



UNC  
**GREENSBORO**

Department *of*  
Social Work

# **BSW STUDENT HANDBOOK**

**2018 – 2019**

## *Welcome to the UNCG Bachelor of Social Work Program*

The Faculty and Staff of the UNCG Department of Social Work welcome you to the UNCG Bachelor of Social Work Program. We are the oldest, continuously accredited and largest Bachelor of Social Work program in North Carolina. Our Joint Field Instruction program is built upon a successful 30-year relationship between our two undergraduate programs. Students are taught by a diverse faculty with many years of experience in both social work practice and academia. We work to meet the learning needs of individual students in our program while ensuring that our program meets national accreditation standards. Our program is fully accredited by the Council on Social Work Education.

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

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

*UNCG Social Work Faculty and Staff*

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# CONTENTS

## **HISTORY, MISSION, AND PROGRAM GOALS**

Introduction	6
History	6
BSW Degree	6
Mission and Program Goals	8

## **THE BSW CURRICULUM**

BSW Curriculum	10
Competency Basis of the Curriculum	10
Field Instruction as Signature Pedagogy	12
BSW Plan of Study	14

## **ONGOING PROGRAM ASSESSMENT**

BSW Curriculum Evaluation Plan	17
Evaluation of the Learning Environment	18
BSW Program Advisory Board	19

## **FULL-TIME MEMBERS OF THE BSW FACULTY**

BSW faculty	20
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## **BSW POLICIES AND PROCEDURES**

Non-Discrimination	21
Sexual Harassment	21
Student Participation	21
Student Rights	22
Academic Advising	23
Grading	25
Right to Appeal a Grade	26
Academic Ineligibility Suspension and Termination	26
Unprofessional Behavior, Impairment and Corrective Plans	26
Academic Integrity	31
NASW Code of Ethics	31
National Association of Black Social Workers Code of Ethics	31
Alcohol, Drug and Weapons Policy	32
Adverse Weather and Campus Closure Policy	32
Program Communication	32
Honor Societies	33

## **UNIVERSITY FACILITIES AND SERVICES**

Financial Aid	34
Libraries	34
Health Services	34
Office of Intercultural Engagement	35

	Disability Services	35
	Writing Assistance	36
	Teaching and Learning Center (TLC), UNCG	36
	Recreational Opportunities	36
	Bookstores	36
	Computing Services	36
	Email Addresses	37
	ID Cards	37
	Parking and Transportation Between Campuses	37
	Student Employment Information	38
APPENDIX A:	Course Descriptions	39
APPENDIX B:	Incompatible Behaviors and Corrective Plans	44
APPENDIX C:	STUDENT ACKNOWLEDGEMENT AND ACCEPTANCE OF PROCEDURES AND POLICIES	47

## HISTORY, MISSION, AND PROGRAM GOALS

The faculty congratulates you on your decision to join the BSW program! Social work is a rewarding profession that has real opportunities for employment at both the graduate and undergraduate level. Please check out the NASW website: [www.naswdc.org](http://www.naswdc.org)

### Introduction

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

Students are urged to read this material thoroughly. Inquiries regarding matters in this handbook are welcomed and should be directed to the BSW Program Director(s) or to your faculty advisor.

### History

#### *The University of North Carolina at Greensboro*

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

UNCG has partnered with NC A & T State University in the undergraduate social work field instruction program, which has existed since 1973. The proximity of the two campuses provides for effective use of mutual resources and the opportunity for students to experience diverse cultural university environments.

### The BSW Degree

**Degree:** Bachelor of Social Work

**Required:** 122 semester hours, to include at least 36 hours at or above the 300 course level

**Available Concentrations and AOS Codes:**

Social Work, U894

School Social Work with Special Subject-Area Teacher Licensure, U895

The purpose of the Social Work major is to prepare students for entry level generalist practice in social work. This is a professional program of study which is strongly grounded for the first two

years in liberal arts; the second two years focus on the professional curriculum. The program prepares students for work with individuals, families, groups, organizations and communities.

#### Accreditation

The program is accredited by the Council on Social Work Education for an eight-year period ending in June 2021.

#### Admission to the Social Work Major

The student who wishes to formally declare Social Work as a major should consult with the Undergraduate Program Director. Admission to the major is based upon:

- Complete 215 with a C or better
- Have a minimum GPA of 2.5
- Have completed at least 51 credit hours
- Must be **currently enrolled in BOTH**, SWK 310 **and** SWK 311 **OR** have completed SWK 215, 310 and 311 with a C or higher (if either SWK 310 or SWK 311 is full, contact the BSW Director)
- Complete an official application for admissions by **December 7<sup>th</sup>**

Admission is competitive and limited. Decisions concerning admission are announced by January 1 and are effective with the beginning of the fall semester.

#### Admission to Field Instruction

1. Prior admission to the Social Work Major
2. Completion of the following courses or their equivalent: BIO 105 or 111 or ATY 253, ECO 101 or 201, HDF 212, PSC 100, PSY 121, STA 108 or SWK 250, SOC 101, and completion of the Department's culture and diversity requirement.
3. Completion of 84 Semester Hours with a 2.50 grade point average
4. Satisfactory completion of all early field experience requirements
5. Satisfactory completion of SWK 215, 310, 311, 315, 325, and 351, with a minimum grade of C. No Social Work course may be taken more than twice.
6. An application process and approval of the Director of Field Instruction

#### General Information

Admission to the University does not constitute acceptance to the department. Academic credit is not awarded for life or work experience. Community social work agencies cooperate with the Department of Social Work in providing field work experiences for the students. The number of

students placed for field instruction is determined by the availability of these resources. At times, there may not be an approved site for student placement and there may be delay in meeting that part of the graduation requirements.

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

Students who fail to enter senior year field instruction within two years of completion of all Bachelor of Social Work foundation courses (SWK 215, 310, 311, 315, 325, 351) must reapply for admission to the social work program. The Director of the Bachelor of Social Work program in consultation with the student and faculty will decide what social work courses, if any, must be repeated prior to reapplying for admission to field instruction.

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

## **Mission and Program Goals**

### ***Preamble***

In 1795, the first public university in the United States was chartered by the state of North Carolina. At that time, African-Americans, women, Native Americans, and some religious groups were barred from higher public education in this state.<sup>1</sup> In 1891, North Carolina established the *Agricultural and Mechanical College for the Colored Race* in Greensboro to provide practical and technical training for African-Americans. During the first eight years, the college was co-educational; after 1901, women were no longer admitted. In 1928 women were again accepted, and in 1967 the name of the institution was changed to the *North Carolina Agricultural and Technical State University* (NC A&T SU).

In 1891, North Carolina also chartered a normal school for women in Greensboro. The foremost purpose of this institution was to train white women to teach in public schools across the state. Other major courses of study included home economics, music, and physical education. After a series of name changes, this institution became *The Women's College of the University of North Carolina*. The school did not become co-educational until 1963. In 1971, when the North Carolina General Assembly combined all sixteen state-supported institutions of higher education

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<sup>1</sup> W. R. Moore. (2006). *History of the Joint Master of Social Work Program*. Available online at <http://www.jmsw.org/docs/historylong.pdf>

into a single system, the name was changed to *The University of North Carolina at Greensboro* (UNCG).

The broader University system brought with it racial and gender integration; however, the rich legacy of NC A&T SU and UNCG—both born in discrimination and oppression—is reflected in the unique mission of the Joint MSW Program offered by NC A&T SU and UNCG.

### ***Mission***

Adopted by the faculty, Fall 2018

The mission of the Social Work Department is to prepare culturally competent, ethical social workers who embody the core social work values as indicated by the Council of Social Work Education (CSWE). These core values include; service, social justice, the dignity and worth of the person, the importance of human relationship, integrity, competence, human rights, and scientific inquiry. Human rights and social justice are key components of what social workers do and it our mission that students apply these values and ethics in their social work practice. We prepare students to engage with others at the intersection of culture, race, gender, and class, to promote healthy functioning for individuals, families, groups, and communities. Our goal is the transformation of personal history into professional identity through mentoring, teaching, research, engaged scholarship, and our signature pedagogy – field education. Learning takes place within an intentional, collaborative community that respects and embraces diversity and promotes inclusion.

### ***Goals***

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

## THE BSW CURRICULUM

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

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

### Competency Basis of the Curriculum

The BSW Program's competency-based curriculum has been designed to comply with the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS), as revised in 2015. A copy of the EPAS can be found here:

[https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS\\_Web\\_FINAL.pdf.aspx](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx)

CSWE has delineated 9 core competencies, listed below, that must be adequately addressed in all BSW and MSW curricula.

#### *Nine Core Social Work Competencies Identified by CSWE*

1. Competency 1: ***Demonstrate Ethical and Professional Behavior.*** To help achieve this competency, students are expected to be self-aware, to be receptive to constructive criticism, and to learn to continuously assess and alter practice to changing locals and populations to more appropriately respond to diverse clients' needs and traditions of care. Students are also expected to keep abreast of changes in service delivery in order to improve the quality of social services. Learning is assessed through class discussions, case study application, and group presentation about services offered in various areas of social work when working with a variety of client backgrounds.
2. Competency 2: ***Engage diversity and difference in Practice.*** To help achieve this competency, students are expected to expand their introductory understanding of various populations to examine the various relationships within which we live and work. Learning is assessed through class discussion, study guides, through class work in groups, and through individual reflective pieces.
3. Competency 3: ***Advance Human Rights and Social, Economic, and Environmental Justice.*** Students will understand the forms and mechanisms of oppression and discrimination and demonstrate this understanding through discussion of assigned readings and application to role-play scenarios.

4. Competency 4: ***Engage in practice-informed research and research-informed practice.*** Students are expected to use practice experience to inform their scientific/knowledge-based understanding and to use research/knowledge evidence to inform their practice experience. Learning is assessed, through class discussions, study guides, role-plays and a group project in the field practicum.
5. Competency 5: ***Engage in policy practice.*** Students are expected to use their field experience to analyze the effectiveness of social welfare policies; to work with colleagues to make suggestions to enhance them; and to advocate for clients to assist them in the enhancement of their well-being. These experiences are enhanced through classroom discussion and learning is assessed through these discussions.
6. Competencies 6, 7, 8, & 9: ***Engage, assess, intervene and evaluate with individuals, families, groups, organizations and Communities.*** To help this competency students are expected to deepen and expand their skills and understanding of client engagement, assessment, contracting, intervention, and evaluation. This includes the expanded development of the interpersonal skills, of empathy, of assessment of client strengths and limitations, of how to develop mutually agreed-on focus of work and desired outcomes and of selection of appropriate intervention strategies. During this second semester of Social Work Practice II students are also expected to initiate actions to achieve organizational goals and begin to work towards implementation of prevention intervention. This knowledge is assessed through class participation, case applications, role plays, reflective personal assessments, study guides, a group experience that documents their understanding of the group process and always in the field practicum.

The goal of competency-based social work education is to provide a curriculum through which students can demonstrate the integration and application of the 9 competencies in practice with individuals, families, groups, organizations, and communities.

The BSW curriculum provides the professional generalist foundation necessary to prepare students for practice as advanced generalists and for the advanced curriculum coursework. Students complete forty-one hours of study in the professional foundation courses, including a foundation field internship and seminar. Descriptions of all BSW foundation courses are in Appendix B.

### **The Generalist Approach to Practice**

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

The ecological perspective considers the context of a client's life and problems. It does not situate problems within people but focuses on identifying and building on client strengths and resources as well as assisting clients to develop strengths and resources they do not already possess. This approach considers the nature of the client system, problems, strengths, and desires, as well as the most recent practice research in determining the most appropriate intervention strategies.

Within the BSW Program, the generalist perspective is based on the following attributes:

Professional generalist social workers:

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

### **Field Instruction as Signature Pedagogy**

According to CSWE (2015), a “signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner”. In social work, this signature pedagogy is field education.

### **BSW Independent Study**

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

### **Independent Study Proposal Procedures**

A completed study proposal must be developed and submitted before a student may receive permission to register for independent study.

1. This proposal must set forth, briefly but coherently, the subject, scope, method, and materials to be used during the project. The proposal must address how it will enhance competencies related to the student's concentration.

2. The student must get the approval of a faculty member who will assist in planning the work, oversee progress, help with any difficulties that may arise, and evaluate outcomes. The faculty's research or teaching interest should complement the area of study.
3. The proposal must indicate the evaluation procedures agreed upon by the student and the supervising faculty member. For instance, a student may be required to present a synopsis of their study at a noontime colloquium for undergraduate and graduate social work majors or other professional forum in the program, state, or professional arena. Practice behaviors identified by the BSW faculty should be utilized to evaluate student progress toward expected competencies.
4. The instructor is expected to maintain regular contact with the student during the semester. Only up to three (3) credit hours are granted for any independent study.

**UNIVERSITY OF NORTH CAROLINA AT GREENSBORO  
DEPARTMENT OF SOCIAL WORK  
WWW.UNCG.EDU/SWK**

**Suggested Educational Plan (updated 12/2017)**

**For transfer students, refer to this website: <http://admissions.uncg.edu/students-transfer.php>**

**Freshman Year**

*First Semester (Fall)*

Literature (GLT)	3
Fine Arts (GFA)	3
R&D (ENG 101/FMS 115)	3
<b>PSY 121</b>	3
<u>GL/GN</u>	<u>3</u>
	<b>15</b>

*Second Semester (Spring)*

Historical Perspectives (GHP)	3
<b>Sociology 101</b>	3
<b>HDF 212</b>	3
R&D (CST 105/ENG 102)	3
<u>GN</u>	<u>3</u>
	<b>15</b>

**Sophomore Year**

*Third Semester (Fall)*

SWK 215	3
Soc & Beh ( <b>ECO 101</b> or <b>ECO 201</b> )	3
Natural Science (GNS) + lab	4
Foreign Language/Diversity	3
<u>GLT/GFA/GPR</u>	<u>3</u>
	<b>16</b>

*Fourth Semester (Spring)*

<b>PSC 200</b>	3
<b>BIO 105 or 111 or ATY 253* (see note)</b>	3
Philosophical (GPR)	3
Foreign Language/Diversity	3
<u>GL/GN</u>	<u>3</u>
	<b>15</b>

**Junior Year**

*Fifth Semester (Fall)*

SWK 310 <b>Fall Only</b>	4
SWK 311 (GSB) <b>Fall Only</b>	3
Math ( <b>STA 108</b> ) (GMT)**(see note)	3
GL/GN	3
<u>Elective or <b>PCS 308</b></u>	<u>3</u>
	<b>16</b>

*Sixth Semester (Spring)*

SWK 315 <b>Spring Only</b>	3
SWK 325 (WI) <b>Spring Only, Admitted Only</b>	3
SWK 351 (SI) <b>Spring Only, Admitted Only</b>	3
Elective or <b>PCS 318</b>	3
<u>Elective</u>	<u>3</u>
	<b>15</b>

**Senior Year**

*Seventh Semester (Fall, Full-time)*

SWK 411	3
SWK 413	5
SWK 415	1
SWK 500 or <b>Approved</b> Upper Level Elective	3
<u>Elective</u>	<u>3</u>
	<b>15</b>

*Eighth Semester (Spring, Full-time)*

SWK 412	3
SWK 414	5
SWK 416	1
SWK 500 or <b>Approved</b> Upper Level Elective	3
<u>Elective</u>	<u>3</u>
	<b>15</b>

**Total hours: 122**

**\*\*OR, SWK 250 and** a GMT at the Math 112 level or higher

Courses in italics are Related Area/Cognate courses, which must be taken by spring semester Junior year.

Students must take one Speaking Intensive course **outside** of the major, and one writing intensive **outside** the major and four Global/Global Nonwestern courses (at least one of which **must** be Global Nonwestern) to fulfill the University's General Education Curriculum requirements. GNS course requires one lab. BIO 105 & 111 does not require a lab, \*ATY 253 requires their ATY lab.

## SWK Admissions, Field and Graduation Requirements

### For Admissions to the major students must:

- Complete 215 with a C or better
- Have a minimum GPA of 2.5
- Have completed at least 51 credit hours
- Must be **currently enrolled** in **BOTH**, SWK 310 **and** SWK 311 **OR** have completed SWK 215, 310 and 311 with a C or higher (if either SWK 310 or SWK 311 is full, contact the BSW Director)
- Complete an official application for admissions by **December 7<sup>th</sup>**

### Junior year students should take:

- **FALL:** SWK 310 Social Policy and Services  
SWK 311 Human Behavior and Social Environment
- **SPRING:** SWK 315 Social Work, Diversity, and Vulnerable Populations  
SWK 325 (WI) Research in Social Work Practice  
SWK 351 (SI) Professional Skills
- Complete most of your GEC requirements
- Electives (or PCS 308 Interpersonal Conflict and/or PCS 318 Conflict in Professional Context)

*Cognates must be completed by end of spring semester of junior year*

### To enter field student must:

- Have completed cognate courses: (BIO 105 or 111 or ATY 253, ECO 101 or 201, HDF 212, PSC 200, PSY 121, SOC 101, and SWK 250 or STA 108)
- Met Cultural and Diversity/foreign language requirements
- Completed at least 84 credit hours
- Have a 2.5 GPA or above
- Satisfactorily completed SWK 215, 310, 311, 315, 325, and 351 with a grade of "C" or above
- Students will have to be a **full-time student** your final year

### Fall Semester of Sr. Year

SWK 411 Methods I  
SWK 413 Field Instruction I  
SWK 415 Field Instruction Seminar I  
SWK 500 or **Approved** Upper Level Elective  
Elective

### Spring Semester of Sr. Year

SWK 412 Methods II  
SWK 414 Field Instruction II  
SWK 416 Field Instruction Seminar II  
SWK 500 or **Approved** Upper Level Elective  
Elective

To receive a Bachelor degree in Social Work, students must complete a minimum of 122 credit hours. Forty-one of these hours must come from social work courses and 27 from related areas and cultural diversity courses. Please consult with your advisor on a regular basis to ensure that you meet requirements for graduation.

To access a copy of the Student Handbook visit [www.uncg.edu/swk](http://www.uncg.edu/swk) go to the student link, and then click on online documents.

## **ONGOING PROGRAM ASSESSMENT**

The BSW faculty believe in the importance of ongoing program assessment in order to assure the effectiveness and relevance of the curriculum. Furthermore, one of the Educational Policy Standards that all programs must meet to retain accreditation by the Council on Social Work Education is related to assessment.

The assessment plan for the BSW Program assesses both the explicit curriculum (the formal educational structure, including courses and how they are organized and taught) as well as the environment within which learning occurs (implicit curriculum). Following is a brief description of some of the most important elements of the assessment plan.

### **BSW Curriculum Evaluation Plan**

The BSW curriculum is organized to provide students with a theoretical and applied education in social work and to enhance and promote generalist social work education. The program is designed to ensure that all students, as generalist social work practitioners, will have acquired competencies to engage in social work practice with individuals, families, small groups, organizations, and communities.

The BSW Program's competency-based curriculum has been designed to comply with the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS), as revised in 2015. The BSW faculty members have designed an assessment plan that measures 38 social work behaviors, developed by CSWE.

All practice behaviors are evaluated by three different embedded measures with two of these measures always including the field evaluation and a student self-rating. The third embedded measure is an assignment from a BSW course that specifically measures a particular practice behavior. Through the inclusion of all 38 behaviors the field program becomes the signature pedagogy for the BSW Program.

A data collection method has been designed so that beginning in the fall 2011 semester faculty members will routinely enter into a data base aggregated data from designated embedded measures for their particular courses. In addition, data from the Field Evaluation along with the student self-rating will be entered into this same data base. These latter data will be analyzed at the end of each academic year and be used to inform curriculum changes for the following year. The BSW faculty will plan a meeting at the end of each spring semester to examine and discuss this data and then determine these future curriculum changes.

## **Evaluation of the Learning Environment**

According to CSWE, a program's learning environment consists of "the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty administrative structure and resources" (2015). The BSW Program monitors all of these elements. Following are brief descriptions of some of the ways in which we assess the learning environment, by gathering information from current and former students.

### ***Student Satisfaction***

The BSW Program and Field Directors meet a minimum of once per semester with students to monitor student satisfaction with the elements of the learning environment that are directly relevant to their ongoing educational experience, including advising, governance, and issues related to progress in the program (e.g., area of concentration choice, registration for graduation, etc.). Based on this evaluation information, program or curriculum modifications may be initiated.

Students are also asked to complete surveys to provide more formal evaluative information regarding such elements as their overall program satisfaction, as well as satisfaction with field internship, advising, their own professional development, and their perception of strengths and weaknesses of the program. In addition to this survey, annual focus groups are held with each graduating class in the BSW program. The purposes of these groups are to assess students' perceptions of the effectiveness of the BSW program, their perceptions of their readiness to enter employment, and to identify areas for program and curriculum improvement.

### ***Student Progress and Retention***

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

### ***Evaluation of Field Instruction Program***

At the end of each program year, the BSW Co-Directors of Field Instruction review the performance of field instruction agencies and supervisors to determine whether these agencies are providing effective field instruction and meeting the CSWE standards for field instruction. If they are not, the Co-Directors of Field Instruction meet with the agency to assess the situation and design a solution. Should the agency no longer be able to meet established standards for field instruction, the agency will not be used by the BSW program.

### *Alumni Survey*

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

### **BSW Program Advisory Board**

BSW faculty believe that it is essential to have on-going input regarding BSW Program policies, practices, and procedures from practitioners in the field. As a result, 10 area practitioners have been invited to serve on the BSW Program Advisory Board which meets twice a year, once in the fall semester and again in spring semester. Some of these committee members are BSW and JMSW alumni who are able to provide particularly helpful guidance and input to the program since they are former students and are currently practicing in the field. In addition, some members of this committee are also current field instructors who can provide input particularly around field practices and policies. The two of the four officers of the Student Organization (i.e., President from the two-year class in the advanced year, Vice-President from the first-year class of the two-year program, and the Treasurer from the three-year class) also serve as student representatives on this Advisory Board on a rotating basis. The BSW faculty strongly believe that this program will progress and stay relevant only if ongoing input is elicited from both practitioners and current students.

*UNCG Social Work Faculty and Staff with Link to CV*

DEPARTMENT CHAIR

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[Tyreasa Washington, Ph.D., LCSW](#)

Elizabeth Webb, MSW, LCSW

[Bob Wineburg, Ph.D.](#)

Business Coordinator

April Taylor

Administrative Support Associate (JMSW Program)

Beverly Lucas

Administrative Support Associate (BSW Program)

Wanda Patterson

## **BSW POLICIES AND PROCEDURES**

Students should carefully read this section to ensure they understand program and university policies and procedures.

### **Non-Discrimination**

The BSW Program is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees on the basis of race, class, color, gender, age, creed, ethnic or national origin, family structure, marital status, religion, sex, disability, political orientation, sexual orientation, or any other targeted characteristic.

### **Sexual Harassment**

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

### **Social Media**

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

### **Student Participation**

BSW faculty believe that students are the keystone in the structure and operation of the program. Students in the BSW Program are encouraged to be involved in many aspects of the life of the program including the student organization and various activities on UNCG campuses and the surrounding communities. Opportunities for students to attend faculty meetings and be engaged with decision-making related to BSW Program changes and updates will be facilitated by faculty.

### ***Student Attendance at Faculty Meetings***

At the onset of each academic year the BSW Program Director will email out to all students a schedule and sign-up sheet for the BSW faculty meetings for the year. Students are encouraged to sign up and attend these meetings. Two students may sign up and attend each faculty meeting. Students are informed that if they attend one of these faculty meetings the expectation is that they email their classmates (via the listserv) a summary of important points addressed in the meeting. Student participation in these meetings ensures that their input is elicited regarding ongoing program policy, practices, and procedural development and other changes. Attending students share their concerns during their designated agenda times.

### ***BSW Student Organization***

The social work student organization, BSW Student Organization (SWSO), is the vehicle which serves as the communication link between students and the program. All BSW students are encouraged to be active in the SWSO. Through the student organization, students plan group activities and programs, implement ideas, raise issues, solve problems, and provide ongoing feedback to the BSW Program and Field Directors regarding students' program concerns and suggestions. The organization is one of the mechanisms through which the elected student officers provide ongoing input into program policy, practices, and procedural changes by serving on the BSW Program Advisory Board. Student officers are expected to elicit input from their respective class groups so they can represent the views of the student body at these meetings. Officers of SWSO are elected annually at the conclusion of the Spring semester.

### ***Student Participation in the BSW Program Advisory Board***

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

### ***Student Participation in the BSW Field Advisory Committee***

#### **Student Rights**

Please refer to the UNCG Undergraduate Academic bulletin for information on policies related to student rights. Students in the BSW Program are afforded all human rights, and it is expected that all students, staff, and faculty will practice to create an environment of respect and civility.

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

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

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

### **Academic Advising**

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

**The academic advising system in the BSW Program is guided by the following principles:**

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

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

#### ***Faculty Advisor Responsibilities***

1. The faculty advisor should guide the academic and professional development of advisees.
2. The faculty advisor should orient advisees to the BSW Program's mission and curriculum.
3. The faculty advisor should assist students with selecting areas of concentration and electives. Students can find advising forms on the program website under the Current Students link.
4. The faculty advisor should meet with each advisee each semester as needed, remain abreast of the advisee's progress, and be available to counsel advisees regarding any concerns.

#### ***Student Responsibilities***

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

assuring completion of course and field work in the proper sequence and in a timely manner lies with students.

5. Students should register for classes in accordance with the curriculum sequence and if questions arise, the student should contact his/her advisor and/or the BSW Program director to resolve issues with registration.
6. The faculty advisor is not a personal counselor. The faculty advisor may assist in referring students to a personal counselor if appropriate.

### **Advising procedures**

The BSW program uses several methods for advising students in order to be most effective. We conduct two mandatory advising events a year for 8 hours per day. Students can drop in at any time and meet individually with an advisor. Some student issues are more complex and need 1:1 office time, set up by appointment with advisors. During the summer, transfer and new students are advised individually and in groups during formal and informal advising sessions. The BSW Director maintains open advising times for curious students investigating transferring majors or ongoing students with questions.

### ***Reassignment***

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

## **Special Circumstances Related to Advising**

### ***Academic Concerns***

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

### ***Field Education***

The faculty advisor should be a resource for students in field education; however, the primary point of contact for students in field education is the faculty liaison. If a field concern arises for a student in which his/her field faculty liaison serves in a dual role (e.g., field instructor and field liaison or field liaison and Co-Director of Field Instruction) then the student or faculty member

can request that he/she meets with the BSW Program Director instead to address and resolve the issue. Please see the *Field Instruction Manual* for details regarding the role of the faculty field liaison.

### ***Coursework and Program Standing***

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

### **Grading**

BSW courses will be graded on a scale from A to an F. Field instruction courses will be graded on an A, B, C, D, F system. The grading scale used in the BSW Program is below:

<b>Percentage</b>	<b>Grade Earned</b>
95% - 100%	A
90% - 94%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
60% - 62%	D-
59% and below	F

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

Incomplete policy from University Academic Bulletin:  
<http://www.uncg.edu/reg/Grades/Incompletes.html>

## **Removal of Incomplete Grade**

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

An Incomplete not removed within this time limit is automatically converted to an F by the University Registrar. A graduating senior who incurs an Incomplete and who has completed all requirements and enough semester hour credits and grade points to graduate may do so even though the incomplete grade is outstanding. If the Incomplete is not removed within the required six months, it will be converted to F at the end of that period of time. When an Incomplete is removed, it may be replaced by a traditional grade, or, in certain designated courses, P, NP, S, or U.

## **Right to Appeal a Grade**

Students who wish to appeal a grade should follow the procedures outlined by the university. The links below will provide more information about the grade appeal process.

<http://sa.uncg.edu/student-grievance-and-appeals-policies-and-procedures/>

Note that grievances that are not related to grading are addressed below under *Complaints and Grievances*. The process for appealing suspension or dismissal due to unprofessional behavior or impairment is addressed under the *Unprofessional Behavior and/or Impairment*

## **Academic Ineligibility, Suspension, and Termination**

BSW Students must have an overall grade point average 2.5 or better at the time of their admission to the major and admission to field instruction. The BSW faculty reviews students' academic and professional performance through the Student Advancement Committee, which meets during faculty meetings or more often as required. When a student's academic or professional performance causes concern, the educational advisor or Program Director will notify the student. When possible, faculty will assist the student to develop a plan for remediation.

Note that students have the right to appeal a grade as outlined in the *Right to Appeal a Grade* section of this Student Handbook.

## **Unprofessional Behavior and/or Impairment**

Students may also be suspended or dismissed from the BSW Program due to unprofessional behavior or impairment. Unprofessional behavior is defined as the inability or unwillingness on the part of a student to abide by the standards of professional conduct delineated in the National

Association of Social Workers' *Code of Ethics* or the standards of personal behavior as presented in the *Student Code of Conduct* at the University of North Carolina at Greensboro:

<https://sa.uncg.edu/handbook/student-code-of-conduct/>

### ***Examples of Unprofessional Behavior***

Please see Appendix B

### ***Examples of Impairment***

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

1. Personal problems that affect functioning.
2. Psychosocial distress, substance abuse, or mental health conditions that affect functioning.
3. Medical conditions that affect functioning.
4. Other conditions or circumstances that affect functioning.

### ***Suspension or Dismissal from the BSW Program Due to Unprofessional Behavior and/or Impairment***

Following are the procedures to be followed in a situation involving possible unprofessional behavior and/or impairment of a BSW student:

1. The initial step will vary depending on whether the unprofessional behavior or impairment surfaced in the classroom or the field setting.
  - a. Unprofessional behavior or impairment surfaced in the field setting
    - 1) When this behavior surfaces in the field setting, the field instructor should first attempt to address this problem with the student in an arranged meeting.
    - 2) If this meeting, in the professional judgment of the faculty field liaison, a student has failed to make sufficient progress with identified problems the field instructor should immediately contact the faculty liaison instructor so both can arrange a joint meeting with the student.
    - 3) At this meeting, the field instructor and field liaison will inform the student of specific details regarding the unprofessional behavior or impairment that is causing concern. The field instructor and faculty liaison should also elicit the student's perception of the problem at this meeting. The student will be informed what specific changes are expected of

him/her in terms of this behavior and the date at which such behavior will be re-evaluated.

- 4) The field liaison should prepare a written summary of this conference and send it to the student, the student's educational advisor, and the field instructor, and place a copy in the student's file. The summary should include a description of specific behaviors or incidents which are deemed problematic and a plan, including targeted goals, with the date of re-evaluation, to restore professional standards on the part of the student. The field liaison should also indicate to the student in writing the consequences if the problem is not resolved.

b. Unprofessional behavior or impairment surfaced in the classroom setting

- 1) When a faculty member becomes aware that a student may be professionally impaired or is exhibiting unprofessional behavior in the classroom setting, the faculty member will immediately initiate a conference with the student. At this meeting the faculty member will inform the student of details regarding the unprofessional behaviour or impairment that is causing concern and will obtain the student's perception of the problem behavior. The faculty member should also inform the student about the specific changes that are expected of him/her in terms of this behavior and the date at which such behavior will be re-evaluated.
  - 2) The faculty member will prepare a written summary of this conference and send it to the student and the student's educational advisor, and place a copy in the student's file. The summary will include a description of specific behaviors or incidents which are deemed problematic and a plan, including targeted goals with the date of re-evaluation, to restore professional standards on the part of the student. The faculty member will also indicate in writing to the student the consequences if the problem is not resolved.
2. Regardless of the setting in which the unprofessional behavior or impairment surface, if, in the professional judgment of the faculty member and field liaison, a student has failed to make sufficient progress in following the written plan, the faculty member or field liaison will request that the BSW faculty discuss the student during the next faculty meeting as part of the student advancement discussion. The BSW faculty will decide if the student is professionally impaired to the extent that suspension or dismissal from the BSW Program is necessary. Students who are dismissed will have to follow appropriate termination procedures in their field setting as outlined in the BSW Field Instruction Handbook.
  3. When unprofessional behavior or impairment has surfaced in the field setting, the BSW faculty liaison or the faculty involved in the student advancement discussion may

recommend to the BSW Field Director that the student be reassigned to another field internship.

4. In cases that involve issues related to campus safety, the Program Director will notify and consult with the Dean of Students at the university where the student is registered. See above links for these two offices for more details on what behaviors are deemed as being related to campus safety. This Dean of Students may request a meeting with the student to further assess the situation.
  5. The BSW Program or Field Director will communicate any decision regarding suspension/dismissal from the BSW Program to the student in writing and place a copy of the letter in the student's file.
  6. Notwithstanding steps 1 – 9 above, serious unprofessional behaviors and/or impairment, such as extremely rude or threatening outbursts or behavior, illegal activities, intoxication, possession, distribution, sale, and/or use of illegal drugs, and words or conduct that indicate a propensity to harm self or others may warrant immediate faculty intervention and/or dismissal from the program.
  7. In all instances where a decision is made to suspend or dismiss the student from the BSW Program, the student may appeal this decision (see below).

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

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

1. Within five (5) business days (8am-5pm, Monday-Friday) of receiving the written letter regarding suspension or dismissal, the student must make a written request for an appeals hearing the Director of the BSW Program.
2. The Director will assemble a BSW Appeal Review Committee which will consist of three persons to hear the appeal. The Appeals Committee will consist of one (1) current BSW student and two (2) BSW faculty members. The Director will designate one BSW faculty member to serve as the Appeals Committee chair. The faculty member who initiated the suspension/dismissal process will not be eligible to hear the appeal but may present written information and/or supporting documentation. The Director or designee will also attend this meeting.
3. Within five (5) business days (8am - 5pm, Monday - Friday) from the time that the Director(s) receive(s) the student's written request for an appeal, the Committee will select a date and place for the hearing. The Chair of the Committee will notify the student of date of the hearing in writing or via email to the last known and updated address for the student on file with the BSW Program.
4. During the hearing, the student will have an opportunity to present information and/or supporting documentation as to why the decision of the BSW Program regarding

suspension/dismissal should be changed. The burden of proof that this decision should be changed will rest with the student.

5. The student may involve an advisor/support person of his/her choice, including an attorney. The student may consult with this advisor/support; however, the student must be the sole author of all written material presented to the Committee, and any advisor/support person will not be allowed to speak for the student during the hearing.
6. Following the hearing the Committee will convene to review the actions taken against the student for unprofessional behavior and/or impairment and make a decision to uphold or overturn the suspension/dismissal from the BSW Program. The Committee will base its decision on the oral and/or written evidence presented at the hearing.
7. A simple majority of votes of the Committee present at the hearing will decide whether the appeal is upheld or overturned. The Chair of the Committee will provide a written report of the Committee findings and decisions and the reasons for those findings and decisions (hereinafter "Committee Report") to the BSW Program Director.
  8. The BSW Director will provide the student a copy of the Committee Report within three (3) business days (8am - 5pm, Monday - Friday) after their receipt of the Committee Report. The BSW Director will also place a copy of the Committee Report in the student's file. The BSW Director will notify the BSW faculty and other relevant professionals (e.g., field instructor) of the Committee's decision.
  9. The Committee Report decision is final and no further appeal is allowed.

### ***Complaints and Grievances***

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

1. Speak directly to the person or persons involved in the situation and attempt to come to a mutual resolution. If this does not resolve the complaint or grievance then proceed to step two below.
2. Speak with the faculty advisor if appropriate or to the BSW Program or Field Director(s) and provide a written summary of the complaint or grievance. If this does not resolve the situation then proceed to step three below.
3. Speak to the department Chair and provide a written summary of the complaint or grievance including the steps you have taken prior to contact with the Chair. If this does not resolve the situation, then proceed to step four below.

4. The Chair will advise students regarding appeals to the Dean level on a case-by-case basis

### **Academic Integrity**

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

### **NASW Code of Ethics**

Students in the BSW Program are expected to adhere to the values and standards for practice delineated in the NASW Code of Ethics which can be found at the following web site. <http://www.socialworkers.org/pubs/code/code.asp> BSW faculty and field instructors will review these standards in specific detail both in the classroom and field.

### **National Association of Black Social Workers Code of Ethics**

Students can consult the website at <https://nabsw.site-ym.com/> for more information and details on the standards for social work practice that have been delineated by this organization.

### **NASW Standards**

PDF files for NASW Practice Standards and Guidelines can be found at: <https://www.socialworkers.org/Practice/Practice-Standards-Guidelines>

## **Alcohol, Illicit Drugs, and Weapons Policy**

The BSW Program, along with the University, encourages all students who drink to use alcohol responsibly and within the limits of the law. The BSW Program does not tolerate the use of illicit drugs and will act according to applicable laws regarding the use of any illicit substance. The BSW Program does not tolerate the use of weapons outside the provision of current law related to the use or possession of weapons.

Should a situation arise that involves the illegal use of alcohol or the use of illicit substances or the use or possession of weapons outside the boundaries of current law, legal action will be pursued in accordance with current law.

For further information about University policies related to these matters please refer to the following:

UNCG - [https://policy.uncg.edu/university-policies/illegal\\_drugs/](https://policy.uncg.edu/university-policies/illegal_drugs/)

<https://policy.uncg.edu/university-policies/weapons/>

## **Adverse Weather and Campus Closure Policy**

When weather conditions such as ice or snow make it difficult to travel to or remain in class, the university chancellor will request that local media broadcast campus closure as a public service message. If you have a question about whether classes are delayed, canceled, or if UNCG is closed, call 334-4400 or 334-5000.

## **Program Communication**

It is important for students to stay abreast of events and announcements about program information. There are 4 major ways the program communicates with students: email, mailboxes, and bulletin boards.

### ***Email***

A list serve will be set up for each plan of study so that students can receive timely program information. These emails will be sent to the email address assigned by the university where the student was admitted.

### ***Student Mailboxes***

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

### ***Bulletin Boards***

Check the bulletin boards on each campus for activities, job opportunities, deadlines, and program news.

### **Honor Societies**

#### ***Phi Alpha***

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

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

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

## UNIVERSITY FACILITIES AND SERVICES

### Financial Aid

Students should check with the Financial Aid Office on the campus where they were admitted to determine if they are eligible for financial assistance. Students may be eligible for graduate assistantships and other forms of financial aid as they become available. Students will be notified of any opportunities that may arise for financial assistance. Some field internships include a stipend, and usually these are awarded on a competitive basis. The Directors of Field Instruction/Education will convey more information about these opportunities as students apply for admission to the field.

### Libraries

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

### Health Services

#### *Gove Student Health Center, UNCG*

The Student Health Service supports the mission of the University of North Carolina at Greensboro by offering comprehensive primary and preventive health care to students. Health care providers, including physicians, physician extenders and nurses, are available in the Student Health Services during regular hours (8 a.m. - 8 p.m. Monday-Friday; 9 a.m. - noon Saturday; 6 - 9 p.m. Sunday) to provide students with primary medical care, including gynecological and sports medicine. Appointments are encouraged and may be made by calling (336) 334-5334 or consult the website at <https://shs.uncg.edu/clinic/appointment>. Clinical support services include laboratory, x-ray, and pharmacy services. The Counseling and Testing Center offers brief individual, group, and couples' counseling and psychotherapy for students, provides crisis intervention and referrals to community agencies, and administers standardized educational testing.

While students can expect to receive comprehensive primary health care at the Student Health Services, some services must be referred to a hospital or specialist in the community, and these services are not covered under the Health Fee. Students are strongly encouraged to purchase comprehensive health insurance to protect themselves from the financial difficulties which often follow a serious illness or injury due to the high cost of medical care. A student health insurance policy is offered through the University to provide students with coverage for medical services and hospitalization.

### ***UNCG Psychology Clinic***

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

### **The Office of Intercultural Engagement**

The Office of Intercultural Engagement, an integral part of the Division of Student Affairs, bases its philosophy on inclusion — fostering recognition and respect for the voices of *all* students. The Office contributes to the University’s academic mission in providing student-centered programs that promote awareness of and respect for cultural diversity and offer opportunities to provoke thought and expand cross-cultural and inter-cultural knowledge. The Office strives to contribute to a community in which all students are empowered to recognize and act on one’s social responsibility in relation to domestic and global issues. The Office also offers advocacy, programming and support systems to encourage students to realize the highest level of their potential, particularly as it pertains to the University’s retention and graduation efforts of underrepresented student populations. The website can be located at:

<https://intercultural.uncg.edu/>

### **Disability Services**

#### ***Office of Disability Services, UNCG***

The Office of Disability Services (DS) at The University of North Carolina at Greensboro is committed to orchestrating the educational development of qualified students who have a physical or learning disability. Simultaneously, Disability Services continually works to improve the understanding and support of the total University community toward this end. Students are encouraged to be independent and autonomous individuals who know their learning strengths and develop appropriate coping strategies for academic success. Disability Services serves as a supportive psychological environment so those students may achieve their educational objectives. For more details, contact the Office of Disability Services, 157 Elliott University Center, (336) 334-5440 (V/TTY) or visit the website at <http://ods.uncg.edu/>.

## Writing Assistance

### *UNCG Writing Center*

The University Writing Center, 3211 HHRA, offers individual assistance with planning, writing, or revising papers. BSW students may call (336) 334-3125 for information or an appointment, or drop in, bringing their work in progress with them. A friendly, specially trained undergraduate or graduate student writing consultant will talk with them about the assignment and ideas, read drafts, offer feedback, advice, and instruction as needed, and help find answers to questions.

<https://writingcenter.uncg.edu/>

### *University Teaching and Learning Commons*

The University Teaching and Learning Commons (UTLC) advances student learning by helping faculty implement evidence-based, innovative, and effective teaching strategies. The UTLC is comprised of three Offices: the Residential Colleges Offices (RCO), the Teaching Innovations Office (TIO), and the Undergraduate Research, Scholarship and Creativity Office (URSCO). We reach the teaching and learning community through programs and services offered by all three Offices and by exemplifying high impact practices in the RCO and the URSCO.

<https://utlc.uncg.edu/>

## Recreational Opportunities

### *UNCG Leonard J. Kaplan Center for Wellness*

The Student Recreation Center (Leonard J. Kaplan Center for Wellness) is UNCG's new recreation center. An innovative recreation facility for UNCG students, faculty, staff, and alumni located at 1301 West Gate City Boulevard. It includes a three-court gymnasium, elevated jogging/walking track, fitness studio, racquetball courts, and climbing wall. Other facilities include Rosenthal Pool, the Outdoor Recreation Fields, and a golf practice station. Activities offered include outdoor adventures, exercise classes, Yoga, T'ai Chi, intramural and club sports, and CPR and first aid classes. For information on schedules and activities, call (336) 334-5924 or visit the web site, <https://recwell.uncg.edu/kaplan-center/>

## Bookstores

Books for courses are only available at the UNCG bookstore located in the Elliot University Center. <https://bookstore.uncg.edu/>

## Computing Services

### *Instructional and Research Computing Center (IRC), UNCG*

At UNCG computer labs and instruction in computing are operated by the IRC offices. IRC staff are available to provide help with statistical programs, data entry programs, editors,

programming languages, data management tools, and many other products. A wide variety of software is available. Each semester, the IRC provides workshops on a variety of topics. Workshop topics and times are available at the beginning of each semester through the IRC Office in 235 Bryan Building. Internet access can be gained through most computer labs across campus including a computer lab in 127 Stone Bldg.

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

### ***UNCG E-Mail Accounts***

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

### **ID Cards**

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

### **Parking**

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

### ***HEAT (Higher Education Area Transit)***

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

## **Student Employment Information**

Students are encouraged to utilize the career services center as they prepare to graduate and search for employment. The career centers can also help students prepare resumes.

Career Services Center, UNCG, <https://csc.uncg.edu/> (336) 334-5454

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

# APPENDIX A

## Course Descriptions

### BSW COURSES

#### **215 Introduction to Social Work (3:3)**

Introduction to social welfare programs and social work practice. Topics include: social problems confronting society; societal and community helping resources; social work practice in a changing society. Field observation required. (Fall, Spring & Summer)

#### **250 Introduction to Social Work Data Analysis (3:3)**

Pr. or Coreq. SWK 215

Designed to introduce students to the application of basic statistics and data analysis encountered in social work practice. Topics include elementary descriptive and inferential procedures. (Fall & Spring)

#### **310 Social Policy and Services (4:3:3)**

Pr. SWK 215; major or minor in social work

Examination and survey of historical development of the concept of social welfare; analysis of theoretical framework used to organize the study of social welfare services. Supervised volunteer experience required. (Fall, Spring & Summer)

#### **311 Human Behavior and Social Environment (3:3)**

GE Core: GSB

Pr. SWK 215 or permission of instructor

Emphasis on theories relevant to understanding and influencing change on the societal, organizational, group, and individual levels. (Fall)

#### **315 Social Work, Diversity, and Vulnerable Populations (3:3)**

Pr. SWK 215; major or minor in Social Work

Examination and understanding of cultural and human diversity with focus on oppressed groups. Students will have the opportunity to learn about broad differences and likenesses among diverse populations and cultures. (Spring)

#### **325 Research in Social Work Practice (3:3)**

Pr. SWK 215 and admission to major

Pr. or Coreq. SWK 250 or STA 108

Focus on social workers as both consumers and producers of research. Emphasis on using research for needs assessment, evaluation of social work interventions, and creation of new social work knowledge. (Spring)

**351 Professional Skills (3:3:1)**

Pr. 215, 310, 311, and admission to major

Lecture-laboratory course to teach verbal and written skills necessary for conducting the helping interview and other related social work activities. Extensive use of simulated role play experience and instructor/peer feedback. (Spring)

**411 Social Work Methods I (3:3)**

Pr. admission to field instruction

Coreq. SWK 413 and 415.

Majors only.

Emphasis on knowledge, values, process, and skills in social work practice and introduction to interventive methods. (Fall)

**412 Social Work Methods II (3:3)**

Pr. 411

Coreq. SWK 414 and 416.

Majors only.

Focus on development of social work practice skills emphasizing delivery of social services. (Spring)

**413 Field Instruction I (5:0:16)**

Pr. admission to the social work major, completion of 215, 310, 311, 315, 325 and 351, and admission to field instruction

Coreq. 411 and 415

Educationally directed learning experienced by performing a range of activities related to entry level practice. (Fall)

**414 Field Instruction II (5:0:16)**

Pr. 411, 413 and 415

Coreq. 412 and 416

Continuation of 413. Emphasis placed upon extended application and evaluation in the practice environment. (Spring)

**415 Field Instruction Seminar I (1:1)**

Pr. admission to field instruction

Coreq. SWK 411 and 413.

Critical review and analysis of application of social work theory in practice setting. (Fall)

**416 Field Instruction Seminar II (1:1)**

Pr. 415

Coreq. SWK 412 and 414.

Continues critical review and analysis of social work theory in practice setting. (Spring)

**451 Special Problems in Social Work (1–3)**

Pr. requires written plan, permission of sponsoring instructor, and approval of department head.

May be repeated for credit when topics vary.

Intensive independent study of specialized topics.

**491 Family-Centered Interdisciplinary Practice: System of Care (3:3)**

Pr. permission of instructor

System of care core values/principles infuse service planning/ delivery. Students develop competencies in family-centeredness, client partnerships; community services; cultural competency; interagency collaboration. Placement with families included. (Spring) (Same as HDF 491, HEA 491, RPM 491)

**500 Level Courses**

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

Courses for Advanced Undergraduates & Graduate Students

**510 Selected Topics in Social Work (3:3)**

Pr. permission of instructor

May be repeated for credit when topic varies.

Opportunity for students to study in depth topic of special interest.

### **520 Methods and Practice of Family and Marital Therapy (3:3)**

Pr. permission of instructor

Systems/communications approach to marital and family therapy. Students develop ability to apply concepts to understand and intervene in family systems. Related therapeutic concepts and techniques also discussed.

### **522 Comparative Study of Cross-cultural Social Work Practice (3:3)**

GE Marker: GL

Pr. for undergraduates: 215, 310, 311, 315, 325, 351

May be repeated for credit when topic varies.

Compares social work, social service programs, and social policies of the U.S. with those of selected other countries throughout the world, emphasizing services for families, children, and vulnerable populations. (Summer)

### **527 Human Services for Immigrants and Refugees (3:3)**

Pr. permission of instructor

A perspective on the history of immigration, its role in the U.S.A., immigrants in North Carolina, their process of integration, cross-cultural competency, and the challenges in services delivery to immigrants. (Fall)

### **530 Social Agency Program Development (3:3)**

Pr. permission of instructor

Organization of new agencies or those initiating additional services. Needs assessment, resource development, grant writing, agency operations, and relationships with funding agencies.

### **540 Social Entrepreneurship: Justice and a Green Environment (3:3)**

Pr. upper division undergraduate or graduate student status

Interdisciplinary course in social entrepreneurship. Exploration of models for designing and implementing entrepreneurial projects that respond to social, economic, environmental, and justice issues. Introduction to direct action and evaluation. (Same as BUS 540, CST 540, ENT 540, WGS 540)

### **550 Social Services in Health Care (3:3)**

Pr. permission of instructor

Examination of social services in health care settings. Emphasis on organizational context, interdisciplinary cooperation, and skill required for work in primary care setting.

**551 Special Problems in Social Work (1–3)**

Pr. requires written plan, permission of sponsoring instructor, and approval of department head.

Intensive, independent study of specialized topics.

**554 Social Work with People Who are Mentally Ill (3:3)**

Pr. permission of instructor

This course will provide knowledge and skills necessary for practicing effective social work with people who are mentally ill and their families.

**555 Substance Abuse and Social Work Practice (3:3)**

Pr. permission of instructor

Introduction to the issues of substance abuse and addiction and their impact on clients and their families. Social work assessment and intervention methods will be taught.

**570 Social Services for the Aging (3:3)**

Pr. permission of instructor

Systematic study of social work approaches to providing services to the aging. Focus on current policies, services, and models of practice.

**582 School Social Work (3)**

Pr. permission of instructor

Examination and understanding of school social work services with emphasis on professional standards, cultural sensitivity, accountability, and program planning.

**584 Social Services for Children (3:3)**

Pr. permission of instructor

Designed for practitioners and students to provide knowledge for working with children and to teach strategies, techniques, and skills for effective treatment.

**585 Social Work with Families in Crisis (3:3)**

Pr. permission of instructor

Social work practice with families in crisis, with a focus on problems currently faced by families and strategies to help them.

## **APPENDIX B**

### **Unprofessional Behavior and Corrective Plan Forms**

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

**Date:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Faculty member raising concern** \_\_\_\_\_ **In what course?** \_\_\_\_\_

**1=Somewhat problematic; further growth needed**

**2=A significant concern**

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

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

Boundary issues.			
Poor oral or written communication skills; poor grammar; inability to articulate points in a professional manner; overuse of informal language in written assignments.			
Inappropriate attire.			
Personal problems and issues interfere with learning and performance.			
Inability to form healthy and/or productive relationships with others			

**Short narrative that further elaborates concerns:**

**Plan for Corrective Action:**

**Student response:**

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

**Student signature** \_\_\_\_\_

**Date:**

**Faculty signature** \_\_\_\_\_

**Date:**

**BSW Director Signature** \_\_\_\_\_

## **APPENDIX C**

# **STUDENT ACKNOWLEDGEMENT AND ACCEPTANCE OF PROCEDURES AND POLICIES**



THE UNIVERSITY of NORTH CAROLINA  
**GREENSBORO**

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

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

**I \_\_\_\_\_ have read this manual. Furthermore, I agree to the policies and procedures outlined here as guidance for my participation in the BSW Program.**

**I also understand that my final year of the social work program I am required to be a full-time student. The UNCG social work program is not a part-time, evening or online degree program. I will be expected, during my final year, to be in a Field Placement 16 hours a week (generally on Tuesday & Thursday), Seminar course every other Wednesday, and a Methods course each semester along with a 500-level social work elective. This is in addition to whatever other courses I may have to complete to graduate.**

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**Student Signature and Date**