relevant to students in some capacity, students in the social work program will most closely experience these program goals in the courses and learning opportunities described in the first goal.

The Social Work Curriculum:
The social work program at the University of Michigan-Flint has been developed in compliance with the Council on Social Work Education Curriculum Policy Statement. This statement outlines the knowledge, skill, and values necessary for baccalaureate social work students. This statement is also the guiding principle of the accreditation process. The entire statement is included in this handbook (Appendix A) to provide you with a clear understanding about objectives for each course as well as the reason for the overall curriculum design. Please read and be familiar with these standards.

**Program Objectives**

Students are primarily interested in how the program mission and goals will directly impact their experiences at the University. The C.S.W.E Curriculum Policy Statement provides guidelines for the program objectives. The thirteen curriculum objectives listed below reflect the plans for incorporation of the mission and goals into the curriculum. Students who complete a major in Social Work at The University of Michigan-Flint will be expected to meet the following curriculum objectives:

1. Apply critical thinking skills within the context of professional social work practice.
2. Practice within context of the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.
3. Demonstrate the professional use of self.
4. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
5. Understand the history of social work and social welfare practice with systems of all sizes.
6. Understand and apply the knowledge and skills of generalist social work to practice with systems of all sizes.
7. Apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the
inter-actions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).

8. Analyze the impact of social policies on client systems, workers, and agencies.

9. Evaluate research studies and apply findings to practice, and, under supervision, to evaluate their own practice interventions and those of other relevant systems.

10. Use communication skills differently with a variety of client populations, colleagues and members of the community.

11. Use supervision appropriate to generalist practice.

12. Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.


The CSWE Curriculum Policy Statement provides two outlining principles for the bachelor level education curriculum. First, two over-arching constructs are used to organize the implementation of the curriculum outlined as the model of intervention: Generalist Practice and Planned Change Effort.

**Generalist Practice**

The social work program at the University of Michigan - Flint adopted the undergraduate study focus of generalist social work practice in the mission statement. The Principles of the generalist practice model are infused throughout the curriculum. The University of Michigan - Flint faculty has highlighted principles of generalist practice, which are detailed below.

**Definition of Generalist Practice:**

The generalist social worker is expected to be knowledgeable, flexible, creative, imaginative and broadly skilled in carrying out the identified plan for change. Taken as a whole the generalist social worker is a professional change agent who engages in a
Planned Change Effort from a strengths perspective to enhance people’s well-being and social functioning. The social work program at the University of Michigan-Flint has embraced the following, four stage process operationalizing its conceptualization of generalist social work practice.

1. The generalist social worker is a professional change agent who engages in an intervention process to enhance people’s well-being and social functioning.

2. The generalist social worker works with individuals, families, groups, organizations, and communities as both target and client systems.

3. Action is based on client system need and not on the preferred intervention method of the social worker.

4. The generalist social worker engages in an eight step process which involves the conscious and purposeful application of the "planned change-effort".


**Planned Change Effort**

The baccalaureate social worker is expected to have specific skills to facilitate change in the client’s experiences. The planned change effort implies that each practitioner engages in purposeful interactions and interventions with clients. The planned change effort also emphasizes the strengths perspective of the perception of each client’s situation and resources for adaptation. The eight stages of the planned change effort are infused throughout the curriculum. It is introduced in Social Work 200 and then studied in detail throughout the junior and senior years.

The stages of the planned change effort are identified below:

1. Defining the issues.
2. Collecting and assessing data
3. Planning and contracting
4. Identifying alternative interventions
5. Selecting and implementing appropriate courses of action
6. Monitoring and evaluating outcomes, using appropriate research
7. Applying appropriate research based knowledge and technological advances.
8. Termination

Second, within this context, the choice of courses and sequencing has been divided into two parts: a foundation of Liberal Arts followed by intensive study in Professional Education.

**Liberal Arts**

Meeting these curriculum objectives begins with a foundation in the liberal arts. The liberal arts perspective enriches the student’s understanding of the person-environment context of professional social work practice and is integrally related to the mastery of social work content. The baccalaureate professional program in social work is built upon a liberal arts perspective. The liberal arts perspective provides an understanding of one’s cultural heritage in the context of other cultures; the methods and limitations of various systems of inquiry; and the knowledge, attitudes, ways of thinking, and means of communication that are characteristics of a broadly educated person. Students must be capable of thinking critically about society, about people and their problems, and about expressions of culture such as art, literature, science, history, and philosophy. Students must also have knowledge about social, psychological, and biological determinants of human behavior and of diverse cultures, social conditions, and social problems.

**Professional Education**

Building on the foundation of liberal arts on which a professional education is offered including nine content areas which represent both specific course content and content to be integrated throughout the curriculum.
Nine Content Areas

The baccalaureate curriculum adds to the liberal arts foundation, a group of professional foundation courses consisting of the following content areas:

1. values and ethics
2. diversity
3. social and economic justice
4. populations at risk
5. human behavior and the social environment
6. social welfare policy and services
7. social work practice
8. research
9. field practicum


Content Areas

These nine subject areas are distributed throughout the following five major groups of social work course work which are listed below:

SOCIAL WELFARE POLICY AND SERVICES SEQUENCE: The objectives are to provide students with basic knowledge about the roots, forces, and circumstances which shape and direct social legislation and social policy. The goals of the courses focus on the development of skills necessary to assess situations holistically. We also are interested in helping students to learn how to formulate, carry out plans, and to evaluate results. The two courses that provide the basic content for this area are SWK 200 Introduction to Social Work, and SWK 310 Social Welfare Policy.

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT SEQUENCE: This two course sequence is designed to deepen the student’s understanding about the institutional and organizational framework within which individuals, families, and sub-populations live their lives. We also emphasize the interactive relationships between individuals and their environment as a force which shapes, maintains, and at times changes the roles people
play within their individual life stages. Systems theory is the as the organizer, framework for social work practice explicated here. The courses that provide this orientation are:

SWK 320 Human Behavior and the Social Environment I: Micro Environment, and
SWK 325 Human Behavior and the Social Environment II: Macro Environment.

SOCIAL WORK PRACTICE METHODS SEQUENCE: This content area is designed to help students learn to effectively utilize specific skills. These skills include the interaction process, problem assessment, planning, implementation, termination, and evaluation.

The professional aspects of this content include 1) an understanding of the principals and concepts of practice, 2) an ability to analyze effectively and use skills, 3) effective use of skills, and 4) understanding to actual practice with various systems and in a variety of settings. The three courses which provide the foundation in this content area. They are SWK 311 Introduction to Social Work Techniques, SWK 420 Social Work Intervention I, and SWK 421 Social Work Intervention II. Students are enrolled in SWK 420 and SWK 421 concurrently with the practice skill instruction courses.

RESEARCH SEQUENCE: Although this content is infused throughout your courses, key concepts are introduced in a research course that is concerned with teaching about the process associated with an orderly, systematic examination of questions related to practice and research utilization. The student is introduced to problem formulation, sampling, observation, measurement, and data collection and analysis. Subsequent to this course, each social work course requires the application of research skills to understand information that is presented and to evaluate information gathered for individual projects.

The research content culminates in an individual project evaluating each student’s practice within the field placement courses. We are currently evaluating the possibility of adding a statistics course to this sequence.

PRACTICE SKILL INSTRUCTION: This sequence is designed to provide a professionally reflective, self-evaluating experiential learning opportunity for students to operationalize some of the knowledge values and skills learned in the classroom. There is an on campus
seminar and a 16 hour a week internship in a social welfare agency. Five courses support the components of this curriculum content: SWK 399 Introduction to Field Instruction, SWK 400 The Integrative Seminar, SWK 420 Practice Methods I, SWK 421 Practice Methods II, SWK 430 Field Instruction I, and SWK 431 Field Instruction II.

INFUSED CONTENT: The remaining CSWE content areas do not have a specific course assignment but rather are infused throughout the curriculum. The specific concepts students are expected to learn through the infused content regarding Diversity, Populations at Risk, and Social and Economic Justice are outlined in the Diversity Statement of the Social Work Department outlined in Appendix B.

Values are also infused throughout the curriculum. Social work values are one of the most significant defining factors of Social Work as a profession. Social work action is not only guided by what the professional does, but also why the action is understood to be appropriate. The Social Work Program at the University of Michigan - Flint has identified eight universally accepted values. They are:

1. Non-judgmental attitude
2. Self determination
3. Purposeful expression of feelings
4. Controlled emotional involvement
5. Confidentiality
6. Acceptance
7. Individuation
8. Empowerment

Social Work Ethics is also infused throughout the curriculum. Social work practice is also guided by high professional standards or measures of appropriate relationships between the social worker, client and the outside environment. The Social Work Program at the University of Michigan-Flint has accepted and is guided by the National Association of Social Work (NASW) Code of Ethics as the standard of appropriate practice for the faculty and students. Instruction on the use of the Code of Ethics is provided throughout the curriculum. Although the faculty uses the NASW code of ethics as the standard of ethical behavior there are additional ethical criteria (i.e. human
subjects, agency standards, state registration) utilized when appropriate to the specific situation. Faculty encourages students to understand that ethical standards are a connection between ways to behave, which reflect the professional values of Social Work. An outline of the key areas of the Code of Ethics is included in the admissions packet (Appendix C).

**Admission – General Policies**

**Transfer credits**

The university-wide Admissions Department is responsible for the initial evaluation of all potentially transferable course work. Standards of course equivalency and transferability have been established by each respective academic unit for each course potentially transferred from the major transferring institutions. An articulation agreement exists between the social work faculty at C.S. Mott Community College, the primary transferring institution, and University of Michigan – Flint social work faculty. Courses that do not meet this requirement are initially denied transferability, and can be reviewed on an individual basis by the appropriate academic unit. This policy is used for most general education and elective courses from both accredited and non-CSWE accredited institutions.

Social work courses transferred from other institutions are evaluated based on the rigor of inquiry, overlap in curriculum objectives and match in content with University of Michigan – Flint social work courses. Course work taken at C.S.W.E. accredited schools is accepted as equivalent to overlapping content in University of Michigan-Flint courses. In cases where the CSWE Accredited course content does not overlap, program faculty consult the appropriate school catalog and attempt to determine through assessment of course descriptions the relevance
of particular courses to the University of Michigan-Flint social work program curriculum. In instances wherein this process fails to suffice, individual syllabi are obtained for such courses. The full faculty constitutes a committee of the whole and are responsible for making decisions on these matters. This policy is stated in the Social Work Student Handbook that reads:

**Transfer Credits**

The department of social work accepts courses from other institutions on a regular basis. Five general standards prevail in determining transfer credits:

1. Course work transferred from a CSWE accredited school is matched to a specific social work course based on the explicit content. The advisor authorizes a direct substitution of the course content by notifying the Chair in writing who then informs the Registrar.

2. Course work transferred from community colleges or non-accredited social work programs are not given direct transferability to social work courses beyond the introductory level course (SWK 200).

3. Field practicum and practice method courses taken at non-C.S.W.E. accredited schools are not transferred. The transferability of field and practice courses from Accredited CSWE programs is reviewed on an individual basis to assure continuity of experience and depth and breadth of student learning.

4. Course work completed at a community college, and/or within an undergraduate social work program (accredited or non-accredited) can be considered for transferability within the general education, liberal arts and/or elective requirements of the University of Michigan – Flint degree program. The University has numerous “articulation agreements” which delineates the transferability of specific courses and electives content.

5. No academic credit can be given for any life experience.

6. Under no circumstances are field practicum or practice methods accepted from non-C.S.W.E. accredited schools.

**Procedures for reviewing transfer work**

Students wishing to explore the transferability of specific course content from another institution may follow the path of content substitution outlined below.

1. Student meets with academic advisor for initial interview regarding the determination of the Admissions Department regarding the transfer analysis. This report reveals
the determination of transferability according to existing articulation agreements.

2. Students wishing to request special consideration of the transferability of a specific course may appeal this decision by demonstrating the overlap of content between a completed course and the requirements for the social work program. Demonstrating the overlap will require the student to document why the content should transfer, using the following evidence:
   a. Obtain catalogue course description
   b. Obtain course syllabus, content outline, and course objectives
   c. Deliver to academic advisor

3. Upon completion of the above procedure the advisor takes information to the general social work faculty who make the final determination. The student and appropriate personnel are then notified of the decision.

4. The student may appeal any decision to the Department Chairperson and then make use of the academic appeal process.

Life Experience Credit

The following is the credit policy for life experience:

The University of Michigan-Flint Social Work Program does not provide for credit for life experience. The Council on Social Work Education prohibits granting credit for life experience for the professional core courses or the field practicum. Students may however, test out of a select set of courses in the general education block. In keeping with university and school policy, these courses are limited and are determined by individual departments. Thus, the social work program does not provide for any life experience credit within the major.

Academic Advising

It is the policy of the Social Work Program that anyone majoring in Social Work must be advised by a regular social work faculty. Students may elect to be advised in other parts of the university prior to admission, but once admitted students must be assigned to a social work advisor.

All students are expected to meet regularly with their advisor for the dual purpose of scheduling courses for the upcoming semester and for developing a long term plan that will meet the needs
of individual student. The three forms, which follow, provide a framework for students to use in making decisions about short and long term curriculum planning.

The Curricular Diagram (Table 1.0,) provides an overview of the baccalaureate degree. It shows the general education requirements and a model for progressing through the social work major. The Academic Planning Document (Table 1.1) provides an illustration of a semester by semester plan, which insures that all general education and social work major requirements are met during an eight semester schedule.

The Course Planning Worksheet (Table 1.2) provides a check list of prerequisite and requisite courses for the Social Work major.
## General Education Requirements

### Social Work Curriculum

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### Fine Arts (3 credits)

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<th>Social Science Options*</th>
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<td>B</td>
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### Area Option: Values Inquiry

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<tr>
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### Area Option: Humanities (9 credits in 2 fields)

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*Indicates courses which are recommended to be taken prior to field placements, but not required.
Table 1.1

Bachelor of Arts in Social Work
Course Planning Worksheet

GENERAL EDUCATION

_____SOC 100 Intro. to Sociology
_____BIO 104 Bio its Human Implic or Equivalent
_____PSY 100 Intro to Psychology
_____SOC 354 Sociology of the Family

SOCIAL SCIENCE OPTION AREAS: (9 hrs.)
One course from each of the following:

A.____
   AFA/SOC 270 Race and Ethnic Relations
   AFA/PSY 219 PSY of the Black Experience

   AFA 359 The Black Family

   ANT 378 Cross Cult Pers Sex & Gender
   SOC 474 Gender and Society

PRE-PROFESSIONAL BLOCK: (18 hrs.)
All of the Following:

SWK 200 Intro to Social Work _____
SWK 250 Methods of Research and Eval _____
SWK 310 Soc Welfare Policies & Services _____
SWK 311 Intro to SWK Techniques _____
SWK 320 Human Behav in the Soc Envir I _____
SWK 325 Human Behav in the Soc Envir II _____

SOC 220 Social Psychology
SOC 325 Cul & Personality
PSY 227 Social Psychology

ANT 340 Urban Anthropology
SOC 470 Social Stratification

C.____
   SOC 220 Social Psychology

   PSY 336 Psy of Personality
   PSY 230 Psy of Adjustment

   APPROVED COGNATES: (6 cr. hrs.)


FIELDS OF PRACTICE: (6 hrs.)
One course from each of the following groups

A.____
   SAT 202 Problems of Substance Abuse
   CRJ 185 Intro to Criminal Justice

B.____
   SWK 300 Mental Illness SWK Practice
   SWK 313 SWK with the Aged
   SWK 350 Patterns of Domestic Violence

PROFESSIONAL BLOCK COURSES
All of the Following

   SWK 351 Protective Services
   SWK/CRJ 185 Intro to Corrections

   SWK 399 Introduction to Field
   SWK 400 Integrative Seminar

   SWK 420 Intervention I
   SWK 421 Intervention II
   SWK 430 Field Instruction I
   SWK 431 Field Instruction II
**Table 1.2**

**Academic Planning Document**

The following schedule outlines all general education and social work requirements for a typical 4 year cycle. Students attending part-time should make note of when required social work courses are presented and adjust their schedule accordingly. Students may also choose to take courses during the spring and summer semesters in order to lighten particular semester loads.

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<th>Winter, Semester IV</th>
<th>Spring, Semester VII</th>
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<tr>
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<td>SWK 250</td>
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<tr>
<td><strong>Sociology 100</strong></td>
<td>3 credits</td>
<td>SOC 354 (VI2)</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>3 credits</td>
<td>Foreign Language 112</td>
</tr>
<tr>
<td><strong>Natural Sciences</strong></td>
<td>4 credits</td>
<td>Humanity</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td>3 credits</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Fall, Semester II</strong></td>
<td><strong>Winter, Semester V</strong></td>
<td><strong>Fall, Semester VIII</strong></td>
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<tr>
<td><strong>English Composition 112</strong></td>
<td>3 credits</td>
<td>SWK 310</td>
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<tr>
<td><strong>Psychology 100</strong></td>
<td>3 credits</td>
<td>SWK 320</td>
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<td><strong>Humanity Elective</strong></td>
<td>3 credits</td>
<td>Social Science Elective</td>
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<tr>
<td><strong>BIO 104</strong></td>
<td>3 credits</td>
<td>Social Science Elective</td>
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<td><strong>Elective</strong></td>
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<td><strong>Fall, Semester III</strong></td>
<td><strong>Winter, Semester VI</strong></td>
<td><strong>Winter, Semester IX</strong></td>
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<td><strong>SWK 200 (VI2)</strong></td>
<td>3 credits</td>
<td>SWK Practice Area B</td>
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<td><strong>Foreign Language 111</strong></td>
<td>4 credits</td>
<td>SWK 311</td>
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<tr>
<td><strong>CRJ 185/SAT 202</strong></td>
<td>3 credits</td>
<td>SWK 325</td>
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<tr>
<td><strong>Humanities (PHL 162)</strong></td>
<td>3 credits</td>
<td>Social Science</td>
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<td><strong>Elective</strong></td>
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<td><strong>16 credits</strong></td>
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Admissions

Students interested in social work as a major are encouraged to seek academic advising by a social work faculty member. When a student is ready to begin studying the professional education courses, the student will consider making application to be formally admitted to the program. Students must be fully admitted before they may begin the professional practice and field placement courses.

Gate-keeping

Admissions and Gate-keeping are based on an expectation that each student has the academic and personal skills needed to successfully complete the program and engage in professional social work practice. Gate-keeping is the process of determining whether or not a student should enter and/or continue in the social work program. Admission represents the first step that must be completed to begin the academic preparation for a professional social work career. It also begins the commitment of faculty to work with individual students toward the successful completion of the program. The academic advisor is the primary contact between the program and the student, while the individual instructor is the primary contact between the student and the course content.

Admissions to the program is the first stage of the gate-keeping process at the University of Michigan-Flint. It is designed to ensure that only competent practitioners earn the credentials of the profession. Admission is initiated by the student through completion of the Application for Admissions procedure. Please see Appendix C for details of this procedure. Students may pursue admissions to the Social Work Concentration through a series of progressive steps which
include the following:

- Pre-admissions
- Conditional Admission
- Full admission
- Admission to Field Instruction

**Pre-Admission:** Students who have been officially accepted at the University of Michigan Flint are eligible to declare social work as a major. This initial self selection of the *Social Work Concentration* is known as “Pre-admission” to the social work program. Upon declaring social work as a major area of concentration through the Registrar’s Office, the student is expected to report to the Social Work Department to be assigned a social work faculty advisor who will assist in selecting course work related to the concentration and the admissions process. Students are permitted to take the following social work courses while in Pre-admissions status: all general education courses and SWK 200 Introduction to Social Welfare, SWK 250 Social Work Research, SWK 310 Social Welfare Policy, SWK 320 & 325 Human Behavior and the Social Environment I & II.

The student is responsible for complying the necessary documents and submission of the admissions packet. The admissions committee consisting of social work faculty meets each semester to review applications and make decisions regarding formal admission of students to the concentration. Each applicant will be notified in writing of the Committee’s decision, including a rational for the decision as appropriate. The committee will make one of the following decisions related to each admissions applicant.
Conditional Admissions: A student who does not meet all of the criteria for full admission to the program may be granted Conditional Admission, pending completion of the specified criteria. It is the responsibility of the student to inform the program director when the “condition(s)” has been satisfied. The Program Director will verify the adjustment and change the student status to Full Admission. In the event that the “condition(s)” is not satisfied within the next full semester (Fall/Winter) the status will revert to Pre-Admission and the student must re-apply for admission.

Full Admission: A student must attain full admission to the Social work program prior to enrolling in practice and field courses. Students are eligible to apply for Full-admission after having completed a minimum of two social work prefix courses. Students who transfer to the University of Michigan-Flint as juniors intending to graduate in two years are permitted to apply for Full-admissions during the first semester provided they are enrolled in (or have successfully completed with a grade of “c” or higher in another CSWE accredited program) the equivalent of SWK 200, and a three hundred (300) level social work course. The criteria for full admission include the following:

- A grade point average of 2.4 in all course work overall and a grade of C or better in all social work courses.
- Completion by the student of the social work program application for full admission to the program.
- Demonstrated competency in written and oral communication.
- An evaluative statement of interest, readiness and suitability for a career in social work.
- A signed statement indicating adherence to the NASW Code of Ethics
- Two letters of reference from professionals familiar with your scholarly potential, character and potential for social work practice.

Denial: Students who are denied admission to the social work program may reapply at a later date. Students who reapply must provide evidence that the reasons for which admission was originally denied have been appropriately remedied.
Admissions Appeal Process

Students who believe the Admission Committee’s decision was made in error may initiate a formal appeal. To appeal a committee decision, a student must submit a written statement to the Social Work Program Director within 15 days of the date of the letter of notification from the Committee. The statement must specify reasons for the disagreement with the Committee’s decision and rational for considering a different decision. The Committee will then convene within 15 days of the receipt of the statement to review the appeal. The student initiating the appeal will be invited to address the Committee. The Committee will render in writing a follow-up decision which may include a revised decision or continuation of the original decision. If the student believes the Committee’s appeal decision was made in error, the student may initiate the appropriate grievance procedure as outlined in the current University Catalogue.

Admission To Field Instruction

A student who has been formally admitted to the social work program must subsequently apply in the winter semester to be admitted to Professional Block courses and Field Instruction. Admission to field instruction is accomplished as part of completing requirements for SWK 399 Orientation to Field Instruction. Admission to field instruction must be granted prior to attending SWK 399. Students who do not successfully complete SWK 399 Orientation to Field Instruction, will be administratively withdrawn from SWK 420 Social Work Intervention I and SWK 430 Social Work Field Instruction I. See Appendix D for details of the following criteria which are will be required for admission to field instruction:

- An overall grade point average of 2.4 or higher and a grade of “C” or better in all SWK courses.
- An interview with the Field Placement Director. The focus of the interview will be on student readiness to enter field instruction.
• Successful completion of SWK 399 Orientation to Field Instruction.

Students who are denied admission to field instruction may reapply at a later date. Students who reapply must provide evidence that the reasons for which admission was originally denied have been appropriately remedied.

Dismissal

Poor academic performance is monitored by the university committee on Academic Standards and Office of the Registrar. Students who fall below the minimum GPA or who demonstrate a pattern of poor performance in academic courses are sanctioned with a warning, probation or dismissal.

Within the Department of Social Work, each course syllabus outlines the specific criteria for the class. All 300-level social work classes require a minimum of a term paper using APA format. In addition, papers, written tests, and measures to evaluate behavioral/skill development are designed by the individual instructor.

A student’s academic career is evaluated at three levels:

1. When applying to the social work program (2.4 GPA minimum is required);
2. At time of admission to the practicum (to assure completion of prerequisites);
3. At completion of the field practicum (to evaluate full comprehension of social work content).

Policy on Retention

It is the intent of all faculty in the social work department to follow University of Michigan-Flint guidelines and policies to prepare all social work students for entry-level positions in social work and social welfare agencies and to identify those at-risk students whose academic needs require special tutoring and mentoring.

Academic Termination Procedures
Students must remain in good academic standing; maintain a minimum overall G.P.A. of 2.4., with a "C" or better in all social work classes; and successfully complete field placement assignments. Academic dismissal from the social work program will be implemented when a student is unable to meet these minimum academic standards. Academic dismissal may also be implemented when a student violates university and department standards of academic integrity, including plagiarism, falsification of data and cheating.

The academic dismissal process includes the following steps:

1. Notification of the program director by the faculty member involved in the alleged problem;
2. Notification of the student of the alleged problem;
3. Investigation of the alleged problem by a committee consisting of the majority of full-time department faculty; and
4. Disposition of the case and notification of the student within two work weeks.

The student has the right to appeal the decision to the department, and if still dissatisfied, to the School of Education and Human Services. The student may further appeal to the appropriate committees of the college and the University and to the Chancellor.

Termination for Professional and Other Reasons

During the summer of 2001, the social work faculty and the Community Advisory Committee collaborated on the articulation of a non-academic dismissal policy. The culmination of that effort has been titled the Policy on Dismissal for Professional and Other Reasons. It is listed in entirety here and in the field placement handbook.

Sanctions

The Department of Social Work uses the university's established policies and procedures and policies for student grievances, appeals, and complaints. These policies are disseminated to
the university community through the University of Michigan – Flint 2001-2003 Catalog and the Student Handbook.

**Student Academic Policy on Grievances and Appeals**

The Department of Social Work follows the established practices of the School of Education and Human Services when students contest grades or present other conflicts with social work faculty. The School of Education and Human Services grievance and appeal process includes:

1. The student requests a conference with the instructor involved to discuss their differences.

2. The student schedules a conference with the director of the social work program if no agreement is reached with the instructor.

3. The student schedules a conference with the dean of the School of Education and Human Services if he or she continues to be dissatisfied.

4. If the contested matter concerns an assigned grade, the student can appeal to the School of Education and Human Services Committee on Academic Standards.

5. If the student continues to be dissatisfied, an appeal may be made to the university Executive Committee, where decisions are final. However, the student has the right to appeal to the chancellor.

**Grievance Policy**

In addition, the Department of Social Work has established the following steps for students who may have complaints and concerns with its faculty and adjuncts:

1. The student is referred to the appropriate faculty to present and discuss the concern.

2. If an agreement or resolution cannot be reached, the student may present the concern to the academic advisor who will offer suggestions on how to re-approach the faculty in question or refer the student to the program director.

3. The student discusses the concern with the program director, who will discuss the matter with the appropriate faculty.
4. If a resolution is not obtained or the student is not satisfied with the outcome (in the case of a contested grade), they may appeal to the Committee on Academic Standards for the School of Education and Human Services.

5. Continued student displeasure with a grade assignment can then be appealed to the university's Executive Committee. Committee decisions at this level are usually final but a student still has the right to present their concern to the Chancellor.

Social Work students are informed of these procedures by direct access to the details in the University of Michigan – Flint Catalogue, and the department specific procedures in the Student Handbook and Field Placement Handbook. Students are also informed when the information is requested. Junior faculty and adjunct faculty are informed of these procedures through consultations with senior faculty and the program director and through department meetings.

POLICY ON DISMISSAL FOR PROFESSIONAL AND OTHER REASONS

The University maintains non-academic standards of student behavior that are outlined in the “Student Rights and Responsibilities” section of the University Catalogue. The University expects students to be responsible for their actions and to respect the rights of others. Certain personal actions, on University property or while engaged in any University activity, are considered non-academic misconduct and are subject to disciplinary action. A full listing of such misconduct is found in the University of Michigan - Flint, 2001-2003 Catalogue. Please also know that sexual harassment policies, described in Appendix F also pertain here. The University will respond to such misconduct with a range of possible sanctions, which are outlined in the University Catalog.

In addition, the social work program is charged with preparing generalist baccalaureate social work practitioners who demonstrate the necessary knowledge, skills, and values and ethics
of professional practice. Absence of any of these characteristics can compromise the individual’s practice as a social worker. In order to assure that students who graduate with a degree in social work are adequately prepared for professional practice, additional standards of performance (e.g. values and ethical behavior) have been established by the Social Work Department. Those standards are primarily focused on the NASW Code of Ethics.

The UM-Flint Social Work Department requires all social work students to adhere to the NASW Code of Ethics. The Code establishes standards for professional social work conduct. These are minimum expectations and any violation of any of these standards may lead to sanctions including dismissal from the social work program.

The major ethical standards of the NASW Code of Ethics, which are particularly relevant to social work students are summarized as follows: *

1. **THE SOCIAL WORKER’S ETHICAL RESPONSIBILITIES TO CLIENTS.**

1.01 **Commitment to Clients:** The social worker’s primary responsibility is to clients.

1.02 **Self-Determination:** The social worker should make every effort to foster maximum self-determination on the part of clients.

1.03 **Informed Consent:** The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.

1.04 **Competence:** The social worker should only provide services that they are appropriately prepared to deliver competently.

1.05 **Cultural Competence and Social Diversity:** Social workers should understand, be knowledgeable about culture, be able to deliver competent services that are culture sensitive.

1.06 **Conflicts of Interest:** Social workers should recognize and avoid potential conflict of interest situations.

1.07 **Privacy and Confidentiality:** The social worker should respect and protect the client’s right to privacy.
1.08 **Access to Records**: Social workers should provide clients with reasonable access to records concerning the client.

1.09 **Sexual Relationships**: Social workers should never engage in sexual activities with current clients, and should follow NASW and employer guidelines regarding sexual activity with former clients and persons with close relationship to current or former clients.

1.10 **Physical Contact**: Social workers should not engage in physical contact with clients unless it is appropriate and is preceded by clear, appropriate, and culturally sensitive boundary setting.

1.11 **Sexual Harassment**: Social workers should not sexually harass clients.

1.12 **Derogatory Language**: Social workers should use accurate and respectful language in all communications to and about clients.

1.14 **Clients Who Lack Decision-Making Capacity**: When acting on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

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

1.16 **Termination of Services**: Social workers should terminate services to and professional relationships with clients on the basis only of the clients needs and best interests, and in a manner which serves those needs and interests.

2. **THE SOCIAL WORKER’S ETHICAL RESPONSIBILITY TO COLLEAGUES.**

2.01 **Respect, Fairness, and Courtesy**: The social worker should treat colleagues with respect, courtesy, fairness, and good faith.

2.02 **Confidentiality**: Social workers should respect confidential information shared by colleagues in the course of their professional relationships.

2.03 **Interdisciplinary Collaboration**: Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well being of clients from the perspective of the social work profession.

2.04 **Disputes Involving Colleagues**: Disputes involving colleagues should always be responded to in a professional manner, and should never be exploited for the social workers own benefit.
2.05 **Consultation:** Social workers should utilize appropriate consultation whenever it is in the client’s best interest and should do so in a manner which ensures protection of confidential information to the extent feasible.

2.06 **Referral for Services:** Social workers should refer clients to other professionals when such referral is in the best interests of the client.

2.07 **Sexual Relationships:** Social workers should not engage in sexual activities with other professionals over whom they exercise professional authority, and should always consider potential for conflict of interest.

2.08 **Sexual Harassment:** Social workers should not sexually harass supervisees, students, trainees, or colleagues.

2.09 **Impairment of Colleagues:** Social workers who have direct knowledge of a colleague’s impairment that interferes with practice effectiveness should take appropriate action.

2.10 **Incompetence of Colleagues:** Social workers who have direct knowledge of a colleague’s incompetence should take appropriate action.

2.11 **Unethical Conduct of Colleagues:** Social workers should take adequate measure to discourage, prevent, expose, and correct the unethical conduct of colleagues.

3. **THE SOCIAL WORKER’S ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS**

3.04 **Client Records:** Social workers should take reasonable steps to ensure that documentation in records is accurate and timely, that it protects client’ privacy to the extent possible and that it is maintained in a manner that ensures future access.

3.06 **Client Transfer:** If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.

3.07 **Administration:** Social workers should advocate for resource allocation procedures that are open and fair.

3.09 **Commitments to Employers:** Social workers generally should adhere to commitments made to employers and employing organizations. While doing so they should work to improve policies and procedures and efficiency and effectiveness of their services.

3.10 **Labor-Management Disputes:** Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.
in a labor-management dispute situation.

4. THE SOCIAL WORKER’S ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence: Social workers should strive to become and remain proficient in professional practice and the performance of professional functions.

4.02 Discrimination: Social workers should not practice, condone, facilitate or collaborate with any form of discrimination.

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

4.04 Dishonesty, Fraud, and Deception: Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment: Social workers should not allow personal issues to interfere with their professional performance. When personal issues do interfere with their professional performance, social workers should immediately seek consultation and take appropriate remedial action.

4.06 Misrepresentation: Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession.

4.07 Solicitations: Social workers should not engage in solicitations of testimonial endorsements from current clients or from other people who are vulnerable to undue influence.

4.08 Acknowledging Credit: Social workers should take responsibility and credit only for work they have actually performed and to which they have contributed, and should acknowledge the work of and contributions made by others.

5. THE SOCIAL WORKER’S ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession: Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession.

5.02 Evaluation and Research: Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions. Social workers should educate themselves and their colleagues about responsible research practices.

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY
6.01 **Social Welfare**: Social workers should promote the general welfare of society, from local to global levels.

6.02 **Public Participation**: Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 **Public Emergencies**: Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 **Social and Political Action**: Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully, and should promote conditions that encourage respect for cultural and social diversity.

These standards include, among other things, measures for relationship skills and behavior elements, and address the role of students in a variety of settings, including but not limited to the classroom, field placement agencies, activities of the Social Work Club, while conducting class assignments, and in any other setting where acting as or recognized as a student. Failure to demonstrate effective compliance with the values, emotional stability and comportment of the social work profession will warrant consideration of possible sanction, including dismissal from the Social Work program.

Examples of reasons for dismissal include but are not limited to:

- Inappropriate disclosure of client information, i.e. confidentiality (Code of Ethics 1.07)

- Inability to demonstrate non-judgmental practice when working with clients, peers, agency staff or agency policy, i.e. self-determination, non-judgmental attitude (Code of Ethics 1.12, 2.01, 3.09)

- Inability to maintain appropriate boundaries with clients, peers, staff, and supervisors, i.e. controlled emotional involvement (Code of Ethics 1.06, 1.09, 1.10, 1.11, 2.07, 2.08)

- Inability to perform appropriately due to psychiatric disorder, substance abuse, or personal issues, i.e. conscious use of self (Code of Ethics 2.09, 4.05)
Students are expected to be familiar with and adhere to the **entire** Code of Ethics.

* The complete text of the Code of Ethics of the National Association of Social Workers, as revised in 1999, is available from: NASW, Inc., 750 First St., NE Suite 7, Washington, DC 20002-4241. It is also available at a NASW website: http://www.socialworkers.org/code/ethics.htm


**Non-Academic Sanctions**

**UNIVERSITY**

As consistent with the policies for all students, a social work student who is unable to maintain the expected behaviors of University enrollment, as outlined in the University Non-Academic Rights and Responsibilities section of the University Catalogue 2001-2003, becomes subject to the Non-Academic Procedural Rights procedures (Catalogue 44-46, 2001-2003).

**SOCIAL WORK DEPARTMENT**

**NON-ACADEMIC MISCONDUCT**

The Social Work Department has responsibilities that extend beyond those of the University.

When a social work student has been found to be in violation of one or more of the University’s non-academic standards of conduct, the Social Work Department may also consider departmental sanction including termination from the social work program. Sanction by the Department may occur simultaneously or separately with the University’s action.

* It is feasible for a student to receive a sanction from the University less than expulsion, but to be dismissed from the social work program. In such a situation, the student is able to continue as a student of the University, but not remain a social work major.

* Conversely, it is possible, for the sanction of the University to be more severe than that of the Social Work Department. Any sanction by the Department, less than termination, is contingent upon a decision by the University. If the University should sanction with expulsion from the University, that sanction would take precedence over any lesser sanction imposed by the Social Work Department.

**SOCIAL WORK DEPARTMENT PROFESSIONAL ETHICS VIOLATIONS**
For instances of violation of ethical professional standards specific to Social Work, which are in addition to the University standards as outlined in the University Catalogue, the Department may consider sanctions within the social work program up to and including termination from the program.

Dismissal from the social work program does not prohibit a student from continuing as a student of the University or from graduating from the University with a major other than social work.

Procedures

UNIVERSITY NON-ACADEMIC STANDARDS OF CONDUCT:

When a social work student is suspected of having engaged in conduct which violates the University Non-Academic Conduct Standards, the Social Work Department Chairperson shall notify the appropriate persons in the University, as noted in the University Catalogue, 2001 - 2003. Simultaneously, the Department Chairperson shall appoint a Faculty Committee, of at least two full-time faculty members, to investigate the matter as it relates to the student’s status in the social work program. The student shall be given the opportunity to provide information during the investigation. Within two weeks a written report with findings shall be provided to the Department Chairperson. An extension of the time allowed for investigation can be made by the Department Chairperson, when such extension is necessary for a thorough and fair consideration of the situation. The Department Chairperson shall then call a meeting of the entire full-time faculty within one week, of receiving the Faculty Committee report, to review the findings and make recommendations. The Department Chairperson shall provide a copy of the findings and recommendations, to the student and other relevant parties, within one week of the Department meeting.
SOCIAL WORK PROFESSIONAL STANDARDS OF PERFORMANCE:

A practicum field supervisor or program faculty who suspects a social work student of violating the professional standards of performance (NASW Code of Ethics) while engaged in field practicum, shall report that concern to the Field Placement Coordinator in the Social Work Department. After investigating those concerns, if the Field Placement Coordinator believes a violation of professional standards of performance exists, the Field Placement Coordinator shall report his/her findings, in writing, to the Department Chairperson, within one week of completing his/her investigation. The Department Chairperson shall appoint a Faculty Committee of at least two full-time faculty members. That committee will have the responsibility to review the findings of the Field Placement Coordinator, and to carry out further investigation as deemed necessary by the committee and the Department Chairperson. During both investigations the student shall be given the opportunity to provide information. The findings of the Faculty Committee shall be provided, in writing, to the Department Chairperson within two weeks. An extension of the time allowed for investigation can be made by the Department Chairperson, when such extension is necessary for a thorough and fair consideration of the situation. The Department Chairperson shall then call a meeting of the entire full-time faculty within one week of receiving the Faculty Committee report, to review the findings and make recommendations. The Department Chairperson shall provide a copy of the findings and recommendations, to the student, within one week of the Department meeting.

A program faculty who suspects a social work student to be in violation of professional standards of performance (NASW Code of Ethics), while acting as or recognized as a student, other than in field practicum, shall report that concern to the Department Chairperson. If the Faculty and the Department Chairperson believe that a violation of professional standards of
performance exists, the Department Chairperson shall appoint a Faculty Committee of at least two full-time faculty members. The procedures described when a Faculty Committee is appointed to investigate suspected violation of professional standards in field practicum, shall be followed thereafter.

SANCTIONS

When consideration for sanction is warranted, a sanction review meeting of all full-time faculty shall be held within one week of a finding that the student has violated professional standards of performance. The decision regarding appropriate sanction to be imposed shall represent a majority opinion of the full-time faculty. That decision shall be provided, in writing, to the student within one week of the review meeting. Options for sanction include, but are not limited to:

1. Continuation in the social work program, including field placement, contingent on simultaneous and appropriate corrective action.
2. Temporary dismissal from field placement with approval to return the following year upon evidence of satisfactory corrective action.
3. Dismissal from social work program with possibility of return upon evidence of satisfactory corrective action.
4. Permanent dismissal from the social work program.

APPEAL

A student has the right to appeal a Department sanction as outlined in the Social Work Student Handbook. The basis of such appeal would be to address the sanctions and to request reinstatement of the student to their previous status. Upon receipt of an appeal, the Department Chairperson shall appoint an Ad Hoc Professional Standards Committee to review the decision of the Department. The findings of the Ad Hoc Professional Standards Committee shall be submitted to the Department Chairperson within one week of their appointment.
A student who has been dismissed from the social work program has the right to reapply for admission, at a later time. The Department Faculty will review such application for readmission, and will apply all criteria for initial admission applications, as well as review whether sufficient corrective action has occurred.

Reapplication and Re-Entry

Students who have withdrawn from the social work program and/or university for more than 2 standard (Fall or Winter) semesters must reapply for admission to the program. Their admission reapplication should be written in close consultation with their academic advisor. Students who are dismissed from the University or the Social Work Program may apply for readmission according to the following admissions criteria: Social Work students dismissed for poor academic performance are to follow the re-entry steps established by the University (Catalogue, 2002-2004).

Students dismissed from the social work program for non-academic reasons (e.g., violation of NASW Code of Ethics or version of standard) need to schedule a pre re-entry conference with social work faculty prior to application to the University. If the student is determined to have made significant change in the reasons, which prompted their dismissal, their re-entry application to the program may be considered.

Field Performance

The social work program places particular emphasis on the field placement experience of the senior year. This emphasis is based on the perception that field placement is the avenue for students to demonstrate how well they have incorporated course work with knowledge, skills and values/ethics necessary for professional activity. Since the field placement experience is so important, performance criteria for field placement are highlighted here.

A student's field performance is measured by written evaluations from the field supervisor and ongoing collaboration between the field supervisor and field liaison. The written evaluation from the field supervisor corresponds to the contract established and signed by the student, field supervisor and field liaison (Field Practicum Handbook).
The areas evaluated include but are not limited to:

- adherence to agency rules on client confidentiality.

- ability to establish professional relationships with clients, which reflects appropriate boundaries and purposeful expression of self.

- demonstration of non-judgmental attitude when working with clients.

- usage of appropriate language and behaviors that contribute to client self worth and empowerment.

- the ability to understand the uniqueness and dynamic characteristics of clients and their situations and to incorporate them into planned change efforts.

**Grievances**

There may be situations in which a student disagrees with a faculty member, the social work program, and/or the University regarding decisions on grades, curriculum, and policy implementation. Social Work faculty does value diverse opinions and the orderly processing of student concerns. If you should have a concern or grievance, you are encouraged to follow the procedures for grievances outlined below, and seek guidance from your advisor if you have further questions.

The Department of Social Work uses the University's established procedures, and other policies, for student grievances, appeals and complaints (see University Catalogue). The Department of Social Work will also follow established practices of the School of Education and Human Services for contesting student grades or conflicts with social work faculty. That process includes:

1. The student requesting a conference with the instructor to discuss their differences.

2. Scheduling a conference with the Director of the Social Work Department if no agreement is reached with the instructor.

3. Scheduling a conference with the Dean of SEHS if there is continued dissatisfaction.

4. If the discontent of the student is with an assigned grade, the student can
appeal to the school committee on Academic Standards.

5. Finally, if the student is dissatisfied, they may appeal to the Executive Committee for SEHS, where decisions are final.

Additionally, the department of social work outlines the following steps for students who may have complaints and concerns with its faculty:

1. Student is referred to the faculty to present and discuss their concern.
2. If an agreement or resolution cannot be reached, students may present their concern to their academic advisor who will offer suggestions on how to re-approach the faculty in question or refer them to the Program director.
3. The student presents their concern, discusses it with the director who in turn will discuss the matter with the faculty and attempt to informally solve the problem.
4. If a resolution is not obtained or the student is not satisfied with the outcome they may appeal to the Committee on Academic Standards for the School of Education and Human Services (SEHS).
5. Continued student dissatisfaction can then be appealed to the College’s Executive Committee. Committee decisions at this level are usually final.

Student Performance Expectations

The social work program is proud of the caliber of students who graduate with a social work degree. Students who enter the social work profession must demonstrate high academic standards and the high potential for professional practice. It is the goal of the program to continue to foster the high standard of student performance. This high standard is achieved through careful delineation of academic and non-academic guidelines as well as the close mentoring relationship established between each student and their advisor. Criteria have been established for three areas of student performance including: academic standards, academic integrity, and college level report writing. Students are expected to be aware of these criteria and to monitor their own progress toward these goals. These criteria are listed below, although the student should refer to the University Catalogue for details of University criteria and consult with their advisor about specific policies related to the program’s criteria.

Policy on Student Academic Performance

Poor academic performance is monitored by the Academic Standards Committee and Office of the Registrar. Students who fall below the minimum Grade Point Average (GPA) or
who demonstrate a pattern of poor performance in academic courses are sanctioned with a
warning, probation or dismissal. For details about University standards for academic
performance please consult the University Catalogue.

In addition to University standards for academic performance, the Social Work Program
has outlined three levels of evaluation for social work students progressing through the program.
These three evaluative levels include:

1. When applying to the social work program a minimum grade point average of 2.4
   is required.

2. At time of admission to the practicum to assure completion of
   prerequisites.

3. Upon completion of field practicum to evaluate full comprehension of social
   work content.

In addition to these periodic evaluations of student outcome performances, the social
work program maintains demanding academic standards for each social work course. Three
specific standards are emphasized here as they are consistently held throughout the curriculum,
and included in every syllabi. The standards highlighted include: Academic Integrity, Critical
Thinking and Report Writing.

**Academic Integrity**

The program faculty has adopted a common language for defining academic integrity that
is added to the statements of the University of Michigan – Flint. Please be aware of how this
standard affects your performance, and notice that the statement appears in all social work
syllabi.

*The fundamental value of your education and degree is based on the knowledge and skills
you acquire from the learning process. The foundation of this value is the basic integrity of you*
as an individual and the integrity of the course of study. Without integrity, the degree has no meaning. Therefore, WE have a professional obligation to uphold the strongest criteria of integrity, and you have a personal obligation to do likewise.

In light of this obligation, traditional standards of academic integrity is the minimum expectation of the course. Integrity is achieved when credit is given to the appropriate authors of ideas and efforts. Accordingly, written assignments are expected to contain appropriate citations identifying all collaboration.

Integrity is violated in situations where credit is inappropriately assigned. Violations include (but are not limited to) cheating by copying another’s work on independent activities or plagiarism (copying another author without crediting the source. Violations of academic integrity will not be tolerated, and will be processed to the full extent. This process can include failure of the assignment, removal from the class, social work program, and/or University.

Evidence of academic misconduct can inhibit your eligibility for further study. SO DON’T DO IT.

College Level Report Writing

The program faculty has adopted a common language for measuring college level report writing, that is added to the statements of the University of Michigan – Flint. Please be aware of how this standard affects your performance, and notice that the statement appears in all social work syllabi.

Traditional standards for college level report writing is the expectation of all social work classes. Accordingly, all materials turned in must meet high writing standards. Begin your professional writing career with a writing manual. APA is the standard manual in Social Work and the social sciences (although MLA is acceptable).
Minimum expectations of written work include: correct spelling, proper use of standard English vocabulary and grammar, neatness, appropriate structure and form (use of headings and subheadings). Writing assignments must be typed, double spaced, with appropriate margins, and accurate punctuation. All written assignments must include a cover sheet containing the report writer’s name, assignment name, assignment title, course name, date and instructor name.

Assignments that require references to text, course content, other literature (e.g. journals, books, movies) or interviews must include citations in the text and a reference section in the back of the paper. Refer to the style manual for details of appropriate citations.

Critical Thinking is closely related to academic integrity and report writing. Stringing together lengthy quotations throughout a paper, even with references, shows no thought of your own or effort to synthesize material. It may simply demonstrate that you did some reading or research. It is important in social work to do more than just read. You must learn to think about and evaluate what you have read, and then demonstrate your critical thinking to your instructor.

Participation in Program Governance

Students are also invited to participate in the governance of the program and the University. They are also expected to join NASW. Each year the social work club nominates a student representative to the Accreditation Committee for the Social Work program. The social work nominee is responsible for representing the concerns and positions of the students in decisions related to the accreditation process and shares information on the progress of accreditation with the student groups.

Additionally, social work students are invited to participate in the University governance structure by becoming student representatives to one of the ten standing committees of the
University which have student representation (i.e. Academic Affairs Advisory Committee, Services Advisory Committee, Student Concerns Committee, Library Resources Committee, Telecommunications Committee, Special Events Committee, Scholarship and Grants Committee, Academic Computing Advisory Committee, Extension and Continuing Education Advisory Committee, and Academic and Continuing Education Advisory Committee). Student membership on these committees is solicited by the Office of the Provost and nominations are made through the Office of Student Life. Students who are interested in participating on one of these committees are encouraged to contact the Office of Student Life directly.

**Student Organizations**

Social work is a profession of service and involves community relationship building as well as academic achievement. Throughout their academic program, students are encouraged to participate in volunteerism, community service and professional organizations. There are several organizations within the University of Michigan - Flint that provide these opportunities to students. Each year, the Office of Student Life publishes a directory of all registered student organizations. Students are encouraged to obtain a directory and explore the diverse possibilities of membership in these groups according to the individual students’ interests.

There are two clubs of particular interest to social work students. Information about both clubs is available in the Office of Student Life and through the club mailboxes available in the department office. The **Social Work Club** is the primary professional organization at the student level available at the University of Michigan-Flint. This club is involved with diverse activities such as community service, information sharing between faculty and students, and promotion of student cohesion and recognition. The Social Work Club is managed solely by students, with two faculty advisors who answer questions and share student concerns with the faculty as a whole. Membership requirements are paid dues and commitment to social work/welfare issues.
The second club is the Phi Alpha Honor Society, which is primarily focused on the recognition of social work students who maintain high academic standards. Social work students may join the Zeta Lambda Chapter of the Phi Alpha Honor Society provided they have the required grade point average 3.0 overall. A grade point average of 3.25 is required in Social Work courses, as is sophomore standing, and completion 9 to 12 semester hours of required social work courses. Social work faculty serves as advisors to the honor society.

**Student Scholarship**

There are eight scholarships assigned specifically to social work students. Each is described briefly below. Applications and further details are available through the Office of Financial Aid and Scholarships located in 277 University Pavilion.

**Bader, Donna D. Social Work Scholarship:** Applicants can be full-time or part-time students enrolled in Social Work and who have a minimum cumulative 3.0 GPA. Preference will be given to returning students working on their first degree. Applicant must submit an essay (1,000 word limit) with their scholarship application describing their reason for choosing Social Work as a vocation.

**Bigelow, Lucille Social Work Scholarship Fund** – Designed to provide financial assistance to University of Michigan-Flint students pursuing social work major. Intended for full or part-time UM-Flint students who have had to postpone their college education for a minimum three-year period. Preference given to students in their late twenties or early thirties, are single parents, and/or married students with children. Recipients must maintain a minimum 2.5 GPA and demonstrate financial need.

**Freeman, Ralph M. and Emmalyn E. Education and Human Services Scholarship:** For juniors and seniors admitted to the School of Education and Human Services with a minimum 3.5 GPA.

**Freeman, Ralph M. and Emmalyn E. Social Work Scholarship:** For juniors majoring in Social Work with a minimum 3.5 GPA.

**Marigowda, Dr., and Renuka Nagaraju School of Education and Human Services Scholarship for Social Work and Peace Studies:** Applicants should be part-time or full-time students currently enrolled in the Social Work degree program or Peace Studies degree program. Applicants must have a minimum 3.3 overall GPA. Volunteer service and/or job experience in the field of Social Work within communities will be requested within the application.

**Sanders, Horace T. Social Work Scholarship:** For University of Michigan-Flint Social Work majors who have completed a minimum of 50 credit hours and have a minimum cumulative 3.00 GPA. Students must state in the Scholarship Application why they chose the field of Social Work and their career goals in the field. Financial need is not a consideration.

**School of Education and Human Services Alumni Scholarship for Social Work:** Applicants must be part-time or full-time undergraduate students currently enrolled in Social Work degree programs with a GPA of 3.3. Students need to demonstrate community service within the field of social work.

**Social Work Leadership Scholarship:** For Social Work majors with at least junior standing and a minimum 3.0 GPA.
Grading
Courses are graded in accordance with procedures articulated in the Catalogue and in course syllabi. It is believed that grades should be assigned in a fair and impartial manner. In accordance with policy, all students have the right to question a grade and to dispute the assignment of any grade. Students should follow the procedure defined in the Catalogue.

Evaluation of Teaching
All social work students will be given the opportunity to evaluate faculty teaching. Such evaluation will include the School of Education and Human Services evaluation form. The faculty also welcomes any other type of feedback students can provide about their assessment of teaching in the Program.

Social Work Faculty Evaluation of Teaching Statement
The Social Work Program takes seriously the Regental position on student evaluation of teaching and requires that all departmental procedure conforms to guidelines approved by the College of Arts and Sciences. Students are encouraged to provide input on an informal as well as a formal basis as to your assessment of the teaching that goes on in the department. Such things as visits with advisors, letters to faculty, and other appropriate types of feedback are encouraged. The student evaluation of teaching is used at the end of each semester for each course taught. Information in these documents are kept confidential until the grades have been submitted and then presented to each faculty member in type written form rather than in each student’s handwriting. An example evaluation form may be found in Appendix E. The form does not assess all areas of instruction for every type of course; the program therefore encourages additional comment as appropriate.

State Registration - Certification
The practice of social work is regulated in the State of Michigan through the Department of Public Health. Completion of the degree graduates are eligible to apply for registration as a Social Work Technician (S.W.T.). After two years of supervised social work experience, the graduate may apply for an upgrade in registration to Social Worker (S.W.). This upgrade is only available to graduates from C.S.W.E. accredited baccalaureate social work programs.
Appendix A

Council on Social Work Education Curriculum Policy Statement

Curriculum Policy Statement for Baccalaureate
Degree Programs in Social Work Education

B1.0 Scope and Intent of the Curriculum Policy Statement

B1.1 This document sets forth the official curriculum policy for the accreditation of baccalaureate (BSW) programs of social work education by the Council on Social Work Education. It supersedes all prior statements of curriculum policy for the baccalaureate program level.

B1.2 The Curriculum Policy Statement establishes mandates for minimum requirements for the curricula of baccalaureate programs to be accredited by the Council. The policy statement specifies certain content areas and requires that they be logically related to each other, to the purposes and values of social work set forth in this document, and to the purposes, mission, resources, and educational context of each professional program. The statement does not prescribe any particular curriculum design.

B1.3 Each program is responsible for making every faculty member, student, field instructor, and administrator associated with the program aware of the content of the Curriculum Policy Statement.

B2.0 Relationship to Accreditation Standards

B2.1 The Commission on Accreditation of the Council develops standards by which social work education programs are evaluated for accreditation. These standards pertain to the organization, administration, and curriculum implementation of programs of social work education. Curriculum standards are derived from and must conform with this Curriculum Policy Statement.

B3.0 Promises Underlying Social Work Education

B3.1 The purpose of social work education is to prepare competent, effective social work professionals who are committed to practice that includes services to the poor and oppressed, and who work to alleviate poverty, oppression, and discrimination.

B3.2 Social work education is based upon a specific body of knowledge, values, and professional skills. It is grounded in the profession's history and philosophy. Education for the profession promotes the development and advancement of knowledge, practice skills, and services that further the well-being of people and promote social and economic justice. Social work education is responsible for the production and application of research and scholarship aimed at advancing social work practice.

B3.3 Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Doctoral programs are not accredited by the Council.
B3.4 Programs of social work education maintain close, reciprocal, and ongoing relationships with social work practitioners and with groups and organizations that promote, provide, or seek to influence social policies and social work services. Responsibility for initiating these relationships rests with social work education programs. Effective programs develop and maintain systematic communication with these individuals and groups.

B3.5 The effectiveness of any profession depends on the active engagement of its members in continuous learning. Programs of social work education strive to promote continuing professional development of students and faculty. Programs seek to teach students how to become lifelong learners who are motivated to continue developing new knowledge and skills throughout their careers.

B36 Effective social work education programs recognize the interdependence of nations and the need for worldwide professional cooperation.

B3.7 Social work education programs assume a leadership role within the profession by offering curricula that are at the forefront of the new and changing knowledge base of social work and its supporting disciplines.

B4.0 Purpose of Social Work

B4.1 The profession of social work is committed to the enhancement of human well-being and to the alleviation of poverty and oppression. The social work profession receives its sanction from public and private auspices and is the primary profession in the provision of social services. Within its general scope of concern, professional social work is practiced in a wide variety of settings. It has four related purposes:

B4.1.1 The promotion, restoration, maintenance, and enhancement of the functioning of individuals, families, groups, organizations, and communities by helping them to accomplish tasks, prevent and alleviate distress, and use resources.

B4.1.2 The planning, formulation, and implementation of social policies, services, resources, and programs needed to meet basic human needs and support the development of human capacities.

B4.1.3 The pursuit of policies, services, resources, and programs through organizational or administrative advocacy and social or political action, to empower groups at risk and to promote social and economic justice.

B4.1.4 The development and testing of professional knowledge and skills related to these purposes.

B4.0 Purpose and Structure of Baccalaureate Social Work Education

B5.1 The purpose of professional social work education is to enable students to integrate the knowledge, values, and skills of the social work profession into competent practice.
The achievement of this purpose requires clarity about learning objectives and expected student outcomes, flexibility in programming and teaching to accommodate a diverse student population, and commitment of sufficient time and resources to their education.

B5.2 Two levels of social work education are accredited by the Council on Social Work Education: the baccalaureate and the master's. The baccalaureate level prepares students for generalist social work practice, and the master's level prepares students for advanced social work practice in an area of concentration. These levels of education differ from each other in the depth, breadth, and specificity of knowledge and skill that students are expected to synthesize and apply in practice.

Both levels of social work education must provide a professional foundation curriculum that contains the common body of the profession's knowledge, values, and skills. This common base is transferable among settings, population groups, and problem areas. The baccalaureate level of social work education must include a liberal arts perspective and the professional foundation content, which prepares students for direct services with client systems of various sizes and types.

B5.3 Professional social work education at the baccalaureate level takes place in accredited baccalaureate degree-granting colleges and universities.

B5.4 All baccalaureate social work programs must:

B5.4.1 Provide content about social work practice with client systems of various sizes and types.

B5.4.2 Prepare graduates to practice with diverse populations.

B5.4.3 Provide content about the social contexts of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.

B5.4.4 Infuse throughout the curriculum the values and ethics that guide professional social workers in their practice.

B5.4.5 Prepare graduates who are aware of their responsibility to continue their professional growth and development.

B5.5 The baccalaureate curriculum must be based upon a liberal arts perspective and must include the professional foundation.

B5.6 The baccalaureate curriculum must be developed and organized as a coherent and integrated whole.

B5.7 Graduates of a baccalaureate social work program will be able to:
B5.7.1 Apply critical thinking skills within the context of professional social work practice.

B5.7.2 Practice within the values and ethics of the social work professional and with an understanding of and respect for the positive value of diversity.

B5.7.3 Demonstrate the professional use of self.

B5.7.4 Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.

B5.7.5 Understand the history of the social work profession and its current structures and issues.

B5.7.6 Apply the knowledge and skills of generalist social work to practice with systems of all sizes.

B5.7.7 Apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).

B5.7.8 Analyze the impact of social policies on client systems, workers, and agencies.

B5.7.9 Evaluate research studies and apply findings to practice, and, under supervision, to evaluate their own practice interventions and those of other relevant systems.

B5.7.10 Use communication skills differentially with a variety of client populations, colleagues, and members of the community.

B5.7.11 Use supervision appropriate to generalist practice.

B5.7.12 Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

**Liberal Arts Perspective**

B5.8 A liberal arts perspective enriches understanding of the person-environment context of professional social work practice and is integrally related to the mastery of social work content. The baccalaureate professional program in social work is built upon a liberal arts perspective.

B5.9 A liberal arts perspective provides an understanding of one's cultural heritage in the context of other cultures; the methods and limitations of various systems of inquiry; and the knowledge, attitudes, ways of thinking, and means of communication that are characteristic of a broadly educated person. Students must be capable of thinking
critically about society, about people and their problems, and about such expressions of culture as art, literature, science, history, and philosophy. Students must have direct knowledge of social, psychological, and biological determinants of human behavior and of diverse cultures, social conditions, and social problems.

B5.10 Determination of whether students have acquired a liberal arts perspective is left to the judgment of each social work program's faculty. Each program must clearly explicate the requirements for training in a liberal arts perspective and the rationale for those requirements.

B6.0 Baccalaureate Curriculum Content

B6.1 The baccalaureate curriculum must include a liberal arts perspective and the professional foundation. The professional foundation includes content on social work values and ethics, diversity, social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum. Baccalaureate programs must achieve integration among these professional content areas. Curriculum areas do not need to be taught in discrete courses, but mastery of the professional curriculum must occur through classroom experiences and field practice. The baccalaureate social work curriculum must cover, but is not necessarily limited to, the professional foundation.

B6.2 The curriculum design of each program must identify a coherent approach for the selection of research and theories offered. Every part of the baccalaureate curriculum must strengthen the student's understanding and appreciation of a scientific, analytic approach to building knowledge for the delivery and evaluation of practice. Content provided in each curricular area must be relevant to the objectives, philosophy, and mission of the individual program and must facilitate the student's understanding of how the knowledge relates to social work practice.

Social Work Values and Ethics

B6.3 Programs of social work education must provide specific knowledge about social work values and their ethical implications and must provide opportunities for students to demonstrate their application in professional practice. Students must be assisted to develop an awareness of their personal values and to clarify conflicting values and ethical dilemmas. Among the values and principles that must be infused throughout every social work curriculum are the following:

B6.3.1 Social workers' professional relationships are built on regard for individual worth and dignity, and advance by mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflict.

B6.3.2 Social workers respect individuals' right to make independent decisions and to participate actively in the helping process.
B6.3.3 Social workers are committed to assisting client systems to obtain needed resources.

B6.3.4 Social workers strive to make social institutions more humane and responsive to human needs.

B6.3.5 Social workers demonstrate respect for and acceptance of the unique characteristics of diverse populations.

B6.3.6 Social workers are responsible for their own ethical conduct, the quality of their practice, and for seeking continuous growth in the knowledge and skills of their profession.

**Diversity**

B6.4 Professional social work education is committed to preparing students to understand and appreciate human diversity. Programs must provide curriculum content about differences and similarities in the experiences, needs, and beliefs of people. The curriculum must include content about differential assessment and intervention skills that will enable practitioners to serve diverse populations.

Each program is required to include content about population groups that are particularly relevant to the program's mission. These include, but are not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

**Promotion of Social and Economic Justice**

B6.5 Programs of social work education must provide an understanding of the dynamics and consequences of social and economic injustice, including all forms of human oppression and discrimination. They must provide students with the skills to promote social change and to implement a wide range of interventions that advance the achievement of individual and collective social and economic justice. Theoretical and practice content must be provided about strategies of intervention for achieving social and economic justice and for combating the causes and effects of institutionalized forms of oppression.

**Populations-at-Risk**

B6.6 Programs of social work education must present theoretical and practice content about patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression. The curriculum must provide content about people of color, women, and gay and lesbian persons. Such content must emphasize the impact of discrimination, economic deprivation, and oppression upon these groups.
Each program must include content about populations-at-risk that are particularly relevant to its mission. In addition to those mandated above, such groups include, but are not limited to, those distinguished by age, ethnicity, culture, class, religion, and physical or mental ability.

**Human Behavior and the Social Environment**

**B6.7** Programs of social work education must provide content about theories and knowledge of human bio-psycho-social development, including theories and knowledge about the range of social systems in which individuals live (families, groups, organizations, institutions, and communities). The human behavior and the social environment curriculum must provide an understanding of the interactions between and among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior. The impact of social and economic forces on individuals and social systems must be presented. Content must be provided about the ways in which systems promote or deter people in maintain or achieving optimal health and well-being. Content about values and ethical issues related to bio-psycho-social theories must be included. Students must be taught to evaluate theory and apply theory to client situations.

**Social Welfare Policy and Services**

**B6.8** Social welfare policy and services content must include the history, mission, and philosophy of the social work profession. Content must be presented about the history and current patterns of provision of social welfare services, the role of social policy in helping or deterring people in maintaining or achieving optimal health and well-being, and the effect of policy on social work practice. Students must be taught to analyze current social policy within the context of historical and contemporary factors that shape policy. Content must be presented about the political and organizational processes used to influence policy, the process of policy formulation, and the frameworks for analyzing social policies in light of the principles of social and economic justice.

**Social Work Practice**

**B6.9** At the baccalaureate level, professional social work education prepares students for generalist practice with systems of all sizes. Practice content emphasizes professional relationships that are characterized by mutuality, collaboration, and respect for the client. Content on practice assessment focuses on the examination of client strengths and problems in the interactions among individuals and between people and their environments.
Social work practice content must include knowledge, values, and skills to enhance the well-being of people and to help ameliorate the environmental conditions that affect people adversely. Practice content must include the following skills: defining issues; collecting and assessing data; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of action; using appropriate research to monitor and evaluate outcomes; applying appropriate research-based knowledge and technological advances; and termination. Practice content also includes approaches to and skills for practice with clients from differing social, cultural, racial, religious, spiritual, and class backgrounds, and with systems of all sizes.

B6.10 Each program must explicate the ways in which students are prepared for generalist practice.

Research

B6.11 The research curriculum must provide an understanding and appreciation of a scientific, analytic approach to building knowledge for practice and to evaluating service delivery in all areas of practice. Ethical standards of scientific inquiry must be included in the research content.

The research content must include quantitative and qualitative research methodologies; analysis of data, including statistical procedures; systematic evaluation of practice; analysis and evaluation of theoretical bases, research questions, methodologies, statistical procedures, and conclusions of research reports; and relevant technological advances.

B6.12 Each program must identify how the research curriculum contributes to the student's use of scientific knowledge for practice.

Field Practicum

B6.13 The field practicum is an integral component of the curriculum in social work education. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field setting.

B6.14 Field education at the baccalaureate level requires a minimum of 400 hours in field practicum.

B6.15 Each educational program must establish standards for field practicum settings that define their social work services and practices, field instructor assignments and activities, and student learning expectations and responsibilities. Individual programs may organize their practice in different ways but must ensure educationally directed, coordinated, and monitored practicum experiences for all students. All programs must provide:
a. A placement that is based upon the objectives of the educational program and the learning needs of each student.

b. Structured learning opportunities that enable students to compare their practice experiences, integrate knowledge acquired in the classroom, and expand knowledge beyond the scope of the practicum setting.

c. Support for field practicum instructors by:
   1. Sharing pertinent information about practicum students.
   2. Providing information about the organization and content of the educational curriculum, emphasizing the interrelationships among human behavior, social policy, research, and practice content.
   3. Providing information about the sequencing of course content.
   4. Articulating clear practice and evaluation goals for the field practicum and for each student.
   5. Offering orientation and training programs.

**B7.0 Avenues of Renewal**

**B7.1** Programs of social work education must remain vital and progressive by actively pursuing ongoing exchanges with the practice community and other essential groups, and by developing and assessing new knowledge and technology.

**B7.1.1** Programs must establish and maintain close, reciprocal, and ongoing relationships with social work practitioners, and use those relationships continuously to evaluate the total curriculum.

**B7.1.2** Programs must establish and maintain relationships with groups that develop, implement, and benefit from social policies and services.

**B7.1.3** Programs must establish and maintain involvement with professional associations and with academic disciplines and departments.

**B7.1.4** Programs must assume responsibility for systematic, high-quality scholarship that assesses social work practice and develops new knowledge.
Appendix B

Diversity Statement of the Department of Social Work
Diversity

The social work curriculum offers students opportunities to progress through a series of experiences which foster recognition of differences among people, identification of how diversity impacts people, and finally a professional orientation which represents value of and respect for diversity and the differences among people.

To this end, diversity is defined as existing as a natural event and represents a universal, complex phenomenon involving variability of the human species at many levels. Carried to its extreme diversity emphasizes that every human is different from every other human being.

The process of attempting to manage variability of people results in grouping of people by various similarities and is a subjective process that results in labeling and differential valuing. Diversity has a positive value because it reflects open systems that are synergistic and allow for an exchange of energy.

(Adopted 5/1/01)

Population at Risk

Population at Risk is a term used to describe a group whose members experience social situations that are based on historical discriminating practices, relative status and access to power, and result in compromised access to power such that they are vulnerable to being denied equitable/equal opportunities for quality of life.

- Although, every individual has the potential to be denied access to opportunities, and some individuals within a population at risk may not personally experience
deprivation, individuals in some groups are more likely to experience deprivation based solely on their group membership. Groups at risk include:

- Women
- People of Color
- Gay and Lesbian Persons

Because of their relevance to the program, other at-risk populations are discussed. They include:

1. Age
2. Ethnicity
3. Culture
4. Class
5. Religion
6. Physical or mental ability
7. Displaced and secondary market workers

- Risk is recognized in the specific context. Sources of power, the institutional processes and desirable resources, goods and services are interactive relationships and change in different situations.

- Risk status is based on a power relationship between groups, not size or number of people in the group. The majority is the group with more power relative to the minority, the group with less power.

- Minority status is further differentiated when the membership is ascribed. Membership in a group at risk is based on characteristics that can be readily identified and are beyond the control of individual members.

- Intensity of risk status differs among minority groups based on differential access to power and ability to assimilate to the majority within one or more of the social institutions.

- There are three primary mechanisms for differentiating access to the opportunities for quality of life that result in deprivation: Oppression, Discrimination, and Economic Deprivation.

- Oppression mechanisms are systematic and institutionalized processes, exercised by the group in power, to deny members of other groups access to
resources, goods and services that are necessary for quality of life. Oppression occurs as a macro system process in the structures and actions of bureaucracies, communities, and institutions.

- Discrimination mechanisms are micro system processes and involves the acts of individuals toward individuals that deny access to the resources, goods and services that are necessary for quality of life. Discrimination occurs in the individual and small group interaction patterns, and in the one-on-one interactions within larger social organizations.

- Economic Deprivation refers to the consequences of oppression and/or discrimination that result in restricted access to the specific power resources associated with the social institution of the economy, (e.g., money, commodities such as housing and health care, social class, and interactive relationships with other social institutions). Although those who experience relative poverty are economically deprived by the technical definition, those individuals who experience absolute poverty are most at risk for achieving their basic needs and are the focus of social work.

5. Equitable opportunities are necessary for Population at Risk to experience fairness in their access to power. Equity assures all interacting parties an outcome that is in direct proportion to their contributions. This does not mean equal outcomes as described by the same outcomes regardless of contributions. The primary role for social workers is creating opportunities and advocating for equitable interactions. Equitable opportunities are sought at all levels (micro, mezzo and macro) of human interactions and are an organizing principle for the dual focus of social work.

- Inherent in social interactions is the exchange of power and contributions to the process that are not the same. Historical patterns of interactions have solely valued the contributions of class based power (i.e., capitalist risk, money) and created inequitable consequences for the labor force contributions. Therefore, the process of establishing comparable worth is necessary to achieve equity, such that all contributions are recognized and valued, and the rewards are in proportion to the comparable value of the contribution.

- Social Justice is the term used to describe human interactions that are based on the goal of opportunities which result in equitable outcomes. Social justice is facilitated by the humanitarian actions of individuals and in governance by a “Just and Moral” society. Evidence of social justice is represented in the
practice of distributive justice and in the declaration and defense of human and civil rights primarily within the social institution of polity.

- Economic Justice is the term used to describe the goal of opportunities that result in equitable outcomes. Justice is influenced by the power and interactions primarily within the social institution of the economy.

6. Although it is an assumption of all human behavior, that individuals and groups are in a continuous and life long process of improving their quality of life, populations at risk experience reduced or restricted opportunities for achieving a quality of life associated with survival.

- Quality of life refers to the individual’s access to resources to fulfill the needs identified by Maslow’s Hierarchy. The focus of members of populations at risk is at the foundation levels of this hierarchy: Survival, Psychological Safety, and to a limited extent, Love and Belonging.
- Quality of life for groups refers to the range of choices available to respond to environmental challenges. Members of populations at risk have restricted access to the range of alternatives for behavior and limited choices of response to environmental challenges.
- Quality of life for society refers to the roles of the social institution of social welfare. Successful functioning of social welfare results in a balance of interdependence among social groups. Interdependence is reflected in the appropriate balance of the cycle of dependence and independence throughout the life cycle of individuals. Historically, the focus of attention to populations at risk has been the management and reduction of dependence and emphasis on the value orientation of independence. The focus of social work is to facilitate a more appropriate balance of interdependence at the macro level between the five social institutions and at the micro level between the individuals and small groups.

It is the objective of the social work curriculum to integrate the content on Populations at Risk and the related concepts of oppression, discrimination, economic deprivation with principles of social and economic justice. The curriculum is organized to facilitate a progression of learning from recognition and understanding with the ultimate goal of preparing students cognitively, affectively and behaviorally to advocate for non-discriminatory practices and alleviation of oppression.
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Appendix C

Social Work Program Admissions Packet
The Social Work Program Admissions Policy Statement:
Students wishing to concentrate in social work must indicate their intention by completing a Social Work Program application form (see criteria listed below). The applicant will be assigned a social work advisor and will be permitted to enroll in upper division social work classes. Details about the admissions policy can be found in the Social Work Student Handbook.

Admissions and gatekeeping are based on an expectation that each student has the academic and personal skills needed to successfully complete the program and engage in professional social work practice. Gatekeeping is the process of determining whether or not a student should enter and/or continue in the social work program. Admission represents the steps that must be completed to begin the academic preparation for a professional social work career. It also begins the commitment of faculty to work with individual students toward the successful completion of the program. The academic advisor is the primary contact between the program and the student, while the individual instructor is the primary contact between the student and the course content.

In order to be formally admitted to the social work program, a student must:

1. Have completed 45 credit hours of course work with a minimum GPA of 2.40.

2. Have completed SWK 200 and a 300 level SWK course with a minimum letter grade of “C” in each course (students must maintain a grade of “C” or better in all social work courses).

3. Demonstrate competency in written and oral communication (student must complete ENG111 and 112 with a minimum grade of “C” in each course). Students transferring credit for ENG111 and 112 from other institutions may be required to complete a writing competency exam administered by the English Department.

4. Prepare a 2 to 4 page typed evaluative statement of interest, readiness, and suitability for a career in social work. A good statement will include: a) biographical data, to include information about the range of events from your life experience that you feel may have contributed to your interest or attraction to the field of social work.
b) employment and/or volunteer information/experience, c) personal reflection, and d) information about the purpose of social work, including its knowledge base, and values. The purpose of this self evaluation is: to demonstrate competency in written expression of the English language and to reflect the applicant’s commitment to the goals and purposes of social work profession.

5. Sign the statement indicating that you have read and will be guided by the Code of Ethics of the National Association of Social Work.

6. Provide at least two letters of reference (on letterhead). The content of the letters should tell about your scholarly potential, general character and potential for social
work practice.

(7) Students transferring course-work from another social work program will be expected to provide a reference from a social work faculty member from the previous school.

In addition to the above criteria, disclosure may be necessary to determine suitability for particular direct service areas. This will be determined after an admissions decision, but prior to a field placement assignment. This process may include questions regarding: (a) current alcohol and or substance abuse dependency problems and treatment; (b) current emotional problems and/or mental illness and treatment; and (c) conviction of any felony or misdemeanor that involved bodily harm to another.

Applicants will be notified in writing of the decision of the Social Work Program Admissions Committee. There are four possible outcomes of this admission process:

- Full acceptance into the program
- Conditional acceptance
- Denial

Please see the Social Work Student Handbook for a detailed explanation about the admission process. Review of new applications is an ongoing process throughout the academic year.

APPLICATION PACKET SUBMISSION DEADLINES ARE:

NOVEMBER FOR FALL SEMESTER
MARCH FOR WINTER SEMESTER
Social Work Program Application

A. PERSONAL INFORMATION:

1. Name __________________________________________ Date of Birth ____________________________
   Address __________________________________ City __________________ State ____ Zip ________
   Home Phone __________________________ Business Phone __________________

2. University ID Number __________________________ Name of Advisor ____________________________

Progression into the junior/senior years of the social work concentration requires a process of review by faculty of the student’s progress toward successful completion of all requirements for this professional degree. The process includes several procedures which comply with CSWE accreditation standards requiring systematic evaluation of the program and its’ students. Students must meet all requirements before being allowed to begin the Professional Block referred to on the course requirement summary sheet.

Since this is a program of preparation for beginning professional practice, students are expected to subscribe to the social work Code of Ethics. Violation of the Code may be grounds for dismissal from the program. Please read the attached summary of the Code. Your completion of this application and signature indicates your agreement to abide by the provisions of the Social Work Code of Ethics.

IN THE PRESENCE OF YOUR FACULTY ADVISOR, PLEASE SIGN THE COMPLETED FORM. ATTACH YOUR PERSONAL STATEMENT INCLUDING REFERENCES AND SUBMIT YOUR APPLICATION PACKAGE TO THE PROGRAM DIRECTOR.

Student Signature __________________________ Date __________

Advisor Signature___________________________ Date __________
Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly.

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

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

1. service
2. social justice
3. dignity and worth of the person
4. importance of human relationships
5. integrity
6. competence.

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

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.
The **NASW Code of Ethics** serves six purposes:

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

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

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

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

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

16. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the **NASW Code of Ethics** does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

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

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

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision. The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

**Ethical Principles**

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

**Value: Service**

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

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

Value: **Social Justice**

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

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

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

Ethical Principle: **Social workers respect the inherent dignity and worth of the person.**

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

Value: **Importance of Human Relationships**

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

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

Value: **Integrity**

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

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

Value: **Competence**

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

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.
Appendix D
Field Instruction Admissions Procedures
SOCIAL WORK PROGRAM ADMISSION TO PRACTICE SKILL INSTRUCTION

POLICY STATEMENT: A student is eligible for admission to field placement including the “Professional Block” after being formally admitted into the Social Work Program and after completing the five pre-professional courses (SWK 200, 300, 310, 311, & 320). Completed applications for field placement are due by the end of winter term. No placements are available during the spring or summer terms.

All applications for field placement are reviewed by the Social Work Field Education Review Committee. The needs, strengths and interests of the students, as well as the availability of agency and program placement resources, are discussed. Additionally, each applicant is interviewed by the Social Work field Education Coordinator. Issues of concern that may have been identified during the applicant’s program admission interview are addressed at this time. Goals for the student and possible agency options are also explored. A particular setting will be recommenced on the basis of these variables.

The faculty field education coordinator discusses the placement with the student and arranges for an agency contact. The student then contacts the agency and meets with an agency representative to discuss the placement, mutual expectations, and available learning opportunities. A final decision is reached by the field education coordinator after consultation with the student and the agency supervisor. Suggested readings and pre-placement contacts are worked out on an individual basis.

During spring semester students enroll in SWK 399. During this seminar we discuss with students a number of common concerns, i.e., course requirements, required papers and reports, agency hours and regulations, confidentiality, dress code, illness, snow days, dates for the integrative seminar etc. In keeping with the process of socialization into the profession students are encouraged to join the National Association of Social Workers prior to the beginning of field placement.
Appendix E

Student Evaluation of Teaching

STUDENT EVALUATION QUESTIONNAIRE

Instructor _____________________________
Course No. /Sec. ________________
Semester/Yr. ________________
Please respond to all 1 items by marking the Scantron Columns with a No. 2 pencil. Write comments on items 5 through 14 in either pencil or ink. Ranking A = High; E = Low.

1. What is your class standing?
   a) Sr. (85+ hours)       c) So. (24-54 hours)
   b) Jr. (55-84 hours)    d) FR. (fewer than 24)

2. What is your Grade Point Average?
   a) 3.5 or higher
   b) 3.0 - 3.5
   c) 2.5 - 3.0
   d) Below 2.5
   e) Not yet established

3. Did you elect this course for general education credit?
   a) yes
   b) no

4. Does this course fulfill your major/minor requirements?
   a) yes
   b) no

5. INSTRUCTOR’S COMMAND OF COURSE MATERIAL. Comment:

6. CLARITY OF PRESENTATION Comment:

7. OVERALL ORGANIZATION Comment:

8. DAILY ORGANIZATION Comments:

9. CLASSROOM OBLIGATIONS Comment:

10. ATTITUDE TOWARD STUDENTS. Comment:

11. ATTITUDE TOWARD TEACHING. Comment:
12. INTELLECTUAL STIMULATION OF STUDENTS. 
   Comment:

13. INSTRUCTOR AS TEACHER. Comment:

14. OVERALL QUALITY OF THE COURSE. (Stimulating and/or useful contribution to a college education) Comment:
Appendix F

University of Michigan-Flint Social Work Program Policy: on
Non-discrimination and Sexual Harassment
Grievance and Appeal Procedures

- The University of Michigan-Flint social work program is committed to the University of Michigan policy prohibiting discrimination on the basis of race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or Vietnam Veteran status in all aspects of the social work program.
• The program is also specifically committed to the prohibition of sexual harassment in all aspects of the social work program.

• The University of Michigan-Flint social work program is bound by and supports the University of Michigan-Flint policies on Discrimination and Harassment.** Students are referred to the most current edition of the Catalogue for a detailed description of the Grievance procedure when they feel they have been discriminated against or harassed in any way.

• Faculty and Staff are referred to the appropriate sections in the Standard Practices Guide for procedures to follow in cases of discrimination and/or harassment.

* The University of Michigan-Flint 1997-99 Catalogue, p. 3.