

ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
DEPARTMENT of SOCIAL WORK

BACHELOR of SOCIAL WORK PROGRAM
STUDENT HANDBOOK

2024-2025

Dr. Rashele Wade, LCSW
BSW Program Director

P.O. Box 2460
State University, AR 72467
870.972.3984



ARKANSAS STATE
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Welcome to the Social Work Department

Congratulations on your decision to pursue an undergraduate degree in social work. The social work profession is one that is committed to enhancing the lives of others and empowering those who are most vulnerable in society. The field of social work is vast and social workers are working in many settings, including schools, mental health, hospitals, substance abuse programs, nursing homes, hospice care, child welfare, and many more. Social workers are also visible in the federal and state legislatures.

As the Director of the Bachelor of Social Work (BSW) program, I would like to welcome you to the program. I, along with the faculty and staff of the Arkansas State University (A-State) Department of Social Work, want you to know that we value you and will do everything we can to assist you in having the most fulfilling educational experience possible. This handbook and the BSW advisement program serve as guides as you develop your multi-year degree plan, lay out your semester course schedules, generally negotiate your way through the program, and make your career decisions.

Please familiarize yourself with the Program Handbook. Within the handbook, you will find information about the mission, goals, objectives and values of the BSW Program, policies and procedures, required and elective curriculum, and information about the student organizations within the department. Every section included in this handbook is there because it contains information key to your success in the program. Please take time to read it.

The handbook does not, however, tell the whole story or answer every question you might have about social work or a career in the profession. The faculty and staff will make every effort to aid you in selecting courses and developing a plan that will meet your needs. You will be assigned a primary advisor with whom you will meet with each semester to discuss your progress within the program and plan your next steps. Faculty office hours are available on the syllabus and at the reception desk. Appointments can also be made with individual faculty members. If the faculty you wish to see is not available, the departmental administrative assistant may direct you to an alternate faculty member who can address your concern.

Our department is located on the Third Floor of the Eugene Smith Building. Contact us at 870-972-3984 or visit us on line at <https://www.astate.edu/college/conhp/departments/social-work/degrees/degree-details.dot?mid=2c229773-60cb-4451-8ced-f35f34ba7eb9>.

Again, welcome. We hope you find this a great place to learn and grow.

Dr. Rashele Wade, LCSW

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BSW Program Director

ARKANSAS STATE UNIVERSITY

Mission

Arkansas State University educates leaders, enhances intellectual growth and enriches lives.

A-State Accreditation

Arkansas State University is fully accredited by The Higher Learning Commission (hlcommission.org), an institutional accreditation agency recognized by the U.S. Department of Education. They are located at 230 South LaSalle Street, Suite 7-500, Chicago, IL 606041411; Telephone: 800-621-7440. A-State was accredited in 1928 and has maintained continuous accreditation since that time.

A-State Educational Equity Policy

A-State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of discrimination and/or harassment on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, marital status, veteran status, genetic information or disability in any of its practices, policies or procedures are not tolerated. This includes, but is not limited to, employment, admissions, educational services, programs or activities which it operates or financial aid. It is the responsibility of all departments and all personnel, supervisory and non-supervisory, to see that this policy is implemented throughout the university. When applicable, students are encouraged to follow the Student Rights Grievance Procedure outlined in the Student Handbook. Reports can also be submitted to institutionalequity@astate.edu. Incidents involving claims of disability-based discrimination should be reported to Access and Accommodations Services using their Grievance Process Form. Direct all inquiries regarding the nondiscrimination policy to the Office of Title IX and Institutional Equity, 870-680-4161 and the Administration Building, Room 104.

BACHELOR OF SOCIAL WORK PROGRAM

Brief History and Structure of the BSW Program

Arkansas State University began a social work sequence in 1970. Upon completion of the pre-social work sequence, a certificate in social work was granted. The social work curriculum expanded in 1975 and Arkansas State University began offering a B.A. degree in Social Work. Since the program was first accredited in 1978, it has continued to maintain full accreditation standard by the Council on Social Work Education (CSWE) standards. The program received departmental status on July 1, 2003 and moved administratively to the College of Nursing and Health Professions. The department offices are located in the Eugene W. Smith Building Suite 327.

BSW Program Mission

The mission of the Bachelor of Social Work Program at Arkansas State University (A-State) is to educate generalist practitioners who will work to enhance intellectual growth, and to enrich lives through social, racial, economic, and environmental justice and service specifically with rural populations, as well as with diverse regional, national, and global populations. It employs a problem-solving process and relies on critical thinking.

Definition of Generalist Practice

Generalist social work practice consists of “professional efforts under the auspices of an organization guided by social welfare policies, social science theories, and the NASW Code of Ethics (NASW, 2021) to collaborate for planned change with individuals, families, groups, organizations, and communities to recognize their diverse strengths and empower them to achieve their greatest potential in a local and global environment that is socially just and sustainable” (Gasker, 2023, p. 11).

BSW Program Goals

The goals of the BSW program are to offer a collaborative learning environment and curriculum that:

1. Prepares graduates for generalist social work practice that is culturally sensitive and committed to social justice. The Social Work program strives to instill in our students an appreciation for intellectual inquiry, a positive respect for diversity, a desire to serve others and the commitment and capacity to advocate on behalf of oppressed and vulnerable people in the pursuit of social justice.
2. Instills a commitment to professional development and lifelong learning. Undergraduate students are prepared for graduate studies in social work, and are encouraged to participate in many of the conferences, workshops, and advocacy initiatives that the Department offers through collaboration with various professional associations and community coalitions.
3. Contributes to the development of professional knowledge. The Social Work program contributes to knowledge development and dissemination through the faculty’s scholarship, community collaborations and leadership and by facilitating the development of critical thinking and research skills in students to address the problems and needs of diverse, multi-level client systems that are required for advanced professional studies.
4. Provides service to our community that positively affects quality of life. The Social Work program creates an environment that is responsive to students and the community, conducive to personal and professional growth, and reflective of service demonstrated by the activities of the faculty and the contributions of our students in field and professional practice.
5. Provides social work students with the theoretical constructs, knowledge and applicable skills for competent generalist social work practice.

Council on Social Work Education (CSWE) 2022 Social Work Competencies

The Education Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE) define the competencies that are common to all social work practice. Each competency is composed of knowledge, values, and skills that define what social workers must know and be able to do to practice effectively. The CSWE core competencies serve as the program objectives for the Arkansas State University BSW program and are as follows:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in inter-professional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; The Nine Social Work Competencies 2022 Educational Policy and Accreditation Standards
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision-making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from inter-professional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as inter-professional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as inter-professional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use inter-professional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and inter-professional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other inter-professional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups,

organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in inter-professional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as inter-professional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Social Work Department's Commitment to Diversity and Non-discrimination

As a Department, we value and respect differences among the students with regard to national origin, family structure, gender, age, religion, sexual orientation, physical ability, race, and other characteristics. We work closely with the Office of Access and Accommodations in providing support for students.

Student Involvement:

BSW students are invited to apply to serve on university-wide committees that allow for students to have a voice in the development, implementation, and modification of policies that influence the learning environment and implicit curriculum of the larger university. Committees on which BSW students may serve include a Student Affairs Committee and Student Senate. These committees work with committees of faculty and staff inform policies related to student life.

Our BSW Program also provides equitable and inclusive opportunities for students to provide input and be engaged in the development, revision, and implementation of policies and procedures that impact the implicit curriculum. Our students have the opportunity to serve on committees that are instrumental in the policymaking and implementation process, particularly the Policy Committee. Our Policy Committee meets regularly and includes members of our faculty, student body and administration. Student representatives are elected by their peers each fall and are provided the

opportunity to participate in discussions and provide input as policies are developed, modified, and implemented. These student representatives also solicit feedback and requests from their peers that they are able to bring to the Policy Committee for consideration. Policies related to all components of the implicit curriculum are considered by the Policy Committee, including policies related to anti-racism, diversity, equity, and inclusion (A DEI); admissions; advisement, retention, and termination; student participation; faculty; administration and governance structure; and resources.

In addition to BSW Program committees, our students are invited to apply to serve on university-wide committees that allow for students to have a voice in the development, implementation, and modification of policies that influence the learning environment and implicit curriculum of the larger university. Committees on which BSW students may serve include a Student Affairs Committee and Student Senate. These committees work with committees of faculty and staff inform policies related to student life.

Curriculum Committee

Our BSW Program provides equitable and inclusive opportunities for students to provide input and be engaged in the development, revision, and implementation of policies and procedures that impact the explicit curriculum. Our students have the opportunity to serve on committees that are instrumental in the policymaking and implementation process, particularly the Curriculum Committee. Our Curriculum Committee meets regularly and includes members of our faculty, student body and administration. Student representatives are elected by their peers each fall and are provided the opportunity to participate in discussions and provide input as policies are developed, modified, and implemented. These student representatives also solicit feedback and requests from their peers that they are able to bring to the Curriculum Committee for consideration. This committee is responsible for reviewing all components of the program's explicit curriculum, including both the classroom and field education components of the generalist practice curriculum, and making periodic updates and revisions to the explicit curriculum.

BSW CURRICULUM

Curriculum Overview

The social work curriculum is based on general education (See General Education Requirements below) and consists of content area on social work values and ethics, diversity, social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policies and services, social work practice, research and field experience. The baccalaureate curriculum meets the standards of the Council on Social Work Education.

Students graduating from A-State with a bachelor's degree must successfully complete **120** credit hours.

General Education Requirements (38 Hours) & Open Electives (21 Hours)

Subject	Course Options	Required Hours
Making Connections	UC 2013 Making Connections	3
Communication	*ENG 1003 English Composition I *ENG 1013 English Composition II COMS 1203 Oral Communications	9
Mathematics	MATH 1043 Quantitative Reasoning MATH 1023 College Algebra	3
Social Sciences	*POSC 2103 Intro to US Government *PSY 2013 Intro to Psychology *SOC 2213 Intro to Sociology	9
Life Science	*BIOL 1003/1001 Biology/Lab	4
Physical Science	CHEM 1013/1011 General Chemistry/Lab CHEM 1043/1041 Fundamentals of Chemistry/Lab PHSC Physical Science/Lab PHYS 1103/1101 Intro to Space Science/Lab PHYS 2034 University Physics I PHYS 2054 General Physics I	4
Fine Arts	ART 2503 Fine Arts Visual MUS 2503 Fine Arts Musical THEA 2503 Fine Art Theatre	3
Humanities	ENG 2003 World Literature to 1660 ENG 2013 World Literature since 1660 PHIL 1103 Introduction to Philosophy	3
Open (Free Electives)	Free electives are any courses that are not included in the Gen Ed (45 hours), social work major (49 hours), or the 12 hours of upper division social work elective courses. A minimum of 21 credit hours of free electives are required to complete the 120 hours required to graduate.	22
Total Gen Ed Hours		60

BSW Pre-requisites

Courses are pre-requisites for admission into the BSW program and must be passed with a “C” or better prior to admission into the program.

Subject	Course
Communication	ENG 1003 English Composition I ENG 1013 English Composition II
Social Sciences	POSC 2103 Intro to US Government PSY 2013 Intro to Psychology SOC 2213 Intro to Sociology
Life Science	BIOL 1003/1001 Biology/Lab
Social Work	SW 2203 Introduction to Social Work

Required Co-requisites (May be taken anytime)

Course Number	Course	Credit Hours
PSY 4533	Abnormal Psych	3
SOC 2223	Social Problems	3
SOC 3383	Social Statistics	3

BSW Core Curriculum

Course Number	Course	Credit Hours
SW 3303	HBSE I	3
SW 3253	SW Practice I	3
SW 3333	HBSE II	3
SW 3373 or SOC 4293	SW Research Methods or Methods of Social Research	3
SW 4263	SW Practice II	3
SW 4273	Field Experience I	3
SW 4313	SW Policy	3
SW 3363	Cultural Humility	3
SW 4303	SW Practice III	3
SW 4283	Field Experience Seminar	3
SW 4296	Field Experience II	6
Social Work	Upper Level Social Work Electives	12

45 Credit Hours at the Junior/Senior Level

The University requires that students complete 45 credit hours at the junior/senior level (courses numbered 3000 and 4000). This requirement is met within the Social Work curriculum. Students should meet with their adviser to select the required electives that best suit personal interests and career goals.

Child Welfare Elective

The Child Advocacy Studies (CAST) minor is an interdisciplinary minor that provides comprehensive training to students who plan to work in a variety of areas serving children. The goal is to provide more comprehensive undergraduate training in the area of child advocacy. The following courses are required to complete the minor:

Course Number	Course	Credit Hours
SW 4323	Case Management	3
SW 3343	Child Abuse and Neglect	3
SW 4383	Child Welfare and the Law	3
Select One: SOC 4073 SW 3323 SW 4213	Sociology of Family Violence Substance Abuse Intervention and Treatment Introduction to Interpersonal Violence	3
Select One: ECH 2023 PSY 3403 SOC 4213	Child Development Child Psychology The Sociology of Childhood and Adolescence	3
Select One: CRIM 3323 PSY 3613 SOC 2223	Juvenile Delinquency Cultural Psychology Social Problems	3

Suggested Degree Plan of Study

Social work student degree plans vary, but some principles apply that make the suggested plan useful and relevant as a guide. Some courses must be taken before others (e.g., Human Behavior in Social Environment I before Social Work Practice I and Human Behavior in Social Environment II), and some courses must be taken at the same time as others (e.g., Field Experience II, Field Experience Seminar, and Social Work Practice III). Not all courses are offered every semester. Consult the Undergraduate Bulletin for course descriptions and semesters in which courses will be offered. Students will not be allowed to take social work courses out of sequence. Students may desire to take summer courses to lighten their load during regular semesters or to make up deficiencies in course requirements. Degree plans should be developed and reviewed each semester with assistance from an advisor.

The following is one suggested sequence in which requirements for the BSW degree may be met in four years. Refer to the Undergraduate Bulletin regarding developmental courses for students with specified ACT scores.

Social Work BSW Model Degree Plan 2024-2025

Please note courses with an asterisk * must be completed prior to admission into the social work Program.

First Year

Fall	Credits	Spring	Credits
*ENG1003 Composition I	3	*ENG1013 Composition II	3
*PSY2013 Intro to Psychology	3	*SOC2213 Intro to Sociology	3
MATH1023 College Algebra	3	*POSC2103 Intro to U.S. Government	3
SW1203 Making Connections	3	*BIOL1003 Biological Science	3
Open Elective _____	3	*BIO1001 Biological Science Lab	1
Open Elective _____	1	Open Elective _____	3
Total Credits	16	Total Credits	16

Second Year

Fall	Credits	Spring	Credits
Humanities (any) _____	3	COMS1203 Oral Communication	3
Physical Science (any) _____	3	SW/SOC2223 Social Problems	3
Physical Science Lab (any) _____	1	Open Elective _____	3

*SW2203 Intro to Social Work	3	Open Elective _____	3
Fine Arts (any) _____	3	Open Elective _____	3
Open Elective _____	3		
Total Credits	16	Total Credits	15

Third Year/First BSW Program Year

Fall	Credits	Spring	Credits
SW3303 HBSE I	3	SW3253 SW Practice I	3
PSY2233 Abnormal Psychology	3	SW3333 HBSE II	3
SOC3383 Social Statistics	3	SW3373 OR SW Research Methods	3
SW Elective _____	3	SOC4293 Methods of Social Research	
DLS0000 Basic Disaster Life Support	0	Open Elective _____	3
		SW Elective _____	3
Total Credits	12	Total Credits	15

Fourth Year/Final BSW Program Year

Fall	Credits	Spring	Credits
SW4263 SW Practice II (Mezzo)	3	SW4303 SW Practice III (Macro)	3
SW4273 Field Experience I	3	SW4283 Field Experience Seminar	3
SW4313 SW Policy	3	SW4296 Field Experience II	6
SW3363 Cultural Humility	3	SW Elective _____	3
SW Elective _____	3		
Total Credits	15	Total Credits	15

BSW ADMISSION REQUIREMENTS AND PROCESS

Admission to the University

Social work majors must first be admitted to Arkansas State University. Students must meet the requirements of A-State relative to the ACT test, etc. Students whose ACT scores reflect the need for remedial work should complete these courses prior to seeking formal admission to the BSW Program.

Transfer Students

General Education transfer is evaluated by the Office of Admissions and Records, A-State-Jonesboro. Contact Registrar's Office (870-972-2031) for further information.

Transfer credit for major course requirements, will not be accepted, with one exception: Introduction to Social Work. This course may be taken from a non-accredited institution, provided the instructor holds a Master's Degree in Social Work. Due to sequencing of courses, the length of time required for transfer students to complete the requirements for the BSW degree is sometimes longer than for others.

Life or previous work experience will not be accepted in lieu of social work courses or course credit.

Admission to the Bachelor of Social Work Program

The social work program operates under a selective admissions policy. The policy is based on the need to maintain a program of excellence in the classroom and to assure availability of quality internship placements. Admission numbers are also impacted by the CSWE accreditation requirements. Therefore, the nature of the educational goals for social work majors requires that admissions be limited and competitive. The Department of Social Work reserves the right to admit a limited number of students each semester. Meeting the minimum standards does not guarantee a student will be admitted to the program. The following admissions procedure is intended to strengthen the student's certainty regarding this career choice and to enhance the student's focus and sense of purpose in curriculum planning.

Pre Major Status:

After admission to the University, any student who expresses an interest in social work may declare social work as a major. Students are designated as pre-social work majors and assigned a pre-program advisor in the social work department until formally admitted into the program.

Admission Criteria to BSW Program:

Admission to the BSW program is competitive. To be considered for admission to the BSW program, students must meet the minimum requirements of the program that are in effect at the time they seek admission. Meeting the minimum requirements for admission consideration to the BSW program does not necessarily guarantee acceptance to the program.

The minimum requirements for application consideration currently are:

1. Must have completed a minimum of 45 semester hours of course work at a college/university. Students who have completed the identified pre-requisites but not completed 45 semester hours of general education course work will be considered for conditional admission on a case-by case basis.
2. Have an overall GPA of 2.75 at the time of application. Maintain a minimum GPA of 2.75 overall and a 2.75 in the major. Overall GPA is defined as all coursework that is being used to satisfy requirements for the BSW degree regardless of the institution from which the credits were earned.
3. Must have completed SW 2203: Introduction to Social Work, ENG 1003: Freshman English I, ENG 1013: Freshman English II, PSY 2013: Introduction to Psychology, BIOL 1003/1001: Biological Science and Biological Lab, SOC 2213: Introduction to Sociology, and POSC 2103: Introduction to US Government with a grade of “C” or better on all courses. Grades earned on all these courses must be documented in the admission application form.
4. Students must have three professional letters of recommendation one of which must be from the student’s Introduction of Social Work Professor or Instructor.
5. Application form, personal interest statement, and official transcripts must be submitted as part of application process. Student applying for admission into the BSW program must certify that they will comply with the NASW Code of Ethics, the College Substance Abuse Compliance Contract and the College of Nursing and Health Professions Code of Honor by signing and returning these forms with admission application.

Application Process

The following outlines steps in the application process:

1. Students will submit completed applications via hand delivery, mail or email to the Pre-Admissions Advisor/Social Work (SW) Department no later than the second Friday in February along with a copy of their current transcript.
2. The SW personnel will verify students’ eligibility to apply.
3. The admissions committee will convene to review applications and make recommendations.
4. The Director of the BSW program will notify all applicants of their conditional acceptance into the social work program status in writing by April. Based on recent legislation in Arkansas, students admitted to professional programs that require licensure in a state upon graduation are required to have a successful background check to complete formal admissions. This cost is borne unto the student. All applicants will

remain conditionally admitted until BSW Program Director receives a clean background check.

5. The newly admitted BSW students must attend an Orientation Meeting. The Director of the BSW Program will inform students of the date and time for this meeting.

Acceptance to the BSW Program

1. Within 10 days of receiving an acceptance letter from the BSW Program Director, each student must respond in writing with their decision about the admissions offer. The student has three options for response:
 - a. The student may accept the admissions offer.
 - b. The student may decide to withdraw from the Program. The Director will accept the decision.
 - c. The student may request deferred acceptance to the BSW Program. (If the student wishes to defer admission until next year's fall semester, the student must send the Director a letter explaining the reasons in detail. The Director will assess each deferral request on a case-by-case basis and discuss the student's situation with the Chair. If the student is allowed to start the BSW Program next fall, the student may not need to reapply for admission. The Program Director will inform the student in writing about the decision taken and future actions the student should initiate.)

If a student is unable to join the BSW Program for any reason(s), the student must write to the Director and explain the reason(s).

Conditional Acceptance to the BSW Program

If a student has fulfilled the majority of the minimum requirements for admission to the BSW program as noted above, conditional admission may be granted by the BSW Admissions Committee. Conditional admission means the acceptance of a student on "condition" that the student completes additional courses to overcome deficiencies.

For example, if a student is currently enrolled in Introduction to Social Work or one of the prerequisite courses required for admission into the BSW program during the semester the application is submitted, and all the other requirements have been met, then the student may be conditionally admitted. The student must meet the minimum requirements prior to the beginning of the fall semester. Upon receiving documentation, the student will be notified of status of acceptance or denial into the program by the BSW Program Director in writing prior to the start of the fall semester.

Denial of Admission in the Program

Admission into the program is a competitive process in which applications are reviewed and scored by the Admissions Committee. Each year, some students may not be accepted into the

program because other applicants scored higher and were selected to fill the available openings in the program's admissions cohort. Students may also be denied admission or terminated from the program for any of the following reasons:

- Failure to meet acceptable academic standards.
- Submitting an incomplete application, or failure to apply by the application deadline.
- Unsatisfactory completion of the required pre-requisites.
- Illegal behavior that would preclude their licensure in the State of Arkansas. This includes, but is not limited to, conviction in this state or any other state of a crime that is a felony, conviction of a felony in a federal court, or conviction of a misdemeanor that involves family violence whether against an adult or child (Arkansas Code Chapter 39 Social Work Licensing).

Review Process for Denial into the BSW Program

Students may request a review of their denial for admission. The procedure is as follows:

1. After the Admissions Committee has reached a decision to deny admission or to terminate a student, the BSW Program Director will provide written notice to the student outlining the reason for the denial.
2. If the student wishes to request a review of the decision, the student should respond in writing to the BSW Program Director and request a review. The BSW Program Director and/or members of the Admissions Committee may then meet with the student to discuss the decision.
3. If the student wishes to appeal the decision further, the student may request a review with the Department Chair, who will review the denial and make a decision.
4. If a resolution cannot be reached, the student should then consult the University Student Handbook regarding appeal procedures.

Advisement

At Arkansas State University, advising is a shared responsibility between the student, faculty advisor and college community designed to help students grow individually, succeed academically, and to develop an appropriate educational plan leading to graduation with a focus on their life beyond the university. The university acknowledges its obligation to provide students with accurate and timely academic advising, delivered through its academic departments, colleges, and other units devoted to specific student populations.

When students are admitted to the university, they are assigned an advisor in either the Wilson Advising Center or in their identified major of choice. When social work is declared as a major, the student will meet with the Pre-Admissions Advisor within the Social Work department to provide academic advising. Following admission into the BSW Program, students are linked with an advisor within the BSW department to provide both academic and professional advising.

An automatic adviser hold is placed on student records each semester. It is the student's responsibility to make an appointment with their academic advisor each semester and to meet with the advisor to have their advising hold removed. The student/advisor relationship is a very important one. All contacts with advisees will be documented on an advising log that will be maintained in the student's file.

The responsibilities of the advisor include the following:

1. Providing academic guidance for choosing courses appropriate to the student's academic level, which focus on specific areas of interest and that prepare individuals for professional practice. As part of this process, the student and their advisor complete a Model Degree Plan. Students should retain a copy for future reference and for selecting appropriate courses.
2. Providing a role model in the areas of social work ethics, values, and overall professionalism.
3. Assisting in self-evaluation concerning aptitude and suitability for a career in social work.
4. Providing opportunities for discussion of both academic and personal concerns that affect academic performance and, when appropriate, referral for appropriate services (e.g. Counseling Services, Career Management Center).

Appropriate Undergraduate Bulletin

Students are generally expected to graduate in two years from admission to the BSW program. According to University policy, a student should plan to graduate within seven years or the student will fall under the requirements of a later Bulletin. A change in Bulletin may necessitate taking additional courses to satisfy the requirements of that Bulletin. A student may choose to move up a Bulletin year if it is to the student's advantage; however, the student must take the responsibility to make certain that the guidelines of that Bulletin year are met. The student will need to assess how the change of Bulletin will affect their graduation plans.

BSW Program Policies and Procedures

Student Rights and Responsibilities

Students in the Social Work Program have the following rights:

- The right to ethical treatment from others.
- The right to be informed of expectations of them in classes and in the field.
- The right to engage in free inquiry.
- The right to express unpopular or different views.
- The right to learn in an environment free from discrimination and harassment.

- The right to exercise the grievance and appeals procedures, or report instances of discrimination or sexual harassment or violations of the NASW Code of Ethics without fear of reprisal.
- The right to have meaningful input into their educational experience.
- The right to participate in a feedback process that keeps them informed of their progress and performance throughout their educational experience.
- The right of persons with disabilities to reasonable accommodations.

Students of the Social Work Program have the following responsibilities:

- The responsibility to stay informed of policies and procedures of the Social Work Program, College of Nursing and Health professions, and the University as a whole.
- The responsibility to maintain ethical, legal and professional behavior.
- The responsibility to maintain high standards of academic integrity (e.g. plagiarism and cheating are unacceptable and not tolerated).
- The responsibility to register with the office of Access and Accommodations if they need special accommodations to successfully complete course work or fieldwork.
- The responsibility to know and meet the requirements of their particular A-STATE Undergraduate Bulletin.
- The responsibility to treat members of the academic community as well as those associated with their field experience, especially clients, with professional collegiality, dignity and respect.
- The responsibility to comply with the NASW Code of Ethics; the University's Code of Student Conduct; the College of Nursing and Health Professions Student Code of Honor and policy regarding substance abuse.

Process for resolving student complaints and grievances

Students with concerns about a course or instructor are encouraged to first discuss the concern directly with the instructor. If the student is uncomfortable with this, they should consult their advisor. If the concern involves a field related matter, they should discuss it with the Director of Field Education. If the concern is not resolved, the student will notify the Department Chair in writing. If this does not satisfactorily resolve the concern, the student will follow the student grievance procedure found in the Arkansas State University Student Handbook.

Social Media Guidelines

Social media can be a way to share life experiences and opinions with others. Use of social media presents risks and carries with it certain responsibilities.

Social media includes all means of communicating or posting information or content of any sort via the Internet or other electronic communication method. Social media includes both your personal or someone else's personal web log/blog, journal, website, or chat room, and group interchanges such as Facebook, Instagram, Snap Chat, Twitter, Linked-in and social media anonymous sites. Additionally, per the Health 18 Insurance Portability and Accountability Act of 1996 (HIPPA) regulations found at <https://www.hhs.gov/hipaa/for-professionals/privacy/special->

topics/deidentification/index.html, no information, pictures, videos or descriptions of clients/families can be posted on social media sites.

You are solely responsible for what you post online. Inappropriate postings specific to patients, classmates, or faculty that include discriminatory remarks, harassment or threats, or violations of professional codes of conduct are subject to disciplinary action. Your actions could adversely affect your standing in your health professions program, which could include program dismissal.

You should be aware that future employers might view potential candidate's websites. Students are advised to review their site (s) for any unprofessional images or language, which could adversely affect successful employment upon graduation. Please make responsible decisions about your use of social media.

Standards for Retention in the BSW Program

Academic Retention in the Program

Student's eligibility to continue in the program is monitored each semester and at the time of entry into Field I and Field II. Should the student's overall GPA fall below 2.75, the student will not be allowed to register for the next course(s) in the sequence. The student will be allowed to continue when their overall and major GPA is raised back up to the required 2.75 level.

Readmission of Suspended Students for Academic Reasons

After one semester or summer session of suspension from the BSW Program because their overall and major GPA grades fell below 2.75, students may be readmitted on probation, but only upon the recommendation of the student's faculty advisor and the Director of the BSW Program. The student must apply in writing to the Director of the BSW program for readmission consideration and provide justification in detail for readmission on probation.

Dropping Individual Courses (Other Than Only Enrolled Course)

The final date for dropping individual courses is two weeks prior to the first day of final examinations during Fall and Spring semesters. Academic Affairs will identify appropriate deadlines for other semesters (interims, summer, and half sessions).

The Academic Calendar is also published on the Office of Admissions, Records and Registration web page (<http://registrar.astate.edu>) for each semester.

Students who drop individual courses will receive a grade of W in the courses. Students enrolled in only one course cannot drop that course; instead, they must withdraw from the university.

Withdrawal from the University (Including Dropping Only Enrolled Course)

Students withdrawing from the University after Sunday of the first full week of classes in a semester or Friday of the first week of classes in a five-week summer term must obtain an Application for Withdrawal at the office of Wilson Advising Center. The Wilson Advising Center advisors will assist students in the process to obtain withdrawal approval from the offices of Student Accounts, Financial Aid, Residence Life and the Library. The completed application must be returned to the Wilson Advising Center by the application nullification date. This process must be completed two weeks prior to the first day of final examinations during Fall and Spring semesters. Academic Affairs will identify appropriate deadlines for other semesters (interims, summer, and half sessions). Grades earned in courses completed prior to official withdrawal from the university (i.e., short courses) will not be affected by that withdrawal. Classes that have been withdrawn will remain on the student's transcript with a "W" grade for withdrawal. Once the withdrawal process is complete, the classes withdrawn will not affect the student's GPA.

Students who cease to attend classes without processing an official withdrawal, or who do not complete the withdrawal process will automatically receive an FN in all courses in which they were enrolled.

Policy Regarding Course Incompletes

Students are to complete all work by the final class session. Incompletes are not granted automatically. Incompletes are assigned only in cases of illness, accident, or other catastrophic occurrences beyond an individual's control. The student is responsible to request, in writing, an incomplete prior to any University or Department of Social Work deadline for such requests and comply with all written and procedural requirements related to such a request. Anyone not complying with the institution's requirements related to incompletes will receive a NCR or F for the class.

Standards for Student Academic Performance

Academic Misconduct Policy

Arkansas State University promotes academic integrity and professional ethics among all members of the A-State academic community. Violations of this policy are considered as serious misconduct and may result in severe penalties, up to and including expulsion from Arkansas State University. A student deemed to have engaged in academic misconduct may not avoid academic sanctions by withdrawing from a class, a program, or the University. Students that participate in the Honors College and/or Athletics program(s) are subject to dismissal from those programs in addition to the penalties set forth below. The respective program(s) will be notified of any offense. Colleges and Departments may add to these prohibitions and standards applicable to all students in order to enforce academic integrity and professional ethics to meet their special needs for a specific degree program.

For the purposes of these definitions, an assignment includes any task assigned as a course requirement or program requirement. Assignments include but are not limited to papers, projects, homework, and exams.

Students have the responsibility of becoming familiar with the University Academic Misconduct Policies and Procedures found on pages 15-19 of the [Student Handbook](#).

Student Academic Grievance Procedure

Under certain circumstances, Arkansas State University students have the right to grieve alleged violations of their academic rights. A grievance is a complaint alleging that one or more of the "academic rights of students" have been violated. Refer to pages 19-20 of the [Student Handbook](#) for Students Rights Grievance Procedure.

Procedures for Reviewing Academic and Unprofessional Conduct in the BSW Program

It is hoped that throughout the course of the student's education at Arkansas State University that concerns, suggestions, issues, etc., are identified and discussed with the student on an ongoing basis. The student's social work advisor is a resource for faculty and students to use in identifying and addressing concerns before reaching a point in which the student's continuation in the program is in jeopardy.

Recognizing that this is not always possible, the Social Work Department has established formal review procedures for identifying, evaluating, developing a corrective action plan and suspending or dismissing an individual who fails to meet the academic and professional performance standards of the Program. There are three levels of performance review. Please be aware that at any point in the process the instructor can complete an academic misconduct form and submit to Academic Affairs:

I. Level 1 Performance Review

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

- Discuss the concerns directly with the student and seek to work with the student to resolve the difficulties.
- Appraise the advisor and appropriate Program Director of the concerns in order to identify potential patterns and issues related in this student's behavior.
- Document dates, content, and outcome of meetings with the student (signed by both).

If a problem arises in field, the agency-based field supervisor will discuss concerns directly with the student and with the faculty liaison. It is the responsibility of the faculty liaison to apprise the Field Director of the concerns.

In many instances, meetings between faculty and students result in resolution of the concerns and do not necessarily lead to further reviews, pursuant to this section.

However, if the concerns are not resolved in the opinion of either the student or faculty, the student must be informed of the right to request the participation of their advisor or another faculty member of their choosing in further levels of review.

II. Level 2 Performance Review

A Level 2 Performance Review, convened by the Program Director (BSW/Field), usually occurs when concerns regarding performance issues raised at Level 1 have not been resolved satisfactorily. Level 2 Performance Review may also occur when student conduct requires a documented corrective action plan. A level 2 involves the student, their advisor, the appropriate Program Director (BSW/Field) and faculty members as indicated. If a problem arises in field, the agency-based field supervisor, faculty liaison, and Field Director will meet for the review.

In this information gathering process, the BSW Director or Field Director will seek to determine the nature of the concern and gather sufficient information to develop a plan to address the concern or concerns, if one is needed. The BSW or Field Director will utilize conflict resolution and mediation skills where possible. No further action may be required, or the student may be asked in writing to modify his/her behavior and/or seek appropriate help. This process is designed to assist the student in dealing with identified concerns that negatively impact their performance. The BSW Director or Field Director will assess the concerns with appropriate faculty, consult with the Department Chair and maintain documentation. The Level II Performance Review Committee may decide to:

- Retain the student in the program on probationary status
- Specify requirements and conditions for remaining in the program.
- Suspend the student from the program (can reapply in one year)
- Request a Level 3 review be convened by the Department Chair.

The Performance Review Committee will document the discussion and their decision and inform the student in writing. The student may appeal the decision to the Department Chair.

Serious issues may include but is not limited to incidents such as:

Student failure to show up for field placements for several days, arriving at field placement late on a consistent basis, posting derogatory information on social media about field placement, peers and faculty. Showing up at field placement under the influence of drugs/alcohol and conducting oneself unprofessionally and unethically while on school field trips.

III. Level 3 Review Procedure

A Level 3 review is convened and facilitated by the Department Chair generally includes the student, their advisor, the Field Director and field supervisor if indicated, and relevant members of the faculty. This level of review is indicated when problematic patterns are identified with a student, particularly involving unprofessional, illegal, unethical or incompetent behaviors. A Level 3 Review may be initiated when lower

review levels have not achieved satisfactory results, or when the student's behavior rises to such a level that withdrawal or dismissal is under consideration.

The Department Chair will meet with appropriate faculty and the student to gather information, determine the nature of the problem (if one is confirmed to exist) and identify alternatives for its remediation. Appropriate faculty to be involved in a review will include but are not limited to those who have direct knowledge of and experience with the student. The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting. The student may invite a faculty member of his/her choice or an advisor to participate in the proceedings.

After the review meeting has concluded, the Department Chair will consult with the Professional Review Committee members to reach a decision. The student will be informed in writing of the committee's decision within three working days. The student may be instructed to refrain from attending field or social work classes until notified of the decision. Options available to the committee include but are not limited to the following:

- Continue the student in the program with no conditions
- Establish formal conditions for the student to continue in the program
- Consult with the University's Academic Affairs and Research
- Counsel the student to change majors/degree programs
- Suspend the student with conditions for return
- Dismiss the student.

In any Level 3 Review, there must be clear, concise documentation of the problem areas as well as verification that these have been discussed with the student, that a corrective action plan has been developed with the student and that the student has been given the opportunity to complete the plan with the support of the Social Work Department, unless the precipitating behavior is of such a grievous nature that corrective action is not indicated. The student must be notified of the decision in writing within ten business days of the review meeting. It is the responsibility of the Department Chair to communicate the decision to the student. At this time, the student must be informed of her/his right to appeal under University policy.

Readmission after suspension or dismissal

A student who is suspended from the program because of unprofessional conduct or performance issues must wait one year before reapplying for re-admission into the program. They must complete the entire application process and include an explanation as to how conditions have changed and circumstances are now favorable to their successfully completing the program. Reapplication does not guarantee readmission. Students are permitted to reapply for readmission once after a suspension. Students who are terminated from the Program are not permitted to

reapply. Students terminated from the program will be counseled to identify more appropriate majors to complete their degree.

Dismissal from Field Agency

Field agencies who request that a student be dismissed or removed from field must discuss the situation with the student, contact the Field Director, and provide written documentation of their concerns. The Field Director in consultation with the field supervisor, field faculty liaison and the appropriate Program Director will evaluate the situation and determine whether the student should be placed in an alternative site. The Field Director may elect to convene a Professional Review Committee of the appropriate level. If retained in the program and placed in another agency, the field faculty liaison and/or faculty advisor will work with the student to produce a plan of action for the student to correct the behavior that led to dismissal. By the end of the semester, the student must demonstrate improvement or correction of the behavior that led to the dismissal from the first field site. If the student fails to improve or demonstrate correction of the behavior that led to dismissal from the field site, the student will have failed to meet the Program requirements and will be dismissed.

Departmental Procedures for Student Grievance Involving Faculty

The BSW Program follows the University's Grievance Process:

Step 1: Since the faculty has the primary responsibility for course development, course delivery, the assessment of student achievement, and the sanction for academic misconduct, any student who has a complaint related to an academic issue should first consult with the course instructor within ten (10) working days of the incident and try to resolve the complaint. If the grievance involves a faculty member who is no longer employed at the university, or with whom the student does not feel comfortable approaching the student should move to step two of this process. If the complaint is resolved, the grievance process ends.

Step 2: If the complaint is not resolved in step one, and if the student wishes to pursue the complaint further, the student shall consult with the department chair/unit supervisor within fifteen (15) working days of the academic incident. The appropriate chair/unit supervisor shall consult informally with the student and the individual against whom the complaint has been made to attempt to resolve the complaint. The chair/unit supervisor shall notify the student and the individual against whom the complaint has been made in writing of the resolution or lack thereof within ten (10) working days of the student's first consultation with the chair/unit supervisor. If the complaint is resolved, the grievance process ends.

Step 3: If the complaint is not resolved in step two, and if the student wishes to pursue the complaint further, the student shall file a formal written complaint with the department chair/supervisor within thirty-five (35) working days from the academic incident. The written complaint must specify the academic right(s) the student alleges has (have) been violated and must include: date and details of the alleged violation; any available evidence of the alleged violation; names, addresses, and phone numbers of

witnesses to the violation; and the requested remedy to the alleged violation. The chair/unit supervisor shall investigate the complaint using whatever processes are appropriate including, but not being limited to, written responses from or interviews with faculty members, other students, and other parties. The chair/unit supervisor shall notify the student and the individual against whom the complaint has been filed in writing of the chair/unit supervisor's finding and recommendation within ten (10) working days of receipt of the written complaint. If both parties in the complaint accept the recommendation, they will sign a statement to that effect and the grievance process ends. The chair/unit supervisor shall retain the written records of the process for five calendar years. Upon request, the chair/unit supervisor shall provide either or both parties with copies of all information gathered during the investigation.

Step 4: If the complaint is not resolved in step three, either party may request that the dean appoint a college hearing committee. The request for a college hearing committee review must be made in writing to the dean within ten (10) working days of completion of the process listed in step three.

A-State Students Residing Out-of-State:

Students residing Out-of-State must follow Arkansas State University's published grievance policy. If any student must report an unresolved grievance, the student may complete the student complaint form for the Arkansas Department of Higher Education (ADHE) found at <http://www.adhe.edu/students/parents/colleges-universites/student-grievance-form/>. Resolution by ADHE are final. Students must submit a written grievance to ADHE using the form. The grievant must also provide written documentation from Arkansas State University verifying that the A-State appeal process has been followed. Grievances regarding student grades or conduct violations are governed entirely by institutional policy and Arkansas law and will not be considered by ADHE

Student Resources

Student Financial Aid and Scholarships

For further information, please contact Financial Aid/ Scholarships Office:
P.O. Box 1620
State University, AR 72467-1620, (870) 972-2310
Website: <http://finaid.astate.edu>

Office of Access and Accommodations

Students who require academic adjustments in the classroom due to a disability must first register with A-STATE Access and Accommodations. Following registration and within the first two weeks of class, please contact Dominique White at 972-3694 to discuss appropriate

accommodations. Appropriate arrangements can be made to ensure equal access a course. Students are encouraged to contact the Office of Access and Accommodations if they need assistance. <https://www.astate.edu/disability>

Title IX

The Office of Title IX & Institutional Equity is charged with the responsibility to oversee the University's compliance efforts with state and federal laws surrounding Title IX, Affirmative Action, Non-Discrimination, Equal Opportunity, and campus-wide initiatives aimed at creating a diverse, welcoming and equitable campus. <https://www.astate.edu/a/affirmative-action/>

Housing

<https://www.astate.edu/a/university-housing/housing-options/>

Counseling Center

The Wilson Counseling Center is committed to helping you benefit as much as possible from your experience at A-State. This support may include helping you to perform better academically, to cope with your emotions, or to be more effective in your relationships with others. <https://www.astate.edu/a/counseling-services/>

Writing Center

The Online Writing Center offers writing services to A-State Online students so they may develop habits that lead to successful written communication. Our staff consists of tutors from various writing backgrounds that understand the struggles and joys of writing. We provide tutoring for all writing stages, from understanding the prompt and outlining to grammar and finalizing the paper. Successful writing comes from developing a network of interrelated skills and strategies, and we look forward to working with you to aid in this process!
<https://www.astate.edu/a/global-initiatives/online/a-state-online-services/online-writing-center/>

Phi Alpha Honor Society

Students who meet eligibility requirements may become members of Iota Sigma Chapter of the Phi Alpha Honor Society.

The purpose of the Arkansas State University Chapter of Phi Alpha is:

1. To recognize and promote scholastic achievement among students and faculty involved in the undergraduate social work program at A-STATE.

2. To recognize, improve, and further the goals of social work in the community, state, nation, and world.
3. To stimulate interest in preparation for a career in social work.
4. To encourage continued study and research at the undergraduate level, graduate level, and in professional practice.
5. To encourage those professional social workers and others whose services, contributions, and leadership are held in esteem.

To be eligible for membership, a student must:

1. Declare social work as a major.
2. Achieve sophomore status.
3. Complete nine semester hours of social work courses.
4. Achieve an overall GPA of 3.0 for BSW students.
5. Achieve a 3.25 GPA in required social work courses for BSW students.

Dues are one time \$30 for lifelong membership. For more information, contact the Phi Alpha President or the Faculty Advisor.

Student Social Work Organization of Arkansas State University

As a student interested in social work, you are welcome to join the Student Social Work Organization (SSWO) of Arkansas State University.

The purpose of the organization shall be to promote interest in and understanding of social work. In accordance with the Council on Social Work Education's guidelines, students should participate actively in curriculum development and evaluation. The student organization will also serve as a line between the educational foci of the university and the service delivery foci on social service agencies within the community. The purpose of the linking function is to promote a view of the social work program at Arkansas State University as responsive and valuable to the needs of Northeast Arkansas.

Based on this purpose, the organization meets regularly, forms action committees, and celebrates the accomplishment of graduating seniors in May. You are welcome to serve on one of the following committees, which meet regularly

- Curriculum and Alumni
- Membership and Publicity
- Social Action
- Program
- Fund Raising

- Social Building

Dues are \$20 per year. For more information, contact the SSWO President or the Faculty Advisor.

National Association of Social Workers

The National Association of Social Workers (NASW) is “a membership organization that promotes, develops, and protects the practice of social work and social workers” (Arkansas, NASW, 2003). The national NASW organization may be accessed, via the World Wide Web, at www.nasw.org. The Arkansas State Chapter of the NASW can be contacted at <http://www.naswar.org>. Students receive a special membership rate and have access to practice insurance while in school. All students are encouraged to join the NASW.

NASW Code of Ethics

The NASW Code of Ethics guides all social workers in ethical practice. The code can be accessed at <http://www.socialworkers.org/pubs/Code/code.asp>.

Arkansas Social Work Licensing Board

Licensing information and continuing education requirements are listed on this site.

Social Work Licensing Board

P. O. Box 250381

Little Rock, AR 72225

(501) 372-5071

<https://www.healthy.arkansas.gov/programs-services/topics/arkansas-social-work-licensing-board>

Council on Social Work Education

<https://www.cswe.org/>

**Bachelor of Social Work Program
Field Education Manual**

**Department of Social Work
College of Nursing & Health Professions
Arkansas State University
Jonesboro, Arkansas**

A-State Bachelor of Social Work Program
Field Education Manual

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INTRODUCTION

Welcome to the Field Program of the Department of Social Work at Arkansas State University. This manual is designed to provide students, Field Supervisors and faculty with essential information regarding the field experience, including the objectives, requirements, policies and forms used throughout the internship. Field experience is a critical component of the A-State Social Work Program and is required of all students. The Council on Social Work Education has defined field experience as the “signature pedagogy” of social work education. It is through the internship process that students have the opportunity to integrate classroom knowledge with hands-on experience in professional situations. Students work side by side with professional social workers, who provide ongoing mentoring and supervision, to promote the development of the social work competencies and practice behaviors set forth by CSWE. Students are required to read the field manual and use it as a reference throughout their time of their internship. Field Supervisors will find needed forms and instructions that will help them understand the field experience requirements as well as the responsibilities of all parties involved.

OVERVIEW OF BSW EDUCATION

The growing number of Social Work schools necessitated the organization of the American Association of Schools of Social Work in 1919. These schools had varied structure; some were graduate programs, some were undergraduate, some were freestanding and others were tied to agencies. For a number of years only graduate programs were accredited. The Council on Social Work Education (CSWE) began accrediting undergraduate programs in 1974.

CSWE standards identify a professional foundation which includes knowledge, values and skills with a supervised field experience. The undergraduate degree requires a liberal arts base and content in the following curricular areas: Social work practice, social welfare policy, diversity, human behavior and the social environment and research. Undergraduate education prepares students for generalist social work practice in a number of fields including, health care settings, mental health facilities, school social work, and family service settings.

BACHELOR OF SOCIAL WORK PROGRAM AT A-STATE

History of the Program

Arkansas State University began a social work sequence in 1970. Upon completion of the pre-social work sequence a certificate was granted. The social work curriculum was subsequently expanded and in 1975, Arkansas State University began offering a B.A. degree in Social Work. The Social Work Program was initially accredited in 1978 with reaffirmation in 1986, 1994, 2002, 2010 and 2020. The program was part of the Department of Anthropology, Criminology, Geography, Social Work and Sociology.

When the Social Work Program underwent the re-accreditation process in 2002, it was determined that the Program had grown tremendously and needed to become a separate department. With the division of the College of Arts and Sciences, the Social Work faculty

decided the best fit for the department was in the College of Nursing and Health Professions (CNHP). The Department of Social Work was formed July 1, 2003.

Mission Statement

The mission of the Bachelor of Social Work Program at Arkansas State University (A-State) is to educate generalist practitioners who will work to enhance intellectual growth, and to enrich lives through social, racial, economic, and environmental justice and service specifically with rural populations, as well as with diverse regional, national, and global populations. It employs a problem-solving process and relies on critical thinking.

HLC and CSWE Accreditation

Arkansas State University is accredited by The Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools. A-State was first accredited in 1928 and has had continuous accreditation since that time. The BSW Program at A-State was granted Initial Accreditation by the Council on Social Work Education in 1976 with consistent reaffirmation.

A-State Non-discrimination Policy

The Arkansas State University Bachelor of Social Work Program celebrates diversity. We welcome all applicants for admission without regard to race, color, gender, age, religious affiliation, ethnicity or national origin, physical condition, or sexual orientation. Arkansas State University's diversity policy can be found at <https://www.astate.edu/a/affirmative-action/title-ix/>.

The quest for knowledge is central to the very existence of Arkansas State University and universities in general. While portions of knowledge may be attained in various segments of the university and society, the fullness of knowledge can only be obtained when people of all races, ethnicities, colors, genders, religions, and socio-economic statuses are free to gather and exchange their life's experiences, problem solving skills, methods and styles of communications, values, beliefs, and ways of thinking and learning in an environment that encourages the presence and participation of all who desire to be affiliated with the academy.

Achieving this fullness of knowledge begins with recognizing that no single people, group, personality, discipline, or trade is the caretaker of all knowledge or life experiences. Rather, the pursuit and sharing of knowledge requires the presence, and meaningful participation, of those who may contribute their unique qualities and experiences to this constantly changing mosaic we call diversity.

A-State will be known for its commitment to diversity as evidenced by its inclusive work and learning environments, its acceptance of differences as positive and enriching and its ability to attract, retain and advance a diverse faculty, staff, and student body. A-State will have an environment where anyone, no matter who they are, will see a consistent reflection of themselves on the campus and in its activities.

Diversity at A-State is a process embracing the ideal of inclusion. Through continuous education, the A-State community constantly moves towards that ideal by accepting each person as an equal and valued member of the campus community.

Students can learn more about grants, mentoring, success programs and other diversity initiatives at <https://www.astate.edu/diversity>. Contact info: (870)972-3081 or diverstiy@astate.edu.

BSW PROGRAM GOALS

The goals of the BSW program are to offer a collaborative learning environment and curriculum that:

1. Prepares graduates for generalist social work practice that is culturally sensitive and committed to social justice. The Social Work program strives to instill in our students an appreciation for intellectual inquiry, a positive respect for diversity, a desire to serve others and the commitment and capacity to advocate on behalf of oppressed and vulnerable people in the pursuit of social justice.
2. Instills a commitment to professional development and lifelong learning. Undergraduate students are prepared for graduate studies in social work and are encouraged to participate in many of the conferences, workshops, and advocacy initiatives that the Department offers through collaboration with various professional associations and community coalitions.
3. Contributes to the development of professional knowledge. The Social Work program will contribute to knowledge development and dissemination through the faculty's scholarship, community collaborations and leadership and by facilitating the development of critical thinking and research skills in students to address the problems and needs of diverse, multi-level client systems that are required for advanced professional studies.
4. Provides service to our community that positively affects quality of life. The Social Work program will create an environment that is responsive to students and the community, conducive to personal and professional growth, and reflective of service demonstrated by the activities of the faculty and the contributions of our students in field and professional practice.
5. Provides social work students with the theoretical constructs, knowledge and applicable skills for competent generalist social work practice.

CSWE BSW PROGRAM COMPETENCIES AND PRACTICE

BEHAVIORS

The Education Policy and Accreditation Standards (EPAS) of the Council on Social Work Education define the competencies that are common to all social work practice. Each competency is composed of knowledge, values, and skills that define what social workers must know and be able to do to practice effectively. The core competencies and practice behaviors serve as the program objectives for the Arkansas State University BSW program and are as follows:

Competency 1: Demonstrate Ethical and Professional Behavior

- a. Make ethical decisions by applying the standards of the NASW Code of Ethics & relevant laws.
- b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
- c. Use technology ethically and appropriately.
- d. Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

- a. Advocate for human rights at the individual, family, group, organizational, and community system levels.
- b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
- b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

- a. Apply research findings to inform and improve practice, policy, and programs.
- b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

- a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery and access to social services.
- b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

- a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients.

- b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

- a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.
- b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

- a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
- b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

- a. Select and use culturally responsive methods for evaluation of outcomes.
- b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

OVERVIEW OF THE FIELD EXPERIENCE PROGRAM

General Description of Field Experience

Field education is a central component of the BSW curriculum as it provides an opportunity for students to apply and integrate classroom knowledge with hands-on experience. Students will receive professional supervision by an individual who has the minimum of a BSW degree from an accredited university.

The Department of Social Work is responsible for placing student interns in approved agencies throughout the Northeast Arkansas-Mississippi Delta Region and maintains affiliation agreements with over 150 social service agencies. The agencies represent a wide variety of services such as mental health, child welfare, the juvenile and adult justice system, substance abuse programs, public schools, medical settings, hospice programs, and many more. Students have the opportunity to serve a broad range of populations, including children and adolescents, older adults, individuals with disabilities, victims of domestic violence, LGBTQ individuals, veterans, and the mentally ill, to name a few.

The field experience courses are designed to fit within a framework that is guided by the BSW Program goals, Council on Social Work Education competencies and the National Association of Social Workers Code of Ethics. The field experience sequence consists of three courses. Field Experience I, a three (3) credit hour course, includes 156 hours of supervised practice in a social work agency and a weekly integrative seminar with other students and a faculty liaison. This course is taken the fall semester of the senior year. Field Experience II, a six (6) credit hour course, includes 260 hours of supervised field practice in a social work agency. This course is taken concurrently in the spring semester of the senior year with the Field Experience Seminar, a three (3) credit hour course, in which students use the problem-solving process to help each other resolve placement issues and integrate theory gained from the social work curriculum.

The internship will begin with the student in an observational role with independent work being assigned as the Field Supervisors, student and faculty feel it is appropriate. The Field Supervisor and student will develop a learning agreement that guides the internship assignments and activities. During the field placement, the student will continue to receive a minimum of one-hour weekly supervision by the Field Supervisor. The student will also attend a weekly integrative seminar on campus during which they will have the opportunity to process their experiences with other students and identify how they can apply theory and skills in their practice. The seminar class is led by a faculty liaison that will be available for consultation to the field agency and will make at least two site visits during the semester to meet with the student and the Field Supervisor to evaluate and monitor the progress of demonstrating the competencies and practice behaviors.

Key Terms – Roles and Responsibilities of Each:

- **Field Supervisor** - The agency professional who supervises an A-State student directly.
- **Student** - Social work students enrolled in field course.
- **Faculty Liaison** - The A-State faculty member assigned to work with the Field Supervisor & student in planning and evaluating the students learning experience.
- **Director of Field Education** - The A-State faculty member charged with developing placements and overall supervision and management of this part of the social work program.
- **Task Instructor** - An agency staff member who is assigned to supervise the social work student in specific learning experiences.

Preparation and Student Eligibility for Field Experience

Prior to being admitted to the field experience sequence, students must meet the following criteria:

1. The student must be admitted to the social work program, be in their senior year with a minimum GPA of 2.75 overall.
2. The student must have a plan for graduating at the end of the Spring semester of their senior year.
3. The student must have completed the following prerequisites:
 - SW 2203 Introduction to Social Work
 - SW 3253 Social Work Practice I
 - SW 3303 Human Behavior and the Social Environment I
 - SW 3303 Human Behavior and the Social Environment II
 - SOC 3383 Social Statistics
 - SW 3373 SW Research Methods or SOC4293 Methods of Social Research)
4. While enrolled in Field I (Fall Semester), students will take the following courses:
 - SW 4263 Social Work, Practice II
 - SW 4313 Social Welfare Policy
 - SW 3363 Cultural Humility
5. While enrolled in Field II (Spring Semester), students will take the following course:
 - SW 4303 Social Work Practice III
 - SW 4283 Field Experience Seminar

PLACEMENT PROCESS

Matching a student with a field agency requires a team effort involving the agency, student, and the Director of Field Education. The steps are described below.

Field Fair

Before field applications are due, students will be invited to attend the annual Field Fair at which time students will have the opportunity to meet with potential field sites throughout NE Arkansas. Although not all agencies are in attendance, this is a wonderful opportunity for students to begin narrowing down their interests as well as begin networking with professionals

in the social work field. Field Fair attendance is required and is scheduled during their senior Practice I class to prevent any schedule conflicts.

Applying for Field Placement

The Director of Field Education meets with students in the spring semester of their junior year to discuss the field application process. This meeting also includes discussion on the overall expectations of professional behavior in the field and helpful hints for the agency interview process. The field application process and required forms are managed through the field tracking software program, Tevera. Juniors are advised of the requirement to purchase this software program at the beginning of the spring semester as they will not be able to make application to field placement without it. The field placement application informs students of all the required items and steps that must be completed no later than May 1st. This process asks students to rank areas of interest in regard to populations served and type of social work agencies they are most interested in, so that the Director of Field Education can assist in identifying a good fit of placement. In order to complete the application process, students must submit a personal resume, and a copy of the student's professional liability insurance. Professional liability insurance costs approximately \$40 for one calendar year and must provide coverage through both the fall and spring semester. Two recommended options for purchasing student professional liability insurance include NASW (National Association of Social Workers <https://naswassurance.org/professional-liability-insurance/>) or HPSO (Healthcare Providers Service Organization <http://www.hpso.com>). Other options may be considered as long as the coverage includes \$1,000,000 per claim and up to \$3,000,000 for aggregate professional liability coverage. Proof of professional liability insurance is kept on file in the student's record.

Tentative Placement Decisions

The Director of Field Education contacts each student by phone and/or email after all required documents are completed to discuss available internship options. Internships are tentatively secured based on student preference, the availability of a suitable placement in the geographic area requested, and the Field Supervisor-student match. Students and the prospective Field Supervisors are notified in writing of the tentative decisions. Before a placement is finalized, the student is instructed by the Director of Field Education to arrange an interview with the agency Field Supervisor.

Students must be prepared to adjust their schedules for internship hours. The majority of agencies offer internships only during the normal working hours of Monday-Friday. Students maintaining full time employment must have schedules to allow internship hours to occur during the normal workday of 8:00am-5:00pm.

Student/Field Supervisor Interview

The interview is a very important step in the placement process. The student is responsible for scheduling this interview after receiving the tentative placement information from the Field Director long in advance of the semester beginning. These interviews are typically conducted in June, so if a second interview is needed, one can be arranged before the fall semester. The student should treat this interview as a professional interview in dress, behaviors and overall preparation. The student should research the agency by visiting their website before this interview to have a clear understanding of services provided and the populations served. The student should take a copy of their resume and be prepared to discuss why they want to intern

at this agency as well as their overall professional goals. Students should be aware that agencies often use the internship process to screen and prepare their future employees. The Field Supervisor and student will agree upon a weekly work schedule that will allow the student to pace their required hours out appropriately.

Placement Confirmation

Once placement is determined, the Director of Field Education sends the Field Supervisor and the student a confirmation letter through Tevera. Students will typically stay at the same internship for both the fall and spring semester which provides the students the ability to move into a more advanced role as their internship proceeds the second semester at the agency with independent tasks assigned as appropriate. The field agency is also sent the College of Nursing and Health Professions Affiliation Agreement to be signed by the designated agency administrator. A copy of this agreement is kept on file in the College of Nursing and Health Profession.

The Field Supervisor/agency informs the student of any pre-placement requirements that must occur before the student can begin the internship. Some agencies require these steps to be completed before the semester begins. These requirements may include a new worker orientation, a drug test, driving record, central registry child maltreatment application or a criminal background check. Some agencies require the student to pay for their personal background checks. Interviews and orientation hours will not count towards the required number of field hours the student must complete in the fall. If any of these steps or requirements presents a problem for the student, it is the student's responsibility to contact the Director of Field Education at once.

Enrollment and Attendance Field Course/Seminar

Field class serves as the primary mechanism to facilitate the student's integration of classroom knowledge with their work in the field. The seminar structure of the class creates a supportive environment in which students can process their experiences in becoming professional social workers. Seminar serves as a professional model of future treatment teams as students provide emotional support and share knowledge and resources they have obtained. Because the primary focus is a peer learning model, students are expected to arrive on time, be prepared and demonstrate appropriate participation. Attendance is taken and points are deducted for absences.

To balance the size of the student seminar classes with their Faculty Liaison, the Director of Field Education assigns students to a section of Field and notifies them of this assignment in Tevera with the field placement confirmation letter. Students are not able to register for field class until this letter is received. Students then have up to two (2) weeks to enroll in the assigned section of Field before the permit expires. If students experience any difficulty in enrolling in their assigned field class they are to contact the Social Work office for assistance. In the fall semester, students enroll in Field Experience I and in the spring semester, they enroll in Field Experience II and Field Seminar.

During Field I, students will begin their experience in an observational role having the opportunity to observe professionals and work directly under their supervision taking an active role in all phases of practice with them. Independent practice is not expected but tasks may be assigned as the Field Supervisor, student and faculty liaison feel appropriate. Working with

groups, organizations, and communities may also be part of the Field I experience. Generally, the Field I experience focus is on establishing relationships and working with individuals and families. Student awareness of the impact of policies on practice is important to develop during Field I. The agency can contribute by helping the student identify specific national or state policies (legislative, judicial, or administrative) that affect practice in their agency. Students learn about the agency and the system of community services of which it is a part. To do this, students should visit agencies with which the placement agency frequently makes and receives referrals. The student should learn how to link agency clients with needed community resources.

Field I and II help students develop professional behaviors needed to work with professionals in agencies. These behaviors include complying with agency policies and procedures, dressing appropriately, and behaving in a manner consistent with the NASW Code of Ethics. The student also learns to use supervision and work cooperatively with other professionals, volunteers and para-professionals as appropriate to the agency setting. This requires developing the ability to communicate clearly both verbally and in writing. The main difference between Field I and Field II is the development of independent practice skills. By the end of Field II, students should be able to perform the functions of professionals at an entry level.

Field Orientation

All students enrolled in Field I are required to attend a two-part orientation the first week of classes. This orientation is mandatory and students are advised of the time and location within their placement letter. The orientation agenda will typically include reviewing the course syllabus and requirements, the learning contract, time sheets, field evaluation form expectations of professional behavior, safety precautions in the field, and self-care.

Required Hours for Internships

A minimum of 156 hours (12 hours a week) is required in Field I and 260 hours (20 hours a week) for Field II. This is a total of 416 hours. Students may not accumulate all of their hours and stop going to field prior to the end of the semester. Additional hours will be considered as volunteer time, so students should consider pacing their hours as specified above. However, a student may have some additional hours accumulated and draw from those in the event of illness or unexpected absences. Students will enter their time in Tevera and have it approved by their field supervisors weekly.

Field agencies traditionally work a normal business day of 8:00 a.m. to 5:00 p.m., and it is expected that students are prepared to accommodate this schedule. On some occasions there may be an agency that operate business hours outside of the normal working day. If the agency and student agree initially that nontraditional hours may be needed, and supervision for the student intern is available, these hours may be approved. However, students are not expected to work during nontraditional hours or when the University is closed.

Life Experience and Transfer Work

No credit is given for life experiences in the field or other areas of the curriculum.

FIELD PRACTICE SETTINGS

The social work program, specifically the Director of Field Education, is responsible for developing and maintaining a variety of field practice settings. The Director of Field Education consults with the agency staff and receives feedback from the faculty and agency staff regarding the suitability of the agency as a field placement. Agencies must demonstrate an environment of service and mentoring that is compatible with the values and ethics of the social work profession. Agencies must be able to offer learning experiences that will allow the student to demonstrate the required practice behaviors stipulated by CSWE and outlined earlier in this manual. Field practice settings are continuously re-evaluated as new information appears from faculty, agency staff, and/or students. No student or faculty member is to negotiate or contract for a field placement without the advice and consent of the Director of Field Education.

Selecting Field Placement Agencies

Agencies are selected as field placement sites based on the following criteria:

1. The agency views participation in the education of undergraduate social work students as a worthwhile activity and agrees to support the goals and objectives of the A-State Social Work program.
2. The agency demonstrates competence and stability in providing professional social work services and offers a climate conducive to learning and professional development.
3. The agency can provide generalist practice learning opportunities compatible with the requirements of the A-State Social Work program.
4. The agency agrees to provide a Field Supervisor with a minimum of a BSW and enable that Field Supervisor to provide regular supervision including weekly meetings with the student to plan and monitor progress, to participate in mid semester and final evaluation conference, and to participate in orientation and training sessions.
5. The agency agrees to provide suitable workspace for the student.
6. The agency agrees to reimburse the student for work related travel in accordance with agency policy.
7. The agency agrees to appraise the student of any and all health and safety risks associated with practice in the setting, and to instruct the student in measures to minimize these risks.
8. The agency agrees to participate in the annual Social Work Field Fair designed to give students the opportunity to interact with professionals and social work.
9. The agency agrees to notify the program in a timely manner when the student's performance may be at risk for successful completion of the placement.

Affiliate Agreements

Formal affiliate agreements are used with all field placement agencies to delineate the roles and responsibilities of the program, the field agency and the student. Essentially, the agreement indicates the program, the agency and the student are expected to abide by the policies and procedures outlined in the field practice manual. These agreements are kept on file in the College of Nursing and Health Professions.

Selecting Field Supervisors

To be a Field Supervisor with the A-STATE Social Work Program, agency professionals must meet the following criteria:

1. The person holds a BSW or MSW with a minimum of two years of experience and can serve as a professional role model especially with respect to genuineness, warmth, empathy and can demonstrate adherence to social work ethics and values.
2. The person sees educating social work students as both a professional and a meaningful activity.
3. The person is willing to invest time in development and implementation of the students learning plan, minimum one hour weekly supervisory sessions, mid semester and final evaluations including evaluations of the student, the Field Supervisor, and the Faculty Liaison. Participation in these conferences requires a high level of professional skill including the ability to give and receive feedback in a constructive manner.
4. The person agrees to orient the student to the agency and community of practitioners in the agency's referral network.
5. The person agrees to follow the problem-solving process as outlined in this manual.
6. The person attends the training sessions and meetings offered by the Social Work program.

Field Agencies That Do Not Employ a Social Worker

The BSW Program requires that the Field Supervisors will have the minimum of a Bachelors (BSW) degree or a Masters (MSW) degree from a CSWE-accredited Program. When an agency does not employ a BSW or MSW practitioner who can supervise the student, an on-site Task Instructor who does not hold a social work degree may supervise the student at the agency on a day-to-day basis. However, a BSW or MSW from another site must be assigned as the Field Supervisor of record and meet the same requirements as listed above. The Field Supervisor must provide a minimum of one-hour weekly field supervision for the student and be available to meet with the task instructor and faculty liaison as needed.

Field Supervisor Orientation and Training

Field Supervisor Orientation is designed to enhance the quality of student supervision as field supervisors identify with their roles as educators. New Field Supervisor Orientation is offered

prior to the Fall semester. In the event that the Field Supervisor is unable to attend this orientation, the Director of Field Education may schedule a makeup session. In addition, Field Supervisors are invited to attend several workshops throughout the year sponsored by the Social Work Department and the College of Nursing and Health Professions.

ROLES AND RESPONSIBILITIES IN THE FIELD PROGRAM

In order to achieve high quality in the field, it is imperative that all involved understand their roles and responsibilities.

The Director of Field Education

The Director of Field Education is administratively responsible for the oversight of the field practice and manages the field program. The Director of Field Education screens agency placements and Field Supervisors to ensure that they meet the program's standards, coordinates the placement process, and monitors the field program. The Director of Field Education is available throughout the semester to solve problems or address issues of concern to the Field Supervisors, Faculty Liaisons, and students. The Director of Field Education's responsibilities are to:

1. Identify, develop and maintain field placements.
2. Assign students to field placements.
3. Maintain efficient reporting systems and records of field practice activities.
4. Maintain, revise, or modify the field manual.
5. Provide the on-campus orientation of field students.
6. Initiate and respond to faculty, student, and agency suggestions for the continuous upgrading of the field practice curriculum.
7. Plan and implement training for Field Supervisors.
8. Provide consultation as needed to the faculty liaison and Field Supervisor in regard to the students' performance, instructional needs and grade assignment.
9. Conduct systematic evaluations of practice methodology and outcomes and initiate appropriate changes.
10. Assist the liaisons in the development and coordination of seminar content and in the implementation of liaison activities.

Faculty Liaison

The Faculty Liaison representing A-State is expected to do the following:

1. Assist the Field Supervisor and student in developing the Learning Agreement and signs off on it indicating that the agreement is acceptable.

2. Maintain close contact with the Field Supervisor and student to monitor progress. The Faculty Liaison is available for telephone or face to face consultation during the semester at the request of the Field Supervisor. The Faculty Liaison will schedule at least two site visits per semester to meet with the student and Field Supervisor. These visits are typically scheduled at midterm and at the end of the semester. Students keep the liaison abreast of ongoing progress through journals or process recordings, classroom seminars, and private conferences, as requested by the student or liaison.
3. Model professionalism especially with respect to genuineness, warmth and empathy, social work values and ethics, and feedback skills.
4. Identify areas that require additional faculty involvement to ensure that a social work focus and identification are sustained.
5. Team with the Field Supervisor and student in the learning experience.
6. Communicate suggestions from the field concerning ways of improving the field experience program to the Director of Field Education.
7. Report to the Director of Field Education each semester on the progress of the student in placement and any problems encountered.
8. Complete the end of year Faculty Liaison Evaluation of Field Supervisor/Agency.
9. To be available to the Field Supervisor and student for immediate consultation.

Field Supervisors

Field Supervisors are expected to:

1. Provide the program with a current resume, complete the Field Supervisor Application and Field Agency Application form if one has not already been submitted.
2. Orient the student to the agency.
3. Assist the student in developing a learning agreement.
4. Meet at least one hour each week with the student to provide supervision.
5. Assess the student's progress on a regular basis and complete all evaluation instruments in a timely manner.
6. Monitor students record of field hours and attendance.
7. Participate in Field Supervisors Orientation and other opportunities for program-agency exchange.
8. Be available to meet with the student and Faculty Liaison for the midterm and final site visit.

9. Inform the Faculty Liaison of any problems or concerns promptly. (Examples include excessive absenteeism, illness, agency-related changes, tardiness, etc.)
10. Complete the Field Supervisor Evaluation of Field Program at the conclusion of the spring semester.

Task Instructor

The term “Task Instructor” is used to indicate an agency staff member who assumes certain responsibilities for the student’s field education as delegated and monitored by the field supervisor. The Task Instructor does not replace the field supervisor but does need to be well informed of the program’s educational objectives and understand their role in the student’s learning. Therefore, the field supervisor should be involved in mid-semester and final evaluations. The Field Supervisor and the Social Work program provides the Task Instructor with the necessary resources to accomplish the educational task including an invitation to attend the Field Supervisors Orientation. The Field Supervisor helps the student integrate the Task Instructor’s contribution into the overall educational experience.

Students

As part of a learning team, the student as an adult learner is expected to:

1. Take the initiative in examining the educational objectives and the learning assignments in the field practice.
2. Comply with the intern work schedule developed between the student and field supervisor.
3. Present professional behavior in all settings to include:
 - arriving and leaving according to schedule or notifying the field supervisor of unforeseen circumstances (studying for a test is not an unforeseen circumstance),
 - following agency policies and procedures,
 - completing required agency forms and assignments fully and on time,
 - dress in accordance with agency standards and professional attire.
4. Seek supervision as needed and demonstrate ability to implement supervision into practice.
5. Inform the field supervisor, faculty liaison, and Director of Field Education when matters that might jeopardize the learning experience are present.
6. Refrain from behavior that interferes with the learning and performance of other students and professionals and to behave in a manner consistent with the NASW Code of Ethics.
7. Engage actively in the evaluation process, seeking ongoing feedback from the field supervisor and participating in the formal evaluation.

8. Prepare for weekly conferences with the field supervisor and bring any problems or dissatisfaction with the field experience and engage constructively in finding solutions, if possible. If the problems cannot be resolved, the student should contact the field liaison.
10. Keep track of field hours and seek Field Supervisor's signature on the Student Time Record in Tevera.
11. Participate actively in all field seminars.
12. Complete the Student Evaluation of Field Supervisor and Agency

THE LEARNING AGREEMENT AND ASSESSMENT PROCESS

Student Learning Agreement

The student will develop the Learning Agreement in Tevera through consultation with their Field Supervisor within the first few weeks of the internship. The learning agreement provides a plan for internship activities that will support competency attainment set forth by the Council on Social Work Education and serves as a guide to assess the student's academic, and professional performance throughout the internship process. The Learning Agreement guides weekly supervision between the student and their field supervisor. This document is also reviewed at the virtual site visit between the field supervisor, faculty liaison and student. Tips in preparing the Learning Agreement include:

- Learning activities should be identified that will provide the opportunity for the student to demonstrate the CSWE competencies.
- Learning activities be individualized to meet the needs of the student.
- Learning activities should be specific, measurable, and relevant to the competencies.

Final Assessment of Student Performance

As described above, the learning agreement also serves as the assessment tool to measure the student's performance. The Faculty Liaison meets with the student and field supervisor at least two times a semester either at the agency or through a virtual platform such as Zoom. The first meeting occurs at midterm to review the student's progress in meeting the objectives outlined in the Learning Agreement. The student is encouraged to identify their personal strengths and weaknesses as they pertain to their field experience, and how the Field Supervisor and/or Faculty Liaison might provide additional support. Constructive feedback is provided to the student, and the team will develop a plan to achieve the remaining needs of the learning agreement. The Learning Agreement might be amended at this time to include additional objectives and/or tasks as identified as needed.

Prior to the conclusion of the semester, the Field Supervisor will complete the "Final Assessment of Student Competencies/Practice Behaviors" by assigning a ranking for each practice behavior. The Field Supervisor and Faculty Liaison then meets with the student to provide feedback to further the student's skill development and celebrate the accomplishments the student has made

throughout the semester. This final assessment is completed at both the fall and spring semester, with the expectation that the student will have the ability to demonstrate all of the practice behaviors at the conclusion of the spring semester.

FIELD PROGRAM ASSESSMENT

Assessment is a critical component of the overall field process at the program level. In order for the Field Department to best respond to student needs and strengthen program outcomes, the Department relies on feedback from the Field Supervisors, Faculty Liaisons and students through formal surveys that are described below.

Student Evaluation of Field Supervisor and Agency

Prior to the conclusion of the spring semester, the student completes the Student Evaluation of Field Supervisor and Agency through the field tracking software program, Tevera. Although the Field Supervisor will not have direct access to this evaluation, the student is encouraged to provide feedback of their experience to the field supervisor at the final evaluation. This information can be very helpful to the Field Supervisor in providing supervision to future students.

Field Supervisor Evaluation of Field Program

At the conclusion of the spring semester, the Field Supervisor is asked to complete the Field Supervisor Evaluation of Field Program through the field tracking software program, Tevera.

Faculty Liaison Evaluation of Field Supervisor and Agency

At the conclusion of the spring semester, the Faculty Liaison is asked to complete an Evaluation of the Field Supervisor and Agency through the field tracking software program, Tevera.

FIELD EXPERIENCE POLICIES AND PROCEDURES

Performance Review Process

The Social Work Department has established formal review procedures for identifying, evaluating, developing a corrective action plan, and suspending or dismissing a student who fails to meet the academic and professional performance standards of the Program. This policy is followed within the field program as a proactive approach to problem solving that can provide the student with a corrective action plan to complete their field experience successfully. There are three levels of performance.

Level I Performance Review - involves a faculty member and a student. When a faculty member has concerns about a student not meeting any of the professional or academic standards required of field experience, that faculty member will:

- Discuss the concerns directly with the student in zoom, phone and/or email and seek to work with the student to resolve the difficulties.
- Appraise the Field Director and/or BSW Program Director and possibly the advisor of the concerns in order to identify potential patterns and issues related in this student's behavior.
- Document dates, content, and outcome of meetings in the student file.

In many instances, this early meeting and/or conversation between faculty and students result in resolution of the concerns and do not necessarily lead to further reviews, pursuant to this section. However, if the concerns are not resolved in the opinion of either the student or faculty, the student must be informed of the right to request the participation of their advisor or another faculty member of their choosing in further levels of review.

Level II Performance Review is convened by the Director of Field Education or BSW Program Director, usually occurs when concerns regarding performance issues raised at Level I have not been resolved satisfactorily. However, some issues of concern can warrant the need for a level II without a level I. A level II involves the student, faculty liaison, Field Supervisor and Field Director. In this information gathering process, the Field Director will seek to determine the nature of the concern and gather sufficient information to develop a plan to address the concern or concerns, if one is needed. The Field Director will utilize conflict resolution and mediation skills where possible. No further action may be required, or the student may be asked in writing to modify his/her behavior and/or seek appropriate help. This process is designed to assist the student with identified concerns that negatively impact their performance. The Field Director will assess the concerns with appropriate faculty, consult with the Department Chair and/or BSW Director, and maintain documentation. The Level II Performance Review Committee may decide to:

1. Retain the student in the current internship and Social Work Program on probationary status.
2. Specify requirements and conditions for remaining in the internship and Social Work Program.
3. Suspend the student from the internship and Social Work Program (can reapply in one year).
4. Request a Level III review be convened by the Department Chair.

The Performance Review Committee will document the discussion and their decision and inform the student in writing. The student may appeal the decision to the Departmental Chair.

Level III Performance Review is convened and facilitated by the Department Chair and generally includes the student, BSW Program Director, student advisor, Field Director and field supervisor if indicated, and any other relevant members of the faculty. This level of review is indicated when problematic patterns are identified with students, particularly involving unprofessional, illegal, unethical or incompetent behaviors. A level III Review may

be initiated when lower review levels have not achieved satisfactory results, or when the student's behavior rises to such a level that withdrawal or dismissal is under consideration.

The Department Chair will meet with appropriate faculty and the student to gather information, determine the nature of the problem (if one is confirmed to exist) and identify alternatives for its remediation. Appropriate faculty to be involved in a review will include but are not limited to those who have direct knowledge of and experience with the student. The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting. The student may invite a faculty member of their choice or an advisor to participate in the proceedings.

After the review meeting has concluded, the Department Chair will consult with the BSW Director, Field Director, and Field Supervisor to reach a decision. The student will be informed in writing of the committee's decision within three working days. The student may be instructed to refrain from attending field or social work classes until notified of the decision. Options available to the committee include but are not limited to the following:

1. Continue the student in the program and/or internship with no conditions.
2. Establish formal conditions for the student to continue in the program and/or internship.
3. Consult with the University's Vice Chancellor for Student Affairs.
4. Counsel the student to change majors/degree programs.
5. Suspend the student with conditions for return.
6. Dismiss the student from the Social Work Program.

In any Level III Review, there must be clear, concise documentation of the problem areas as well as verification that these have been discussed with the student, that a corrective action plan has been developed with the student and that the student has been given the opportunity to complete the plan with the support of the Social Work Department, unless the precipitating behavior is of such a grievous nature that corrective action is not indicated. The student must be notified of the decision in writing within ten business days of the review meeting. It is the responsibility of the Department Chair to communicate the decision to the student. At this time, the student must be informed of their right to appeal under University policy.

Health and Safety of the Student

The physical safety of the student is a primary concern of the program. The Field Supervisor is expected to inform students about any risks to their health and safety associated with work at the agency, and to ensure that students receive appropriate training to minimize these risks. Students are advised to review the BSW Field Manual and the BSW Student Handbook. In the event that an incident of safety or a potential threat occurs, the student should advise their faculty liaison and complete an Incident Report in Tevera. Other additional resources that are provided to students include the following links:

Safety When Working with Clients

Link to NASW Social Work Safety Guide:

<https://www.socialworkers.org/linkClick.aspx?fileticket=6OEdoMjcNC0%3D&portalid=0>

Title IX: Sexual Harassment and Discrimination

Link to A-State Office of Title IX and Institutional Equity

<https://www.astate.edu/a/affirmative-action/title-ix/>

COVID-19 Resources, Updates and Reporting

Link to A-State Novel Coronavirus

<https://www.astate.edu/safety/novel-coronavirus/>

Incident Report

In the event that an incident occurs in the student's field placement, the student should complete the incident report form on Tevera and submit to their Faculty Liaison who will in turn advise the Director of Field Education of the situation. Examples of an incident include but are not limited to client striking the student worker, any hostile or threatening incidents experienced by intern, and unprofessional behavior on the part of the supervisor towards the student or clients. If the student is unsure about a particular event, the student needs to discuss the event with their Faculty Liaison

Use of Personal Automobiles by Students

Students are expected to arrange their own transportation to and from their field placement site. Agencies which expect students to use their personal automobiles for agency business should make this expectation clear to the student during the pre-placement interview. If students use their own automobiles for agency purposes, they should be reimbursed for mileage. Students who use their own automobiles to transport clients are liable in case of an accident. Students will sign the Statement of Understanding that is included with the Field Application. Please refer to your personal insurance policy for coverage information.

Placement in Employee Settings

The Director of Field Education may approve a student's request to complete their field placement at their place of employment if specific criteria are met. To maintain the integrity of the program, and to ensure that students receive a high-quality education, this request may be approved with the following guidelines:

- The agency and field supervisor at the place of employment must meet the same qualifications as other field supervisors and agencies where students are placed.
- The Field Supervisor for the educational experience must be someone other than the student's work supervisor or in the line of supervision for the student.

- The student’s activities in the agency must provide new learning, and not merely a continuation of their current work tasks.
- The learning agreement for the student must list how the field activities will support program’s competencies and specific practice behaviors.
- The A-STATE field faculty liaison will monitor student learning and adherence to these criteria.
- Any paid or stipend internship must meet all of the above criteria.

Access and Accommodations

Students who require adjustments or accommodations in the field due to a disability must first register with A-STATE Access and Accommodation Services at 972-3964. The Access and Accommodation Office will notify each instructor, including the Director of Field Education, of the student’s specific needs. More information can be found on their website:

<https://www.astate.edu/a/disability/>

Professional Conduct

Students must conduct themselves in a professional and ethical manner toward clients, fellow students, agency staff and the faculty. As membership in a profession implies an encompassing set of values, professional conduct is expected at all times on-campus and off-campus. The program subscribes to the NASW Code of Ethics which is discussed through the curriculum. Any act which would constitute unethical practice, violation of the law, whether on-campus or off-campus, is grounds for disciplinary action and may include dismissal from the field.

Students are expected to follow the reasonable instructions of the field supervisor. A student may refuse to follow an instruction if they feel it involves activities that are illegal or run counter to the NASW Code of Ethics. When refusing a request, the student should explain their reasons if at all possible. The student should then immediately report the incident to the Faculty Liaison.

In the event that the student violates the NASW Code of Ethics in the placement, the field supervisor will make a report to the faculty liaison and the Field Director will be informed. A performance review will be scheduled with the appropriate level dependent upon the alleged incident.

Problem-Resolution Process

Problems associated with social work students placed in agency settings may occur, and are usually satisfactorily resolved by the student and Field Supervisor. Common problems have included student reliability and performance, student feeling that they are not getting sufficient learning assignments at the agency, or that the Field Supervisor is not accessible for regular supervision. The Faculty Liaison is available to assist in finding solutions to problems that cannot be handled by the Field Supervisor and student. This is a normal course of events and usually results in an acceptable solution that enables the student to remain in the placement. If a

problem cannot be resolved by this group, then the Director of Field Education may be called for help. Some problems if not resolved may present a threat of internship disruption and therefore the Performance Review Process will be followed in hopes to find the best resolution for student success. The Performance Review Process is outlined in this manual and the BSW Student Handbook.

Transferring a Student to a New Agency or Field Supervisor

Students are expected to complete their fall and spring internship at the same agency to allow the student to achieve competency attainment. However, there are occasionally reasons that a transfer to a new agency or Field Supervisor is necessary. A request for a student transfer may originate from the student, the Field supervisor, or the Faculty Liaison for the following reasons:

- a. A student may request a transfer to another Field supervisor or agency if either fails to meet the terms set forth in the Learning Agreement, this manual or the Affiliate Agreement. If a within-agency transfer is feasible, the student can continue without interruption. A between-agency transfer may necessitate the student's investment of additional hours for the student to complete the course performance requirements. The Director of Field Education handles all transfers.
- b. The Field supervisor may request a student's within-agency transfer if the supervisor is no longer willing or able to meet the expectations of the position, or if he or she feels the match with a particular student is no longer productive. If the transfer is agreeable to the student and a suitable substitute can be found within the agency, the move can be made. If no suitable substitute is available within the agency, then a between-agency transfer will have to be made in the current semester provided a suitable site is available. The student may be required to spend additional hours in the new placement to complete course requirements.
- c. The Faculty Liaison may initiate a transfer of a student if they conclude that a Field supervisor or agency is not fulfilling the expectations set forth in this manual. In this case, reasonable efforts will be made to locate a suitable alternative with as little disruption to the student as possible. However, additional hours of agency work may be required as noted above.

Termination Policy and Procedure

Students are rarely terminated from an internship; however, it does occur. The following procedure addresses termination of a student initiated by his or her field placement agency or by a faculty member in the Social Work Program. The Performance Review Process will be activated by the Field Director in attempts to promote the best outcome for student success.

Termination Initiated by an Agency

After problem-solving efforts have been exhausted or the agency staff believes the behavior of a student presents a risk to the safety or well-being of the agency's clients or staff, the agency may terminate a student from the placement. The agency will be requested to provide a written explanation for the termination and if at all possible, notify the program prior to the termination.

It is then the responsibility of the Director of Field Education to prepare a report assessing the behavior of the student in the particular agency setting. Where indicated, the report should include a statement of standards of conduct which have been violated, and describe a course of action which the student must take in order to be reassigned to another agency. Based on the results of the performance review process, the Director of Field Education in consultation with the BSW Program Director may pursue one of the following options:

- a. The student may be reassigned in the current semester, if time permits for the student to complete the course requirements and if the circumstances surrounding the termination are such that the student may be placed in another setting without jeopardizing the safety and well-being of clients and staff.
- b. If time does not permit for the student to complete the course requirements in a new agency, and the student does not present a threat to staff or clients of other agencies, and if no remedial action is required or the remedial action taken by the student has produced acceptable behavior, then the student may be permitted to enroll in the field course in the next semester in which that course is offered. In this case, the student could be given an incomplete "I" grade for the course with a documented date in which the requirements must be completed. It is important to note that any incomplete that does not meet the requirements of the date specified on the incomplete form will convert to an "F" at the time grades are due. The maximum time frame that can be granted an incomplete is one calendar year. If the student is re-assigned, the Director of Field Education may credit all or a portion of the student's hours in placement to a second placement depending on the circumstances surrounding the termination and the length of time that has elapsed between termination and re-assignment.
- c. If the student's actions are such that the safety and well-being of other agency staff or clients might be reasonably expected to be in jeopardy, if corrective action required of the student is not pursued, or if the corrective action taken does not produce acceptable behavior, the student may not be reassigned. In this instance, the student would be given a grade of "F" for the course and would not be permitted to re-enroll. The student would then be removed from the Bachelor of Social Work Program.

Termination Initiated by the Social Work Program

If after a student has entered Field, and the Social Work faculty have a valid basis to believe a student's conduct has the potential to cause harm to clients, the program, or agency workers, the Director of Field Education may immediately remove that student from the internship. In such cases, a Level III Performance Review will be scheduled with the possible outcomes: (1) dismissal from the program with an explanation of the offense and how the behavior fails to meet reasonable standards of conduct; (2) offer a reasonable opportunity to modify the behavior which would involve a corrective action to promote personal growth and support compliance to professional standards of conduct and the NASW code of ethics; (3) or if the offense is deemed to be beyond correction, the student may be terminated from the BSW Program.

If a student is dismissed from an agency due to behavior which may include but not limited to insubordination, incompetence, attendance, failure to adhere to the NASW Code of Ethics, or inappropriate professional conduct, the Director of Field Education may opt for a plan of

corrective action. In some situations, the option of a corrective action, a plan will be developed. Upon completion of corrective action, a student may be placed in another agency setting. If the second agency dismisses the student from Field due to the student's behavior, the student will be considered to have failed Field and a failing grade will be given. Along with being dismissed from Field, the student will be dismissed from the BSW Program.

If the student fails to follow through with corrective action or corrective action is not successful, the student may be dismissed from the BSW Program. A time framework is generally allocated for which all corrective action and problem resolution must occur.

Grade and Grade Appeal

A grade of "C" or better is required to successfully pass field. A field grade below a "C" results in suspension from the program. In the event that a grade below a "C" is received, the student may reapply to the Field Program if they are still in good standing with the BSW Program and complete any required corrective actions that have been specified for the student. Please refer to the BSW Handbook for details regarding program suspensions and/or program dismissals.

A student who wishes to appeal his or her grade must follow the Student Grievance Procedure outlined in the A-STATE Student Handbook. If the student seeks a grade appeal, the Admissions Committee will hear the student's case and reach a decision. If the committee moves for readmission, a corrective plan of action will be established. Each situation is examined on the relevant facts and circumstances. Only one grade appeal is allowed for the total Field experience.

Agency Specific Policy, Standards, and Accreditation

Students are expected to familiarize themselves with agency specific standards which include but are not limited to JCOHA, HIPAA, and FERPA. Some agencies may require students to be certified in CPR, provide proof of vaccinations, submit to drug screens, complete criminal and/or child welfare background checks.