BSW Handbook

2018-2019

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https://www.radford.edu/content/wchs/home/social-work.html

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In planning your course of study, please become familiar with the BSW Student Handbook and the BSW 289 & 489 Field Manuals, as well as the Radford University Catalog. The purpose of the Handbook is:

- To introduce students to the School of Social Work (SSW)
- To serve as a resource in planning course work with your advisor
- To articulate the policies and procedures of the SSW related to students’ progression through the program
- To describe activities and opportunities provided by the SSW.

As professionals-in-training, it is the student’s responsibility to learn and understand the purpose and values that guide the social work profession. Students are therefore required to read the National Association of Social Workers (NASW) Code of Ethics, available at http://www.naswdc.org/pubs/code/code.asp. Students are also strongly encouraged to become members of at least one of a number of professional social work associations, such as the National Association of Social Workers, the Virginia chapter of the National Association of Social Workers, and the Society for Social Work and Research. A listing of web sites for these professional organizations is included at the back of this handbook.

Radford University does not discriminate with regard to race, color, sex, sexual orientation, disability, age, veteran status, national origin, religion, or political affiliation in the administration of its educational programs, activities, admission or employment practices. Inquiries about this policy may be directed to the Social Equity Officer at 704 Clement Street. Telephone: voice (540) 831-5421; hearing impaired (540) 831-5128.

Disclaimer

Because changes may be necessary from time to time, this document is intended for general information purposes only; it should not be construed as creating a contract between the School of Social Work and any person. The School and its faculty
specifically reserve the right to make any changes it deems necessary at any time without advance notice in its policies, practices, academic programs, courses, schedules or calendars, including the elimination of courses, the modification of courses, and the cancellation or rescheduling of classes or other academic activities. This includes the right to correct clerical errors in any printed or online documents.

I. Radford University’s Social Work Program

The School of Social Work at Radford University gains its mission from the University’s purpose to provide high quality educational programs at both the undergraduate and graduate levels of study. The School is housed in the Waldron College of Health and Human Services, one of seven colleges of Radford University. Waldron College provides students with programs of study for entry into and advancement within health-related professions. The programs combine a strong liberal arts and science base with discipline-specific study to develop graduates who contribute to the health and well being of society. Programs are characterized by an emphasis on integrating theory with practice in the classroom and in on-campus and off-campus practicum experiences. The faculty are committed to teaching and promoting student development, to advancing scholarship within the disciplines, and to providing professional service.

The Waldron College of Health and Human Services consists of three academic schools offering eight major areas of study. Depending on the choice of major, students in the College may elect to pursue a Bachelor of Science or a Bachelor of Arts degree. Majors in the School of Nursing receive the Bachelor of Science in Nursing (BSN) and Social Work students receive the Bachelor of Social Work (BSW) degree.

The School of Social Work seeks to provide the highest quality professional social work education in a context of developing the student’s ethical and intellectual capacities. The School recognizes that these capacities are realized in light of two certainties: the importance of family and community and the recognition that the enhancement of human potential depends upon a true appreciation of human diversity.

Taken all together, the School of Social Work focuses on the following: the education of competent professional social workers, both advanced and entry level; the enhancement of the quality of life for families and communities; and the recognition and appreciation of human differences.

The School of Social Work offers a comprehensive professional program designed to prepare professionals for the beginning generalist practice of social work. The undergraduate social work program and the master of social work program are accredited by the Council on Social Work Education. Both programs are reviewed and guided by the Professional Advisory Council of 50+ trained professional social workers.

The BSW program is offered through two sites: (1) at the Radford University campus and (2) the Radford University extended campus located at the Roanoke Higher Education Center (RHEC) in Roanoke, Virginia. Program options at both sites are
similar in structure and both are nationally accredited by the Council on Social Work Education. The basic BSW program is available at either site although course scheduling, and some policies and procedures differ depending on the site. Each student must choose one program from which to be admitted and graduate, and must follow the policies and procedures for that specific site. Courses may be taken at either campus as arranged with the student’s advisor. The social work program on the Radford campus offers a full-time option to students while the RHEC extended site offers a 2-year full-time evening or a 3-year part-time evening program designed to accommodate working individuals.

**Career Opportunities in Social Work**

A wide variety of job opportunities is available to a social work major with a bachelor’s or master’s degree. Social workers are professionals who are specifically educated to help people cope with a wide variety of human problems such as poverty, illness, unemployment, substance abuse and family or personal problems. They may engage in counseling and therapy, provide referrals for their clients, or work in program planning, community organizing and/or policy development.

Social work graduates may secure positions as program directors and coordinators, directors of services, supervisors or communityorganizers. Many social workers find employment in the areas of mental health, substance abuse, health care, court services, family planning, child welfare, school systems, social services, agencies for the developmentally delayed, services for the elderly or family services/mediation.

Radford University’s baccalaureate social work degree is accepted as the entry-level educational credential for beginning social work practice. Because of a highly structured curriculum, an emphasis on building counseling and problem-solving skills and the involvement of students in two internships (610 total hours in duration), human service agencies look very favorably upon the school’s graduates. Competition for social work jobs is intense; however, Radford’s social work graduates are highly successful due to the relevant course requirements and experience provided by their internships. In addition, Radford graduates are eligible to apply for advanced standing in graduate social work programs, including the Radford M.S.W. program.

**II. School Mission statement**

**Context**

Located near the beautiful Blue Ridge Mountains in Southwestern Virginia and nestled in the New River Valley, the University provides a serene setting for study and learning and for family-community gatherings. While numerous distinct cultures and a wide variety of communities fall within the boundaries of the University’s interests, all believe in the importance and resilience of the family. The mutual influence between the University and the families and communities that surround it demands that University, family, and community collaborate toward their mutual goals.
The School of Social Work, grounded in the rural and small city context of Appalachia and Southwestern Virginia, builds on the strengths of its unique locale as a point of departure for understanding differences. The School and the University are committed to enhancing diversity of all kinds and are particularly interested in reinforcing a global perspective through the education of its students who will live, work, and contribute in a multicultural society.

The mission builds from the University's purpose and mission to provide high quality educational programs at both the undergraduate and graduate levels of study. Consistent with the University's central focus, the School of Social Work seeks to provide the highest quality professional social work education in a context of developing the student's ethical and intellectual capacities. The School recognizes that these capacities are realized in light of two certainties: the importance of family and community and the recognition that the enhancement of human potential depends upon a critical understanding of the multitude of human perspectives.

Mission

The faculty and staff of the School of Social Work at Radford University believe that the highest quality of social work education builds on the values and ethics of the profession. We fully integrate cultural competence into our strengths based approach and strive to promote social justice at all system levels. We utilize the ecological systems perspective to guide our understanding of individuals in the socially constructed environment. Our students graduate with strong advocacy skills, use evidence-based models, and have the ability to evaluate their own practice.

The School of Social Work prepares social work professionals who are capable of adapting their practice to the environments in which they work. The program context comprises a dynamic mix of small cities and rural settings. We build and maintain partnerships with the surrounding communities that are dually focused on education and service. The signature pedagogy of our School is the integration of coursework in the field placement.

The BSW program prepares generalist social work professionals who are capable of skillful assessment and interventions at the micro, mezzo, and macro-levels.

The MSW program prepares professionals capable of autonomous practice with a specialty in community based family practice. Our students develop the ability to practice clinically with diverse, self-defined families and to partner with them to make skillful contributions to the family-community continuum.

III. BSW Mission Statement & BSW Goals/Objectives

The BSW program prepares generalist social work professionals who are capable of skillful assessment and interventions at the micro, mezzo, and macro-levels.

Graduates of the Radford University BSW program will be able to:
1. Practice within the values and ethics of the social work profession, including:
   a. identifying and articulating one’s own personal values;
   b. explaining how one’s own values impact assessment and intervention;
   c. employing the NASW Code of Ethics in social work practice;
   d. identifying ethical dilemmas affecting practice and services to clients;
   e. resolving ethical dilemmas using appropriate decision-making processes;
   f. practicing without discrimination on the basis of age, culture, class, ethnicity, disability, gender, national origin, race, religion, or sexual orientation; and
   g. engaging in continued professional growth and development.

2. Demonstrate culturally competent practice for work in diverse cultural contexts including:
   a. describing diversity within and between groups;
   b. analyzing the forms and mechanisms of racism, oppression, and discrimination and their impact on client systems;
   c. critically analyzing and applying culturally appropriate theories and knowledge about client systems within environmental contexts;
   d. employing an ecological perspective in their work with diverse client systems.

3. Use practice knowledge, skills, and theory to promote alleviation of poverty, oppression, and other forms of social and economic injustice, including:
   a. using theoretical frameworks to understand individual development and behavior across the life span
   b. analyzing historical and current trends in social welfare policy and service delivery;
   c. analyzing research relevant to service delivery;
   d. using knowledge of economic, political, and organizational systems to analyze, influence, and implement policies consistent with social work values;

4. Function effectively within the structure of organizations and across service delivery systems, including:
   a. using appropriate practice-relevant technologies within the context of organizational resources and facilities;
   b. using supervision and consultation appropriately to improve practice and enhance services to clients; and
   c. coordinating with and within service delivery systems, using internal and external resources professionally.

5. Use the generalist practice model with client systems of all sizes, including individuals, families, groups, organizations, and communities, including:
   a. using knowledge and theories of individual, family, group, organizational,
and community to assess interactions among individuals and other social systems;

b. applying relevant research findings to social work practice;

c. employing evidence-based best practices when using professional knowledge and skills;

d. using oral and written communication skills appropriate to client systems, colleagues, and community members;

e. applying critical thinking skills to social work practice;

f. working collaboratively with professionals from other disciplines; evaluating one’s own practice effectiveness and sharing findings

g. appropriately;

h. demonstrating professional use of self through self-awareness and appropriate use of supervision;

i. utilizing a strengths perspective in their work with diverse client systems;

j. employing appropriate social work roles of advocate, case manager, broker, enabler, facilitator, mediator, educator, and evaluator.

IV. Pre-Social Work (PSWK) status

Students typically enter Waldron College as pre-social work majors (designated PSWK) and are advised by the College Advising Office (Waldron Hall, room 351) and the BSW Program Coordinator in the School of Social Work. The Advising Office provides guidance regarding University policies and progression through general education. The faculty member prepares a plan of study for the student and provides an introduction to the policies and procedures of the School. Before being admitted to the major and to upper-division social work courses, the student must complete pre-major requirements and complete an application to the major.

V. Communication & Advising

Email
The University and faculty communicate to students through email so it is important that students regularly check their email. Email accounts are provided to students upon admission. For further assistance with email, the Radford University Information and Technology website is https://java.portal.radford.edu/technologyatrub/html. Email accounts of faculty are provided on course syllabi and School materials; faculty and student accounts may also be found on the University’s directory found on the main RU web page – www.radford.edu. Though students may use email from other providers, the School of Social Work communicates to students through their Radford University email accounts.

Student Mailboxes
Each pre-major student, once enrolled in SOWK 289, and each student admitted into the major is given a mail slot as their SSW mail drop. Faculty will return papers in these mailboxes and the SSW will transmit hard copy materials to students in their folders. The mailboxes are in a series of stacked files in Waldron Hall, Room 257, across the hall from the main social work office.

**Updating contact information**
The student should notify the School office regarding changes in address, phone number, or email.

**Bulletin boards**
Information of interest to students regarding the social work profession, job and internship opportunities, classes and workshops, are posted on the bulletin board over the copy machine in Waldron Hall, Room 257 across the hall from the main social work office. Other information of interest may be posted on individual faculty office doors.

**Computer Labs**
There are a number of computer labs on campus. These labs have different operating hours and different software loaded on the computers. This information is found on the Radford University technology web page at [https://java.portal.radford.edu/technologyatru/students/students.html](https://java.portal.radford.edu/technologyatru/students/students.html).

**Library**
McConnell Library serves the University community as a resource for students. An online tutorial for use of the library can be found online at [http://lib.radford.edu/tutorial/index.asp](http://lib.radford.edu/tutorial/index.asp). In order to use many of McConnell Library’s services, you will need to use your RU email account. There are reference librarians employed by the library whose job it is to assist students with finding and referencing information for papers, etc. They can be contacted by phone, email, and chat.

**Academic advising**
While the student is ultimately responsible for meeting the requirements of the academic program, there is, in the Waldron College, an advising team to assist in these decisions. The team members include the student, the faculty advisor, and the Advising Center staff. Academic advising is a shared responsibility in which the student is encouraged to use the advising team, not just as a mechanism for acquiring their Personal Identification Number (PIN) number. Advising is a continuous process of clarification and evaluation of progress toward educational and life goals. All undergrad students are required to make advising appointments with their faculty advisor or the BSW Coordinator, prior to registering for the following semester. In this meeting the student and advisor will monitor progress toward the completion of the degree, plan class schedules, and obtain the necessary PIN in order to register.

**This is a reminder that completing all degree requirements is the responsibility of the student.** Students need to use this manual, along with the University Catalog. Many university requirements are described in detail in the Catalog, but not in the BSW
Student Handbook. Some of the requirements are listed below:

- An overall GPA below a 2.7, and below 2.8 in the SW major.
- A social work course may be repeated in an attempt to earn a “C” only one time before a student will be dismissed from the program. Students failing to earn a “C” the second attempt will be referred to Waldron College Academic Advising for planning outside the social work major.
- At least 45 credits and 50% of the major requirements (as defined by the Department) must be completed at Radford University.
- Students may repeat up to three courses, and withdraw from five courses, while at Radford University.
- You must choose approved Core courses for the social work major, otherwise it will not count towards fulfilling your degree requirements.
- Of the last 39 credits for the degree, 30 must be completed at Radford University.
- To graduate with Latin Honors (distinction), the student must graduate with at least a 3.5 overall GPA and complete at least 60 credits at Radford University. Roanoke students are eligible for Latin Honors so long as they have their final 60 credits at RU. Many RHEC transfer students do not need 60 credits to finish their degree, so do not receive individual Honors like Cum Laude. However, anyone with a 3.5 and above GPA, regardless of credits completed, gets “With Distinction” on their diploma and transcript.

**NOTE:** *Intent to Graduate* forms will be due around the middle of September for students graduating in May of the following semester. Forms are available online or at the Waldron College Advising Center. It is important that these forms be completed promptly, as the Advising Center will use them to check and make sure all students have enough credits to graduate.

**Disability support**

Students seeking academic accommodations under the Americans with Disabilities Act must register with the Center for Accessibility Services (CAS) to determine eligibility. Students qualified for academic accommodations will receive accommodation letters and should meet with each course professor during office hours, to review and discuss accommodations. For more information, call 540-831-6350 or visit their website at [http://www.radford.edu/content/cas/home.html](http://www.radford.edu/content/cas/home.html).

**Student Counseling Services**

While pursuing your academic career, developing your own interpersonal skills will be just as important to your future as the grades you make. Some of your developmental tasks will include dealing with emotions, becoming more independent and interdependent, continuing to discover who you are (identity issues), managing interpersonal relationships, clarifying career and lifestyle goals, and developing a sense of confidence and competence.

The staff of Student Counseling Services knows the importance of being able to sit down and share your innermost concerns with a professional counselor in a
confidential setting. All currently enrolled Radford University undergraduate and graduate students are eligible for counseling services at the Student Counseling Services free of charge. For more information, visit the Student Counseling Services website at http://www.radford.edu/content/student-counseling/home.html

The Office of Substance Abuse and Sexual Assault Education
The Office of Substance Abuse and Sexual Assault Education is dedicated to increasing knowledge and awareness of substance abuse, sexual assault, and other student health issues as well as decreasing the negative consequences associated with high risk alcohol & other drug use and sexual assault. The Substance Abuse and Sexual Assault Education Office provides the following services:

- Educational Resources on the topics of Substance Abuse, Sexual Assault, Dating Violence, and other student health issues.
- RU Aware Program: An educational class for the RU Drug & Alcohol policy violators.
- Counseling for students dealing with issues surrounding sexual and dating violence and/or substance abuse.
- Advocacy and support for sexual assault victims.
- Consultations for students, parents, faculty and staff.
- Presentations and Trainings for the RU community on substance abuse and sexual assault issues.
- Peer Educators: A student group dedicated to raising awareness about student health issues that sponsors campus wide awareness events and educational programs for residence halls and other organizations. The SASAE office advises and supports the students in Peer Educators.

The phone number is 831-5709; the website is: http://www.radford.edu/~sasae/ and email address is: sasae@radford.edu

Social Media
Students are encouraged to remember that all social media takes the form of a public forum. What this means to you is that anyone can read your posts, even if you think it is private. This includes current employers, future employers, clients, counselors/therapists, professors, parents, attorneys, and other professional contacts.

Expected professional behavior includes discretion when using social media.

Expected professional behaviors
All students have a Rubric for Assessing Professional Behaviors form in their student file. Students will also be given a copy of the form and rubric on their first day in SOWK 289/291 and SOWK 300. Failure to consistently score “Acceptable” or above may preclude enrollment in or attending Field, and/or continuation in the social work program.

A copy of the rubric is attached at the end of the handbook.
Faculty office hours
Faculty are in their offices during designated hours each week. These hours are posted outside their office doors and are also provided on their course syllabi for that semester. When student schedules conflict with faculty office hours, students should contact the faculty member to arrange other meeting times.

Field Education Program
The field experience is an integral part of the Social Work Program. It is a special kind of learning experience which complements and “gives life” to classroom learning. It gives the students the opportunity to learn about people, about social problems, about service delivery systems, about helping, and about yourself as a helping professional. Students are placed in an agency to experience educationally directed experiences through which they can translate the knowledge, values, and skills acquired throughout the curriculum into professional practice with clients. The agency field instructor and the university faculty liaison closely collaborate to achieve this in the field instruction program. This is done through a semester long internship within a local human service agency. Students are able to observe and work directly with professionally trained and educated social workers within the context of generalist social work practice.

Social work seniors are required to successfully complete a 400 hour internship during their final semester, either in the Spring or Summer semester. This is done through 14 weeks of the semester interning 35 hours per week. This is the SOWK 489 course. Students are also expected to complete a 3 credit hour senior seminar class (SOWK 490) that is a co-requisite of the 489 course.

The precise scheduling of hours (days, evenings, weekends) may vary according to the agency needs, clients’ schedules, and opportunities for student learning experiences. This is arranged between the student and the agency field instructor. In this process, the student works closely with the university field liaison who is the social work faculty member who provides leadership in the weekly seminar, visits the field site, and works cooperatively with the field instructor to maximize the student’s learning experience. The field instructor is the individual in the agency who provides the direct supervision of the student’s experiences.

Admission to Field
Students majoring in social work participate in a minimum of 520 hours of direct practice in an actual human service agency. This is considered one of the highlights of the program and occurs through two internships under the supervision of a trained professional social worker. The first internship opportunity occurs during the pre-social work phase usually in the sophomore year through a ten-hour-per-week placement for a minimum of 120 hours, and the second during the professional social work phase for thirty-five hours per week, along with a three-hour weekly seminar, for an entire semester (Spring or Summer) during the senior year for a minimum of 400 hours.

Eligibility for Field
1. A student **must** have completed all required academic courses with an overall GPA of 2.7 and 2.8 in the major to be eligible for field. No student will be allowed to interview for a field placement until proof is provided that the eligibility requirements are met. An application is required for admission into both courses, SOWK 489 and SOWK 490. Once completed, it is to be turned in to the Coordinator of Field Education.

2. An interview will then be conducted with each student to best determine his/her placement.
   
   a. During this interview, the student must present the Field Coordinator with a document proving that his/her GPA meets the required level.
   
   b. If not, the interview will be discontinued; the student then has one semester to earn the necessary GPA requirements.
   
   c. If the student cannot achieve the necessary GPA by the end of the following semester, s/he will be dropped from the program.

3. These experiences foster the integration of empirical and practice-based knowledge and promote the development of the student’s professional competence in the area of generalist social work practice.

**Choosing a Field Site**

The School of Social Work chooses field sites based on their identification with the purposes, values, and ethics of the social work profession, as well as having the capability of providing professional supervision to the student. Students do not choose field sites. Students will need to provide transportation to and from a field site.

**VI. Student Rights & Responsibilities**

**Professional and Ethical Standards**

**RU Honor Code**

The Radford University Honor System provides the foundation for a university community in which freedom, trust, and respect can prevail. In accepting admission to Radford University, each student makes a commitment to support and uphold the Honor System without compromise or exception. The students of Radford University believe that individuals have the right to compete fairly, to keep what they have earned, and to have others accept their word without question. Individuals have the responsibility to be honorable in their own conduct and to insist other students act honorably.

Lying, cheating, and stealing are considered to be acts of dishonor, and will, therefore, cause a student to be subject to temporary or permanent suspension from the university community. Students who commit an honor violation or any members of the Radford University community who have knowledge that a student has committed an honor violation are expected to comply with the reporting procedures.

The Honor Code: I do hereby resolve to uphold the Honor Code of Radford University
by refraining from lying, from stealing or unauthorized possession of property, and from violating the Standards of Student Academic Integrity.

www.radford.edu/~dos-bzut/honorcode.htm-2k
www.radford.edu/~dos-web/pledge.htm-13k

Students should also familiarize themselves with the Standards of Student Conduct, available from the Dean of Students Office or on the web at www.radford.edu/~dos-web/.

As students in the Waldron College, students also need to be aware of the Waldron College Standard for Professional Practice Education. This document sets out Standards for Professional Practice Education that apply to students enrolled in the Waldron College of Health and Human Services at Radford University involving the health, welfare, and safety of people across the lifespan. The Waldron College has distinct expectations of students that are in addition to those outlined in the Radford University Student Handbook. These standards are linked to students’ abilities to become effective health and human service professionals and are provided so that students can be clear about expectations and procedures to address practice performance. The ultimate goal of the standards is to help students become successful health and human service professionals.

All students will be expected to read the Waldron College standards. Students will be asked to sign an acknowledgement verifying their intent to abide by these standards. The form will be kept in the student’s file. The Code is found at: www.radford.edu/~wchs-adv/manuals/Standard%20of%20Professional%20Practice.pdf The Standards for professional practice cover communication as well as interpersonal, cognitive, physical, and professional performance skills. Also covered is an overview of emotional and mental abilities necessary for professional practice. These include stress management and emotional and mental capabilities. Professional commitment, professional behavior, self-awareness, and ethical obligations are covered. Finally, the sources of evidence are provided, followed by the accommodations for disabilities.

Persons who teach and supervise students, along with program coordinators, assess student academic performance and apply their professional judgment to determine if standards are being met during a student’s educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of related professionals, combined with a professional’s own experience and practice wisdom. It also represents the application of knowledge, values, and skills to make decisions in an ethical and competent manner.

NOTE: The Assessing Professional Behaviors form is used to monitor students' behavior during the time attend the School of Social Work. This form is kept in the student’s file.

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

Social workers promote social [and economic] justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective and include service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience. The NASW Code of Ethics is found at: http://www.naswdc.org/pubs/code/code.asp

Attendance policy
The School of Social Work prepares students for a specific professional career. Graduates from the School of Social Work substantially influence the most vulnerable and needy individuals, families, groups, and larger systems. An unprepared or poorly prepared BSW graduate poses a serious problem to the lives and welfare of these vulnerable, disempowered populations, and is in direct violation of our NASW Code of Ethics.

Students in the BSW program are expected to attend all classes. However, life circumstances sometimes prevent a student from attending a class. In the interest of ensuring competent graduates, the School of Social Work BSW Program limits the number of acceptable class absences and tardiness, for any reason, to two per course per semester.

Rationale:
- Each class presents important knowledge through lecture, the richness of
class discussion, and class exercise. This necessary professional knowledge builds on previous class lectures, discussions, and exercises, and is non-replicable.

- A student who misses class is at risk of lacking the knowledge necessary to function as an effective, ethical provider of social work services; this is in violation of the NASW Code of Ethics which guides our profession and professional behavior.
- Tardiness, or coming to class later than 10 minutes after class begins, may be counted as an absence at the discretion of the instructor.

A student who has a condition or circumstance that requires more than two absences per course per semester is advised to take other required university, non-major courses, or enroll in another major permanently, or until the situation changes.

More than two absences per semester will result in a lower final grade. The standard for the School of Social Work is 10% reduction for each absence after two. Individual professors have the right to choose how they reduce the final grade for absences and tardiness.

Classes that meet for 50 minutes 3x/wk can tolerate 6 absences/semester. Classes that meet for 80 minutes 2x/wk can tolerate 4 absences/semester. Classes that meet for three hours once/week can tolerate two absences per semesters.

**Remediation and Suspension/Dismissal from the Program**

When a faculty member or field instructor observes or is notified of academic or professional performance problems, s/he will discuss the issues with the student in question. If the issues are not severe in nature and are believed to be easily corrected, s/he will contact the student’s advisor who will meet with the student to review the concerns. Together, they will devise a written plan of remediation which will be signed by the student, the advisor, and the faculty member or field supervisor. The concerns and a copy of the remediation plan will be communicated to the BSW Coordinator immediately. If it is related to the internship, the Field Coordinator will also be notified at this point. In addition, the concern is recorded on the students Professional Characteristics form and placed in the student’s folder with a copy of the remediation plan.

Official processes, possibly leading to dismissal from the program, will be initiated if a remediation plan is developed and not completed successfully, or if the problem is so egregious that continued presence in the SSW is unacceptable. The BSW Coordinator will begin formal review processes. For RHEC students, the Roanoke Site Coordinator will work with the BSW Coordinator. GPA concerns will be monitored by the coordinator who will keep the advisor informed. The advisor, and possibly the BSW Coordinator, will meet with the student about the concerns and policies.

An undergraduate student shall be placed on academic probation or possibly
terminated from the BSW Program and/or Radford University if one or more of the following occurs:

1. An overall GPA below a 2.7, and below 2.8 in the SW major
2. Failure to adhere to the Radford University Honor Code;
3. Failure to adhere to the Waldron College Standards for Professional Practice;
4. Failure to adhere to the National Association of Social Workers Code of Ethics;
5. Failure to comply with the Standards of Student Conduct.

If the student whose performance has resulted in termination believes extenuating circumstances exist which might justify reinstatement, he/she may request in writing, that the BSW Coordinator consider these circumstances. The BSW Coordinator may convene a committee to review the request; the BSW Coordinator will choose the members of the committee. The decision is final.

Requests for reinstatement shall be made no later than three classroom days after the commencement of classes in the next semester following termination or suspension.

Copyright
For guidance on copyright issues, please refer to the Library’s website: http://www.radford.edu/~libr-web/copyright.html.

Inclement Weather Policy
Students should check with the University switchboard (831-5000) to see whether classes have been delayed or cancelled. If the University opens late, students are still required to attend the remainder of a class that began before the university opened. (For example, if the class is 9 am – 11 am and the University opens at 10 am, students must attend the class from 10 am – 11 am.)

Policy regarding eating/drinking in classrooms
Most social work classes on the Radford campus are held in Waldron Hall and on the Roanoke extended campus at the Roanoke Higher Education Center. These classrooms contain technology that may be affected by liquid and foreign matter. Therefore, students are discouraged from eating or drinking in classrooms.

Instructor/Course evaluations
Students have the opportunity and responsibility in each class to evaluate the class and the instructor. In addition, information from students is gathered periodically through surveys, focus groups, and student interviews. The purpose of this information is to provide data for program evaluation and to determine if students are really meeting the student objectives of the program. The focus of this effort is formative and helps determine areas of strength and those in need of improvement.

Textbooks
Textbooks required for each class are listed on each course’s syllabus. Texts may be
purchased through the Radford University bookstore.

**Job Placement Assistance**
The Office of Experiential Learning and Career Development provides assistance with vocational assessments and career searches. Further information may be found at their web site: [http://www.radford.edu/~celcd/](http://www.radford.edu/~celcd/). Faculty in the School of Social Work can also provide vocational advice.
Curriculum
The BSW program is offered through two sites: (1) at the Radford University campus and (2) the Radford University extended campus located at the Roanoke Higher Education Center in Roanoke, Virginia. Program options at both sites are similar in structure and identical in outcome. The Council on Social Work Education has accredited both sites. The basic BSW program is available at either site although course scheduling, and some policies and procedures differ depending on the site. Each student must choose one program, from which to be admitted and graduate, and must follow the policies and procedures for that specific site. Courses may be taken at either campus as arranged with a student’s advisor. The social work program on the Radford campus offers a full-time option to students while the Roanoke extended campus offers a 2 year full-time evening or a 3 year part-time evening program designed to accommodate working individuals.

Requirements
Students majoring in social work participate in a minimum of 610 hours of direct practice in an actual human service agency. This is considered one of the highlights of the program and occurs through two internships under the supervision of a trained professional social worker. The first internship opportunity (SOWK 289) occurs during the pre-social work phase usually in the sophomore year through a ten-hour-per-week placement for a minimum of 120 hours, and the second during the professional social work phase (SOWK 489/490) for thirty-five hours per week, plus a three-hour weekly seminar (38 hours total), for an entire semester during the senior year for a minimum of 490 hours.

All undergraduate social work majors take the same basic course work, called a generalist concentration, which prepares them for entry level practice in any social work setting. Required courses include human behavior and the social environment, social welfare policies and services, research, counseling interventive methods, and field instruction and internships. Students also have the option of taking one or more elective courses (if offered) in child welfare, crisis intervention, international social welfare practice, gerontology, and conflict mediation to prepare them for special areas of interest. Students are required to take a minimum of 120 credit hours to graduate, of which 62 credit hours are General Education courses, 50 credit hours are Social Work base courses and 6 credit hours are elective courses.

The following listing provides courses that constitute the curriculum plan of the BSW major at Radford University. Note: **No academic credit is awarded for life experience, either before or during a student’s pursuit of a degree.**
Curriculum Plan

Please see the Advising Manual for more information:

Pre-professional Social Work Courses
SOWK 200 Introduction to Professional Practice – Introduction to the various fields and issues related to the helping professions; focuses on the academic, legal, and professional requirements, culture, knowledge base, ethical issues and history of the helping professions.
SOWK 210 Interventive Methods I – Introduces the theories, concepts, and basic skills involved in helping persons in the delivery of human services. Emphasizes interviewing and problem-solving skills. (pre- or co-requisite: SOWK 200)
SOWK 289 Pre-professional Field Instruction – Students are placed in a human service agency for 10 hours per week. They intern in an observational and assisting manner with practicing human service professionals. Students attend required integrated seminars. (prerequisite: SOWK 210)
SOWK 291 Bridge Course – Similar to SOWK 289 but without a field experience. This course is for transfer students from a Community College which requires a social service internship prior to graduation.

Professional Social Work Courses
SOWK 300 Human Behavior and the Social Environment I – Provides an overview of social and behavior science theory influencing understanding of human behavior and the social environment. Special emphasis on understanding individuals and families. Pre-requisite: Admission to SOWK major
SOWK 301 Human Behavior and the Social Environment II – Builds upon theories drawn from the social and behavioral sciences to further our understanding of the human condition. Special emphasis on collectivities (groups, communities and organizations). (Prerequisite: Admission to the SOWK Major)
SOWK 320 History of Social Welfare – Reviews the historical development of social work as a profession and social welfare as an institution in western civilization with a focus on post-13th century developments. Emphasis is placed on a developmental lifespan approach. (prerequisite: admission to SOWK major)
SOWK 321 The Foundations of Social Policy – Provides students with a conceptual framework for analyzing social policy and its impact on the development of human service programs (prerequisite: admission to SOWK major)
SOWK 350 Social Work Research – Introduction to basic methods and
techniques used in social work research. Emphasis is placed on
common procedures utilized in social work research, particularly as
they apply to social work policy and practice. (prerequisite/co-requisite:
Math 114 and STAT 200; admission to SOWK major)

SOWK 422 Interventive Methods II (Ind/Fam) – Integrates the student’s
knowledge base in human behavior in the social environment with specific
skills needed to work with individuals, couples, and families. Students gain
both theoretical and experiential knowledge. (prerequisite: SOWK 300,
admission to SOWK major)

SOWK 423 Interventive Methods III (Groups) – Integrates the student’s
knowledge base in human behavior in the social environment with specific
skills needed in working with groups. Both theoretical material
and a “hands on” experience in working with groups are included in this
course. (prerequisite: SOWK 300 & 301, admission to SOWK major)

SOWK 424 Interventive Methods IV (Org Skills) – Integrates the
student’s knowledge base in human behavior in the social
environment with specific skills needed in working with
neighborhoods, communities, agencies, and institutions. Both
conceptual frameworks and experience in working with large
groups are included. (prerequisite: SOWK 301, admission to SOWK
major)

SOWK 489 Field Instruction Placement – Provides block field placement
involving one semester of practice social work in
a human service agency or institution with trained supervision. Graded
pass/fail. (prerequisite: Admission to field, student has maintained a 2.7
overall GPA, and 2.8 in social work courses, has completed all required
social work courses, all other required courses, and approval of BSW
Curriculum Coordinator. Student must provide transportation to and from field
sites.)

SOWK 490 Integrative Seminar - Focuses upon the major elements of
social work practice: assessment, intervention, policy implications,
ethical imperatives, and evaluation. Taken concurrently with the
internship and through a series of assignments, the student tests
the content of social work practice with experiences in field
agencies. Additional resources and fees are required.
(co requisite: concurrent enrollment in SOWK 489)

Independent Study
Independent Study courses are offered by several departments and are
designed to permit students to independently investigate specific
problems or areas of interest under the direction of a faculty adviser. An
Independent Study course must be approved by BSW coordinator, the
BSW Curriculum Committee, and the Director prior to the deadline for
adding courses in the term in which the study is to be undertaken. A
complete and detailed program proposal must be submitted by the
student. Independent Study courses may be taken either on a pass/fail basis or for a letter grade. No student may apply more than six hours of credit for Independent Study toward graduation requirements.

Core, required Social Work courses may not be taken as an independent study.

A faculty member may offer a maximum of six credit hours of Independent Study per semester.

**Admission to Social Work Major**

Applicants must meet academic and non-academic standards for successful admission, progression through and graduation from the BSW program. In order to assist students in developing the knowledge base and social work practice skills necessary to be successful generalist social work practitioners, the School of Social Work has developed technical standards and a process to become a social work major.

The BSW degree consists of three components: Core Curriculum requirements, pre-professional core courses (pre-Social Work majors), and a professional core (Social Work majors). A 400-hour internship in the senior year is also required.

Admission is competitive and granted on a space-available basis.

**Admissions Criteria**

Applicants must meet the following criteria to be considered for acceptance into the Social Work major from pre-Social Work:

- Have a minimum cumulative GPA of 2.7; however, the actual GPA required for admission may be significantly higher as admission is competitive. Transfer students are advised that after 24 credit hours are earned at Radford University, the Radford GPA is used for admission. Transfer students who have earned less than 24 credit hours at Radford University are advised that the combined GPA for all course work is considered.
- Have passed with a “C” or better in each of the following courses: SOWK 200, SOWK 210, BIOL 104, PSYC 121, SOCY 110, and CORE 102;
- Have received a grade of “B” or better in SOWK 289 (or a “B” or better in SOWK 291) or if applying while concurrently in that course, have received a mid-term evaluation of “C” or better. Students who apply while in SOWK 289 may receive a provisional acceptance;
- A completed application to major in Social Work with accompanying prerequisite documentation by 5pm on the second Friday of March;
• As a part of the admissions process, interviews may be conducted by the School of Social Work BSW Committee.

Students transferring from a Community College with which Radford University has an articulation agreement are still required to take SOWK 289 or SOWK 291, apply to, and be accepted into the major before taking upper level courses.

Transfer Students
The Mental Health Technology program at VWCC and the Human Services program at New River Community College are the only programs having a programmatic articulation agreement with the School of Social Work. Students who have graduated with an Associate's degree from a Virginia Community College have met the general education requirements of Radford University. Other students who transfer from other four-year institutions or from community or technical colleges outside of Virginia should have their transcripts evaluated by the Registrar’s Office to determine course equivalencies and remaining requirements.

Admissions Process
Students enrolled in SOWK 289 or SOWK 291 will be given a link to an online application. The application requires information about grades, essay responses, and professional behavior forms. Additional material, e.g., may be submitted on paper.
VII. Student Organizations

Social work majors have the opportunity to participate in five social work organizations on either campus.

- Phi Alpha is the National Social Work Honor Society and its membership is comprised of those social work students who have achieved and maintained academic distinction. The chapter is a student-run organization. Membership is open to all social work majors.
- The Social Work Club sponsors activities such as social events, community service projects, and various academic committees within the School of Social Work.
- Two student advisory councils, one in Radford and one in Roanoke, interact with school faculty to address issues of concern related to the social work educational experience. Representatives of the student body participate in the School of Social Work official academic meetings.
- A National Association of Black Social Workers student chapter is available for students of color.
- The Radford University National Association of Social Workers (NASW) student chapter provides social work students an opportunity to become active in the profession’s leading organization. Members are afforded an opportunity to enhance their knowledge over issues impacting the profession, attend specialized training workshops at discounted rate, and network with professionals in the field. Students participating in the student chapter are encouraged to join NASW, which offers a special student rate. Membership applications may be obtained at the school.

VIII. FINANCIAL AID OPPORTUNITIES

School of Social Work (540-831-7689) www.radford.edu/~finaid

- Child Welfare Educational Stipend
  Stipend is for students interested in working in public child welfare. The child welfare stipend recipient must work one year in child welfare for a Virginia DSS for every year stipend is received (stipend is $10,000/year). There are some additional requirements for stipend students (see stipend brochure for additional information).

Student Loans

- Federal Perkins Loan
  Funded by federal government but is administered directly by Radford University.
- Federal Stafford Student Loan
Work Programs

- **Federal Work-Study Program**
  Federal program provides part-time jobs on campus for students with financial need as determined by the Free Application for Federal Student Aid (FAFSA).
- For financial aid information for international students, please visit the financial aid website at: [http://www.radford.edu/~finaid/intg.html](http://www.radford.edu/~finaid/intg.html)
  For additional information about financial aid opportunities visit the financial aid website at: [http://www.radford.edu/~finaid/grprog.html](http://www.radford.edu/~finaid/grprog.html) or call the financial aid office at 540-831-5408.

IX. Professional Organizations


Rural Social Work Caucus [http://www.uncp.edu/sw/rural](http://www.uncp.edu/sw/rural)


Social Work Related Web Sites

[Virginia Board of Social Work](http://www.dhp.state.va.us/social/default.htm)

[Council on Social Work Education](http://www.cswe.org/) , nonprofit national association recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the US.

[New Social Worker](http://www.socialworker.com/home/index.php) , a magazine for
students and new graduates

Social Work Search http://www.socialworksearch.com/, a search engine devoted to social workers and other helping professionals.

Rubric for Assessing Professional Behaviors (RAPB)

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the following 15 professional behavior areas listed below to be considered for a field placement, as these are the expected professional behaviors of social work interns and professional social workers.

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<td>1. Attendance:</td>
<td>Student has missed a significant (more than 6) number of classes and/or a sufficient number of meetings to impair performance.</td>
<td>Student has missed several (4-5) classes and/or a moderate number of meetings such that it impacts performance.</td>
<td>Student attends almost all classes (missing no more than 3) and/or attends almost all meetings such that absence does not impact/impair performance.</td>
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<td>Student has been significantly late to class/meetings or left early from class/meetings 3 or more times in a semester</td>
<td>Student has occasionally (no more than 2 times) been late to class/meetings or left early from class/meetings in a semester.</td>
<td>Student is on time to class/meetings and stays until the end except in truly rare or unusual circumstances that are considered excusable by the professor</td>
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<td>Student rarely contacts the instructor/ supervisor to inform of tardiness/absence, and/or student provides no reason for tardiness/absence.</td>
<td>Student may contact the professor/supervisor to inform of tardiness/absence, but generally does so after the occurrence.</td>
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| 7. **Collegiality:**  
Demonstrates collegiality and collaborative interactions (CSWE EPAS 2.1.1) | Student rarely demonstrates collaborative skills in work with others, and/or student has poor relationships with classmates or others involved in student learning. | Student is occasionally reluctant to collaborate with others and/or struggles with maintaining positive relationships. | Student almost always works collaboratively with team members, and/or student almost always engages positively with others. | Student always works collaboratively with all team members, and/or student always engages positively with others. |
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| 8. **Course Engagement:**  
Demonstrates appropriate engagement in class activities/discussions (CSWE EPAS 2.1.1) | Student rarely engages in class activities/discussions and does not make an effort to do so following feedback. Or student frequently monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment. | Student occasionally engages in class activities/discussions and makes some effort to do so following feedback. Or student occasionally monopolizes the learning space limiting others' engagement and/or inhibiting the learning environment. | Student almost always engages in class activities/discussions and rarely monopolizes the learning space in a way that it limits others' engagement and/or the learning environment. | Student always engages in class activities/discussion and never monopolizes the learning space in a way that it limits others’ engagement and/or the learning environment. |
| 9. **Written Expression:**  
Strives for a high level of written expression (CSWE EPAS 2.1.1; 2.1.3) | Student’s writing shows significant impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a D or F. | Student’s writing shows moderate impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a low C. | Student’s writing demonstrates good content, grammar, spelling, structure, and/or flow. Writing grades are/would be a high C. | Student’s writing demonstrates very good to excellent content, grammar, spelling, structure, and/or flow. Writing grades are/would be a B or A. |
| 10. Initiative & Reliability:  
Demonstrates initiative, reliability and dependability (CSWE EPAS 2.1.1) | Student rarely takes initiative to plan work and complete it in a timely manner, and/or student rarely gets assignments done and submitted on time. | Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class minimally prepared and occasionally missing due dates. | Student almost always takes initiative to plan work and complete it in a timely manner, and/or work is almost always submitted on time. | Student always takes initiative to plan and complete work in a timely manner, and/or work is always submitted on time. |
| 11. Responsiveness to Feedback:  
Demonstrates evidence of motivation to improve oneself (CSWE EPAS 2.1.1) | Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, makes no effort to adjust performance accordingly. | Student is usually receptive to suggestions and feedback but does not adjust performance accordingly. | Student is almost always receptive to suggestions or feedback and adjusts performance accordingly. | Student is always receptive to suggestions or feedback from others and adjusts performance accordingly. |
| 12. Compliance with Professional Requirements:  
Demonstrates compliance with the professional conduct policy in the BSW Program, Texas A&M University- | Student demonstrates significant problems in complying with Program requirements, University requirements, and/or Field manual. | Student occasionally demonstrates non-compliance with the Program requirements, University requirements, and/or the Field manual. | Student almost always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual. | Student always demonstrates compliance with the Program requirements, University requirements and/or the Field manual. |
Central Texas Code of Conduct, Field Education Manual, and as applicable, Field Agency Policies. (CSWE EPAS 2.1.1; 2.1.2)

<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1 Unacceptable</th>
<th>2 Needs Improvement</th>
<th>3 Acceptable</th>
<th>4 Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Compliance with the NASW Code of Ethics: Demonstrates compliance with the Code of Ethics in its entirety (CSWE EPAS 2.1.1; 2.1.2)</td>
<td>Student is consistently non-compliant with one or more components of the Code of Ethics.</td>
<td>Student is only moderately compliant with components of the Code of Ethics.</td>
<td>Student is almost always compliant with the Code of Ethics.</td>
<td>Student consistently demonstrates compliance with the Code of Ethics.</td>
</tr>
<tr>
<td>14. Quality and Quantity of Work: Strives for high quality work and meets assignment guidelines (CSWE EPAS 2.1.1)</td>
<td>Student submits assignments that frequently lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is incomplete.</td>
<td>Student submits assignments that occasionally lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is somewhat incomplete.</td>
<td>Student rarely submits assignments that lack neatness, accuracy, organization, and thoroughness. The work submitted is generally complete.</td>
<td>Student always submits assignments that are neat, accurate, organized, and thorough. The work submitted is always complete.</td>
</tr>
<tr>
<td>15. Professional Appearance: Displays professional appearance that does not interfere with professional relationships/responsibilities (CSWE EPAS 2.1.1)</td>
<td>Student’s professional attire and presentation is consistently inappropriate for professional and classroom settings.</td>
<td>Student’s professional attire and presentation is frequently inappropriate for professional and classroom settings.</td>
<td>Student’s appearance is routinely appropriate for classroom and professional settings.</td>
<td>Student’s appearance is consistently appropriate for classroom and profession settings.</td>
</tr>
</tbody>
</table>

(Adapted from the University of Vermont Department of Social Work, created 6/17/10)

Comments:

Professor’s signature: ________________________________

Date: ________________
Rubric for Assessing Professional Behaviors – Faculty Rating Form

<table>
<thead>
<tr>
<th>Student:</th>
<th>Semester:</th>
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<tbody>
<tr>
<td>Time Frame of Review:</td>
<td>Program Admission:</td>
</tr>
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</table>

Instructions: Using the RAPB Behavior List as a guide, please rate the student’s performance based on your observations. If you have not had the student in a class or have not had the opportunity to observe the student, please put a line down the column or through the behavior you have yet to observe. Use the comments section for additional feedback. **Note:** Scores below 3 should include comments. If over 50% of scores are below 3 (average), a student advising meeting must take place.

Ratings:
1= Unacceptable, 2= Needs Improvement, 3= Acceptable, 4=Outstanding

<table>
<thead>
<tr>
<th>Behavior/Faculty Rating</th>
<th>SOWK 289/291</th>
<th>SOWK 300</th>
<th>SOWK 301</th>
<th>SOWK 321</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Attendance:</strong> Attends classes and related meetings</td>
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<td><strong>2. Punctuality:</strong> Is punctual and presents</td>
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<td><strong>3. Initiation of Communications:</strong> Initiates communication with the professor/supervisor</td>
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<td><strong>4. Respect:</strong> Demonstrates respect and support in relationships</td>
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<td><strong>5. Self-Awareness:</strong> Demonstrates self-awareness</td>
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<td><strong>6. Diversity Awareness:</strong> <strong>Demonstrates</strong> awareness and responsiveness to diversity</td>
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<td><strong>7. Collegiality:</strong> Demonstrates collegiality and collaborative interactions</td>
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<td><strong>8. Course Engagement:</strong> Demonstrates appropriate engagement in class activities/discussions</td>
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10. **Initiative & Reliability:** Demonstrates initiative, reliability and dependability.

11. **Responsiveness to Feedback:** Demonstrates evidence of motivation to improve oneself

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