



# Department of Social Work

APPALACHIAN STATE UNIVERSITY

BEAVER COLLEGE OF HEALTH SCIENCES

# BSW Student Handbook

## Department of Social Work

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The Appalachian State University *BSW Student Handbook* is intended for information purposes only and does not constitute a contract between the University and the student. While this handbook presents policies and programs as accurately as possible at the time of publication, the Department reserves the right to revise any section or part without notice or obligation. Changes in degree requirements do not affect students already enrolled in a degree program, although adaptations may be needed. Degree requirements can be found in the *Undergraduate Bulletin* and *Program of Study* for the student's year of admission to the university. Changes in departmental and academic policies become effective for all students on the date approved for implementation; therefore all Social Work students are subject to those policies as posted herein. **Last revised July 18, 2016.**

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# Welcome!

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Welcome to the Bachelor of Social Work (BSW) Program in the Department of Social Work at Appalachian State University (ASU). The Department is excited that you have selected social work for your undergraduate degree and faculty are looking forward to having you with us as you explore your profession. We hope that you will find the social work major both intellectually and personally rewarding. The faculty is readily available to assist you in many different ways to support your growth as a social work professional. Please don't hesitate to contact us, when needed, as you progress through the curriculum.

Again, welcome!

## **The Faculty and Staff of the Department of Social Work:**

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Dr. Robert Broce

Dr. Emily Dakin, Departmental Honors Program Director

Ms. Sarah Donovan

Dr. Peter Fawson

Dr. Leah Hamilton

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Dr. Michael Howell, BSW Program Director

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Dr. Kellie Reed Ashcraft

Dr. Lauren Renkert, Department Chair

Ms. Heather Thorp, Field Director

Ms. Annette Ward

Dr. Kelly Williams, MSW Program Director

Dr. Rachel Wright

Part-time instructors are also considered Department of Social Work faculty.

## General Information

Appalachian State University's (ASU) Department of Social Work has two degree programs: the Bachelor of Social Work Program (BSW) Program and the Master of Social Work (MSW) program. Both are accredited by the Council on Social Work Education (CSWE). This is an indication that our programs have been carefully evaluated and meet all of the standards required for full approval. Periodic reviews of our programs occur in order to ensure the quality of our curriculum, resources, and outcomes. The BSW Program was officially accredited (retroactive to 1987) by the CSWE in February, 1991, and most recently reaccredited in 2011 for eight years. As a graduate of our BSW program, your degree will be recognized by all areas and agencies.

### Social Work as a Profession

As a student in the Department of Social Work, you will learn about the distinguished history of the social work profession. ASU's program is designed to help you develop your own professional self as you learn in the classroom and in the field.

According to the National Association of Social Workers (NASW):<sup>1</sup>

- Social workers are highly trained and experienced professionals. Only those who have earned social work degrees at the bachelor's, master's or doctoral levels—and completed a minimum number of hours in supervised fieldwork—are professional social workers.
- Social workers help individuals, families, and groups restore or enhance their capacity for social functioning, and work to create societal conditions that support communities in need.
- The practice of social work requires knowledge of human development and behavior, of social, economic and cultural institutions, and of the interaction of all these factors.
- Social workers help people overcome some of life's most difficult challenges: poverty, discrimination, abuse, addiction, physical illness, divorce, loss, unemployment, educational problems, disability, and mental illness. They help prevent crises and counsel individuals, families, and communities to cope more effectively with the stresses of everyday life.
- Professional social workers are found in every facet of community life—in schools, hospitals, mental health clinics, senior centers, elected office, private practices, prisons, military, corporations, and in numerous public and private agencies that serve individuals and families in need. Many also serve as social and community service directors.

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<sup>1</sup> <http://www.socialworkers.org/pressroom/features/general/profession.asp>

## NASW Code of Ethics

A defining characteristic of the social work profession is its identification with an explicit mission statement, a clearly articulated ethical foundation, and an associated value system. BSW students are expected to adhere to the *NASW Code of Ethics*. According to NASW,<sup>2</sup>

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. An 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.

From this mission, NASW<sup>2</sup> presents six core values and associated ethical principles. These core values and ethical principles are:

*Value: Service*

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

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

*Value: Social Justice*

*Ethical Principle: Social workers challenge social injustice.*

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

*Value: Dignity and Worth of the Person*

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

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

*Value: Importance of Human Relationships*

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<sup>2</sup> <http://www.socialworkers.org/pubs/code/code.asp>

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

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

*Value: Integrity*

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

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

*Value: Competence*

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

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Appalachian's BSW Program identifies with these core values, endeavors to uphold these ethical principles, and works to assist you as you incorporate these values into your professional practice. Please see the NASW website<sup>3</sup> for full text of the NASW *Code of Ethics*.

## **Council on Social Work Education**

The BSW Program has been designed in accordance with the standards set by the accrediting body for social work programs within the United States, CSWE. CSWE has carefully and thoughtfully developed *Educational Policies and Accreditation Standards* (EPAS) which are designed to guide BSW programs in ensuring that their graduates have internalized the core values and become competent professional social workers. These educational standards can be found in their entirety on the CSWE website<sup>4</sup> with additional information found in the [Competencies section](#) below.

## **Beaver College of Health Sciences**

The BSW Program is part of the Beaver College of Health Sciences<sup>5</sup>. Formed in 2010, the mission of the College is to provide transformative education, conduct collaborative research that advances knowledge and practice in our disciplines, and engage in community service that enhances health and quality of life in our region. Departments in the College include Communication Sciences and Disorders, Health and Exercise Sciences, Nutrition and Health Care Management, Nursing, Recreation Management and Physical Education, and Social Work.

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<sup>3</sup> <http://www.socialworkers.org/pubs/code/code.asp>

<sup>4</sup> <http://www.cswe.org>

<sup>5</sup> <http://healthsciences.appstate.edu/>

## The Department of Social Work

The Department of Social Work<sup>6</sup> at Appalachian State University is guided by an overarching framework of social and economic justice. Housed within the Beaver College of Health Sciences, the Department's mission is to promote the well-being of individuals, families, and groups and communities, and to meet the workforce needs for professional social workers, especially at the local and regional level. Through scholarly activities and service, members of the faculty contribute to the knowledge base of the profession, enhance social work practice throughout the region and state, and support the social work profession regionally, nationally and globally. The undergraduate (BSW) and graduate (MSW) programs are designed to assist students to develop competencies for ethical and culturally-competent generalist social work practice within the distinct Appalachian culture of the region and across national and international contexts.

### Distance Education Programs

In addition to programs on the main campus in Boone, the Department offers distance education programs<sup>7</sup> at community college sites throughout the region. The BSW Program's admissions requirements, mission, goals, competencies, and curriculum align with the campus program so that distance education students receive the same thorough social work education.

## BSW Program Mission, Goals, and Competencies

The BSW Program is placed within the larger context of the Department of Social Work, the Beaver College of Health Sciences, Appalachian State University, and the unique geographical, cultural, and political region of North Carolina's High Country. Within this context, the BSW Program has developed its mission, goals, and competencies.

The BSW Program's mission, goals, and competencies are based on CSWE's EPAS and are designed to assist students in becoming competent generalist practitioners with individuals, families, groups, organizations and communities. The generalist approach builds upon a liberal arts foundation and requires that students be grounded in a person-in-environment perspective. Students develop competencies within their coursework with final integration occurring during field education.

### Mission

Guided by an overarching framework of human rights, and grounded in human relationships and scientific inquiry, the BSW Program's mission is to promote the health and well-being of individuals, families, groups and communities; prevent oppression, discrimination, social and economic injustice; and provide assistance to those in need. The BSW Program, informed by and engaged with regional, state, national and global community contexts, aspires to provide exemplary educational opportunities. The curriculum is designed to prepare students for

<sup>6</sup> <http://socialwork.appstate.edu/> (adapted from *Mission Statement*)

<sup>7</sup> BSW Program (<http://socialwork.appstate.edu/undergraduate/distance-education>) and MSW Program (<http://socialwork.appstate.edu/graduate/distance-education>)

generalist social work practice within the region's distinct Appalachian culture, as well as across national and international contexts.

## Goals

Based on the mission, the BSW Program has the following five goals:

1. Provide educational opportunities to assist undergraduate students in gaining the competencies necessary for generalist social work practice.
2. Extend learning opportunities to students on the main campus as well as to those living in the High Country and surrounding communities of western North Carolina.
3. Provide classroom, community, and practice opportunities which reflect the needs of North Carolina's High Country, and that facilitate knowledge and skills which are transferable to national and global contexts.
4. Provide a learning environment which promotes personal development, scientific inquiry, and social work's professional values.
5. Provide a curriculum that prepares students for graduate-level social work education.

## Competencies

The BSW Program utilizes CSWE's competencies. The competencies are listed below and with the practice behaviors in [Appendix A](#).

Graduates will:

1. Identify as a professional social worker and conduct one's self accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
11. Engage in practice which is consistent with the needs and the culture of the region.

## BSW Curriculum

The BSW degree is designed as a progressive model. In order to prepare students for generalist practice, ASU's social work program has developed a curriculum design which builds on the liberal education and cognate courses. Specific requirements for students are identified in their enrollment year *Program of Study* (some will require substitution approvals from the BSW

Program Director) at <http://programsofstudy.appstate.edu/programs/departments/Department-of-Social-Work>.

## General Education and Required Cognate Courses

*General Education (University Liberal Education) Requirements:* Students at ASU, regardless of major, take 44 credit hours of General Education coursework<sup>8</sup>. All students must complete a set of foundation requirements that form the liberal education basis for their work in the major and degree programs. This is true for students who are on the main campus and in distance education programs. Students who transfer to ASU must also meet these foundation requirements.

*BSW Program Required Cognates:* While completing the General Education requirements provides a solid basis for social work education, specific content coverage is also required. The BSW program has explicit course requirements which provide specific knowledge from other disciplines which enhances the professional curriculum. The cognate courses are chosen in order to increase student knowledge in several areas including human biology, anthropology, sociology, political science, sustainability, and psychology. The required cognate courses are listed on the *Program of Study*. All required cognates must be completed with an earned grade of “C” or higher to progress in the BSW from the Professional Sequence to Field Education.

Course descriptions for all of the cognate courses can be found in the *Undergraduate Bulletin*<sup>9</sup>.

## Foundation Level Courses

Students begin the social work program by completing the foundation level courses: SW 2010, *Professional Social Work in Contemporary Society*; SW 2020, *The American Social Welfare System*; SW 2615, *Cultural Competence in the Helping Professions*; SW 2630, *Human Behavior in the Social Environment*; and SW 3000, *Basic Skills for the Social Work Profession*.

Course descriptions for all of the foundation courses can be found in the *Undergraduate Bulletin*<sup>10</sup>. These courses are open to students regardless of major.

The foundation courses build on the skills, knowledge, and critical thinking obtained from General Education and Cognate Courses. In the foundation courses, students are introduced to the profession of social work and learn about the profession’s ethics and values, social welfare policies and programs, culturally-competent practice with diverse populations, theories of human behavior, the Person-in-Environment perspective, and basic interpersonal and communication skills necessary for social work practice. All foundation level courses must be completed with an earned grade of “C” or higher prior to entering the Professional Sequence courses.

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<sup>8</sup> <http://generaleducation.appstate.edu/>

<sup>9</sup> <http://www.registrar.appstate.edu/catalogs/index.html>

<sup>10</sup> <http://www.registrar.appstate.edu/catalogs/index.html>

## Professional Sequence Courses

Students who have been successful in completing the foundation courses may apply for admission to the [Professional Sequence](#). When admitted, they may advance to the next tier of courses which includes SW 3330, *Social Welfare Politics, Programs, and Issues*; SW 3850 and 3870, *Social Work Research Methods I and II*; SW 4000, *Social Work Practice with Individuals and Families*; SW 4010, *Social Work Practice with Groups*; SW 4020, *Social Work Practice in Communities and Organizations*; and a social work elective, chosen to provide practice knowledge in a specific area. During this period in their matriculation, students also complete any remaining coursework in General Education, cognate courses, general electives, and Departmental Honors and/or University Honors coursework.

Course descriptions for all of the Professional Sequence courses can be found in the *Undergraduate Bulletin*<sup>11</sup>. Note that some social work electives are offered regularly in specific semesters but others are offered only when sufficient demand is anticipated. Regularly-scheduled electives are identified as being offered in Fall or Spring in the course descriptions in the *Undergraduate Bulletin*. Students who wish to take a particular elective should plan their course work accordingly to accommodate their elective.

In the Professional Sequence, students build on their foundation level coursework to hone their critical thinking skills, refine their interpersonal and communication skills, develop their confidence in scientific inquiry, and broaden their ability to find and analyze information from a variety of sources. Additionally, students learn to conduct assessments, choose and apply interventions, and evaluate practice outcomes. Human rights, social and economic justice, ethics, and ethical decision-making are integrated into these courses. Students increase their identification with the profession, internalizing the core values and developing as professionals.

All Professional Sequence courses, as well as the required elective, must be completed with an earned grade of “C” or higher prior to entering the final stage: Field Education.

## Field Education and the Capstone Experience

In this final stage of the curriculum, students have opportunities to put knowledge, skills, and theories into practice. Students, placed in community agencies, apply what they have learned in the classroom in internships. SW 4650, *Field Education Instruction* and SW 4690, *Senior Seminar: Issues and Ethics for Field and Profession* are taken concurrently. Students complete at least 440 clock hours in a field agency and take a concurrent seminar course, which is referred to as the *Capstone Experience* for social work majors.

Students must show mastery of generalist practice basic knowledge, values, and concepts prior to entering into the practice learning experience known as the “field placement.” Upon mastery, students are prepared to enter into intensive and concentrated exposure to supervised practice.

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<sup>11</sup> <http://www.registrar.appstate.edu/catalogs/index.html>

Students complete a “block” field placement and devote their final semester to their field learning. Importantly, the field placement is taken concurrently with the capstone seminar with the explicit expectation of connecting field to classroom learning. Within the seminar, students confidentially share their field experiences with their student-colleagues and are challenged to apply theories, research, knowledge, and values from the earlier coursework to their practicum setting. In this way, the field practicum and the field seminar are coupled. Students must satisfactorily complete both SW 4650 and SW 4690. Because these courses are co-requisites, if students do not complete one course satisfactorily, they must repeat BOTH courses concurrently. For more information, see the *BSW Field Manual* on the BSW website<sup>12</sup>. All coursework (social work courses, cognates, General Education courses, electives, Departmental Honors coursework, University Honors coursework, remaining Associates Degree coursework for distance education students) must be completed before entering Field.

## **BSW Program Policies**

### **Admission to the BSW Program**

Because the BSW Program is considered to be a professional degree program, explicit requirements have been set for admission into the Professional Sequence and continued progression through the major.

### **Declaration of the Social Work Major**

**Students enrolled at Appalachian State University.** When students have accumulated 30 semester hours of course credit, with a 2.0 GPA, have completed RC 2001 (or an accepted equivalent course), and have completed or are enrolled in UCO 1200 (or an accepted equivalent course), they are notified that they are eligible to declare a major at the beginning of the following semester. The records for all students who declare their major as Social Work will be verified and sent to the Beaver College of Health Sciences’ Office of Advising and Academic Support, where the permanent files will remain. As the Department of Social Work is notified of new majors, students will receive a welcome letter, be added to the BSW Listserv to receive Departmental communications, and will be assigned a Social Work Faculty Mentor. Students must officially declare their major and be accepted into the Beaver College of Health Sciences before they can apply to the Professional Sequence.

**Transfer Students.** Students who plan to transfer to ASU must apply to the Admissions Office, contact the Office of Transfer Services<sup>13</sup>, and submit necessary transcripts and other materials. Transfer students are **strongly encouraged** to seek initial advising from the Social Work Academic Advisor in the College’s Office of Advising and Academic Support *prior to their first semester at ASU* (or, at least prior to the end of the Drop/Add period *during that first semester*). Students are also encouraged to take the course plan developed during that consultation to advising meetings with their University College Academic Advising Center advisors. It is not possible for transfer students

<sup>12</sup> <http://socialwork.appstate.edu/undergraduate/field-education>

<sup>13</sup> <http://transferservices.appstate.edu/>

to complete the BSW curriculum in 4 semesters if they do not complete SW 2010, SW 2020, SW 2615, SW 2630, and SW 3000 in their **first** semester—so it is very important to consult with the Social Work Academic Advisor to ensure enrollment in the correct courses during the first semester. After meeting with their University College Advisor for course planning, transfer students are strongly encouraged to review their plan with the Social Work Academic Advisor in the College’s Office of Advising and Academic Support so that when they are able to declare their major officially, they are on track to progress through the BSW curriculum without problems.

**Distance Students.** The BSW Program may have distance education programs available in the region. Please see the BSW website<sup>14</sup> for a schedule of distance cohorts. These programs are taught by the social work faculty and adjunct instructors and parallel the on-campus program. Distance programs may be offered as full-time or part-time. Admission to the distance programs is initiated through the Office of Extension and Distance Education.<sup>15</sup>

**Orientation.** Students declaring Social Work as their major will be expected to participate in orientation activities, as required, facilitated by the Beaver College of Health Sciences and/or the Department of Social Work. The BCHS Office of Advising and Academic Support and/or the Department of Social Work will notify new majors of orientation activities that require their participation. Students participating in Distance Education BSW programs are required to participate in mandatory orientation activities as required by Distance Education and the Department of Social Work. Orientations typically occur before the beginning of the Fall semester.

**Dual Majors.** For course planning in both majors, social work students should be aware that all coursework (social work coursework including cognates, General Education coursework, Honors coursework, coursework in the other major, and general electives, and for Distance Education students, any remaining Associates Degree coursework) must be completed successfully prior to the beginning of the Field semester. During the Field semester, students enroll only in SW 4650 and SW 4690. Students must plan to complete the second major’s requirements prior to the Field semester or plan to return to their other coursework after completing the Field semester. Students should also be aware that typically no substitutions for coursework in the other major are given for Social Work courses required on the BSW *Program of Study*.

**Second Degree Students.** If a student has already earned a baccalaureate degree and wishes to earn a BSW as a second undergraduate degree, he/she must first apply for admission to ASU if the degree is from any university other than ASU. If the degree is from ASU, he/she must go through the College’s Office of Advising and Academic Support to request re-admission. All prospective second degree students are encouraged to meet with the BSW Program Director and/or the MSW Program Director. It may be more advantageous for students who have already earned an undergraduate degree to pursue the Masters in Social Work instead of the BSW.

**Life Experience.** Curriculum credit cannot be given for life experience or work experience. The Council on Social Work Education currently does not allow military experience to count for curriculum credit.

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<sup>14</sup> <http://socialwork.appstate.edu/bsw-distance-education>

<sup>15</sup> <http://distance.appstate.edu/>

## Declaration of the Social Work Minor

A minor in Social Work requires 18 semester hours: SW 2010, SW 2020, SW 2615, SW 2630, SW 3000, and 3 additional social work credit hours from advanced social work courses (SW 3330, SW 4000, SW 4010, SW 4020 or a SW elective). The *Program of Study* plan for the minor should be submitted to the BSW Program Director for review. The approval form can be found in [Appendix C](#). Students must request permission from the BSW Program Director to enroll in any course designated as requiring admission to the Professional Sequence. The primary purpose of the minor in Social Work is to complement a student's major. It does not prepare the student for social work practice. Priority for seats in Professional Sequence social work courses must be given to majors. The *Check Sheet for Minor in Social Work* can be accessed at <http://programsofstudy.appstate.edu/programs/departments/Department-of-Social-Work>.

## Admission to the Professional Sequence

Due to the program's professional nature, the curriculum has been developed to reflect both foundation and Professional Sequence courses. In order to progress beyond the foundation courses, students must apply and be admitted to the Professional Sequence. Students apply to the Professional Sequence when they are enrolled in, or have completed, all of the foundation courses, earning a grade of "C" or higher in each, and have officially declared Social Work as their major. Academic standards for admission to the Professional Sequence include a minimum overall GPA of 2.5 and a minimum social work GPA of 2.5. Deadlines for applying are November 1 if applying in the fall semester and April 1 if applying in the spring (unless a different deadline has been announced). A complete application, including all required components, must be submitted prior to the deadline. A description of the Professional Sequence application process can be found in [Appendix B](#).

Students will receive an in-class orientation to the Professional Sequence admission policies and procedures during the semester they are registered for the SW 3000 course. If students will not have completed **all** foundation courses in the semester in which they are enrolled in SW 3000, they will apply in the semester when all of their foundation courses will be completed. Students in this situation are responsible for communicating the need to apply to the Professional Sequence to the BSW Program Director within the first six weeks of the semester to assess their eligibility and to be included in the Professional Sequence's AsULearn site. Students unsure of when they should apply to the Professional Sequence should consult with their academic advisor.

Because registration occurs before the Professional Sequence deadline, Professional Sequence applicants are allowed to register for Professional Sequence courses for the next semester in advance of their applications being reviewed. Registration is contingent upon the final Professional Sequence decision.

**Student Self-Assessment.** Self-assessment tools ([Appendix B](#)) are provided to assist students in developing their written self-assessment. Because the social work profession requires a commitment to specific professional values and ethics along with excellent interpersonal skills, it is important that students carefully review their own progress in several areas before undertaking the Professional Sequence, the advanced requirements for the BSW degree.

Students complete each of the self-assessment forms but DO NOT include them with their application. Instead, they answer each portion thoroughly, thoughtfully, honestly, and carefully and then use their answers to help them review their “fit” with the social work profession and to assist them in writing their personal statements. Because students will begin the advanced curriculum in the Professional Sequence, the Department expects students will continue to develop in these areas while also developing their advanced knowledge and a set of practice skills. While the self-assessment scales are not meant to be definitive indicators of fit with social work, for some students, the Self-Assessment should help to affirm that Social Work is the right fit and the right career choice; for others, the Self-Assessment will help them determine to self-select out of the major. If the Self-Assessment does raise questions for students, they are encouraged to discuss their concerns with their assigned Social Work Faculty Mentor.

**Review Process and Outcome.** Possible outcomes for the Professional Sequence application include being accepted, being accepted provisionally, or being denied. Students denied admission to the Professional Sequence are blocked from registering for additional Professional Sequence courses and must drop any pre-registered Professional Sequence courses. Students accepted provisionally will be able to continue and remain in some, or all, pre-registered Professional Sequence courses, but will have to meet provisional conditions to move forward beyond the next semester. A provisional acceptance decision is revisited at the end of the student’s first semester in the Professional Sequence.

The BSW Program Director reviews and evaluates all Professional Sequence applications. In addition, each social work faculty member is assigned a number of applications to review, evaluate, and recommend an outcome. The BSW Program Director gathers feedback from all social work faculty and part-time instructors who have taught foundation courses for the students applying to the Professional Sequence. Instructors provide feedback on students’ academic performance in their courses as well as notable strengths and concerns related to students’ interpersonal interactions, behaviors, and the degree of professionalism demonstrated. In the event of a disagreement between the BSW Program Director and the faculty reviewer on an applicant’s outcome, the Department Chair will review the student’s application. The BSW Program Director and the Department Chair will consult and make a decision. Students will be notified in writing, by email, of the final decision regarding their status. Because decisions cannot be made before final grades are reviewed, notices will not be sent to students until several weeks after the semester ends. Students who are dissatisfied with the decision may appeal using the grievance procedure outlined in the *Academic Policies* section below.

## Academic Policies

### Academic Standards for Retention in the BSW Program<sup>16</sup>

In order to meet our responsibilities to provide quality professional education and to ensure that our BSW graduates are able to function in a broad variety of professional situations, the

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<sup>16</sup> These policies and standards are based on the program policies developed and presented by Patty Gibbs-Wahlberg, East Tennessee State University, at the 2009 Annual Program Meeting of the Council on Social Work Education.

Department of Social Work has set forth standards for students in the BSW Program. Social work students must maintain the *Academic Standards for Retention* set forth by ASU and the Department of Social Work.

BSW students are expected to abide by ASU's *Code of Student Conduct* and *Academic Integrity Code*<sup>17</sup>, the National Association of Social Workers' *Code of Ethics*, the BSW Program's Competencies, and the following standards: 1) Scholastic Performance; 2) Professional Identity and Self-Awareness; 3) Ethical Behavior; 4) Interpersonal Relationships; and 5) Commitment to Diversity, Social Justice, and Human Rights. Failure to meet the standards may result in dismissal from the program. The standards are delineated below. The bulleted expectations provided under each standard are illustrative not exhaustive.

### **1. Scholastic Performance Standards.**

- Maintain a minimum overall GPA of 2.5 or higher;
- Maintain a minimum GPA of 2.5 or higher in all required social work courses and cognates;
- Students must complete all prerequisites outlined in the appropriate *Program of Study*.
- Students may not enroll in social work courses while they have "Incompletes" in any prerequisites.
- Receive a grade of "C" or higher in each required social work course and cognate course.
  - Students may repeat a social work course one time only, but may repeat cognate courses multiple times. If a student earns less than a "C" grade in a course that counts for the required social work elective, the student can attempt that or another social work elective only once if the student has not used all repeats allowed.
  - Students may repeat only two social work courses, including social work electives, Field Placement, and Field Seminar.
  - Students must receive a "Satisfactory" grade in SW 4650.

### **2. Professional Identity and Self-Awareness Standards.**

- Function within the structure of the University and Department including following established policies and processes; meeting deadlines; providing documentation and applications as requested; completing required in-class and out-of-class assignments; being prepared for class/Field; attending class/Field; arriving to class/Field on time and remaining in class/Field; and communicating respectfully and appropriately with faculty, staff, supervisors, field instruction personnel, fellow students and others; and
- Demonstrate progressive identification with the profession through behavior, communication, personal reflection, and self-correction.

### **3. Ethical Behavior Standards.**

- Demonstrate honesty and accountability and communicate directly within the University, Department, community, and field placement.

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<sup>17</sup> <http://studentconduct.appstate.edu/> (both *codes* can be found on this site)

#### 4. Interpersonal Relationships Standards.

- Interact with others, including peers, faculty, administrators, clients, agency personnel, and community members with integrity, cooperation, and respect, and in a non-disruptive manner; and
- Demonstrate interpersonal skills that facilitate forming and sustaining effective helping relationships.

#### 5. Commitment to Diversity, Social Justice, and Human Rights Standards.

- Contribute to a community culture within the Department and the Field placement, which supports and encourages open dialogue, increases understanding and awareness, and inspires action;
- Demonstrate respect for all people; and
- Promote social justice and human rights in language and behavior in consideration of individual, family, organization, and/or community context.

#### Academic Performance Concerns<sup>18</sup>

Students in the BSW program are first and foremost Appalachian State University students. Therefore, they must adhere to the academic standards and performance standards set forth by the University for all students. According to the Appalachian State University *Code of Student Conduct* and *Academic Integrity Code*<sup>19</sup>, “When students enter the University, they assume obligations of performance and behavior relevant to the University’s mission, processes, and functions. These expectations of students in an academic community are higher than those expected of other citizens.” Violations of the performance standards set forth by the University, including violations of the *Academic Integrity Code*, will be referred to the Office of Student Conduct. Please note that alleged threat or harassment complaints must be handled according to University procedures. Further, students who fail to maintain the University’s scholastic requirements are subject to academic probation or dismissal as indicated in the Appalachian State University *Undergraduate Bulletin: Academic Regulations*. Additional review may also be undertaken by the Department of Social Work, following the policies and procedures outlined in this handbook.

Because the BSW program is a professional program, BSW students must also adhere to the specific *Academic Performance Standards* set forth by the Department of Social Work. The BSW Program’s *Academic Performance Standards* and expectations of essential behaviors for each standard were developed to ensure clarity of expectations for behavior and achievement and to ensure that students from this program are well-suited for the professional demands, roles, and responsibilities of professional social workers, acknowledging that the development of competency in every area is progressive, beginning with a basic level of commitment, knowledge, understanding and skill and moving towards an appropriate degree of professional competency in

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<sup>18</sup> These policies and standards are based on the program policies developed and presented by Patty Gibbs-Wahlberg, East Tennessee State University, at the 2009 Annual Program Meeting of the Council on Social Work Education.

<sup>19</sup> <http://studentconduct.appstate.edu/>

all areas by graduation. Therefore, academic performance expectations will follow this developmental sequence, with increasing competency expected over time.

Student academic performance is monitored throughout the BSW Program. When concerns are noted in any of the areas outlined in the *Academic Performance Standards for Retention*, the Department will utilize the policies and procedures outlined in the following paragraphs.

The severity of the concern will influence the level of intervention and steps followed<sup>20</sup>. It is important to note that if a Field placement or service learning agency requests a student be removed, the Department will honor the request.

When an academic, behavioral, or professionalism concern is identified the following steps are strongly recommended<sup>21</sup>.

1. The faculty member and student should attempt to resolve concerns as soon as possible through open discussion of the issues. Possible solutions will be identified, implemented, and documented. Documentation may include e-mail summaries of meetings and/or the *Academic Standards Concerns Form* (see [Appendix E](#)). The BSW Program Director and/or Department Chair may serve as resources to assist the student and the faculty member in resolving concerns.
2. If a satisfactory solution is not reached and/or if another issue arises following the meeting with the faculty member and student, the BSW Program Director should be contacted. The BSW Program Director may consult with the Department Chair. The faculty member and BSW Program Director may use a variety of methods including joint and individual meetings to assist in resolving the problems; efforts to resolve the problems will be documented. Documentation may include e-mail summaries of meetings and/or the *Academic Standards Concerns Form* (see [Appendix E](#)).
3. If agreeable solutions are not found, the problem is not remedied, or a new problem occurs following consultation with the BSW Program Director, the BSW Program Director will notify the Department Chair. Possible actions may include but are not limited to the following items. The Department Chair will determine a course of action and may consult with appropriate University and Department personnel.
  - a. Gather more information which may include contact with the student, faculty members, agency, or others;
  - b. Conduct a meeting to resolve issues;
  - c. Develop a written performance contract;
  - d. Remove the student from the service learning/Field agency;
  - e. Conduct an Academic Performance Review (APR) (see [Appendix D](#))
  - f. Suspend/dismiss the student without an APR.

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<sup>20</sup> This information is based on policies developed by the Louisiana State University's field program.

<sup>21</sup> The procedure addressed above relates to concerns raised before students enter Field Education. The procedure for addressing concerns raised while students are placed in Field is described in the *BSW Field Manual*.

NOTE: Any criminal conviction or substantiated violation of the *Student Code of Conduct* and *Academic Integrity Code* may result in an APR. Social Work students are required to notify the BSW Program Director or Department Chair of criminal charges, convictions, or substantiated ASU academic or conduct code violations. Failure to do so may result in dismissal from the BSW program.

Violence or threat of harm to any human being, cheating, or two documented instances of plagiarism may result in immediate dismissal from the BSW Program. Engaging in conduct that results in dismissal from the Field may also result in immediate dismissal from the BSW program or an APR. Any other actions required by law and/or University policy will also be taken.

Although every effort is made to identify and positively address student concerns as early as possible, the Department may conduct an APR, or take other appropriate action, at any time to address concerns, even if the relevant issues arise late in the student's final semester. Concerns related to student academic performance, behavior, or professionalism can delay awarding the BSW degree or lead to dismissal from the program.

## Transferring Credits to ASU

Students who have taken social work courses at other universities *possibly* may receive credit for the courses. Transfer of social work credits will be limited to courses completed at CSWE-accredited programs only (at the time the course was taken). Transfer credit occurs automatically for some equivalent social work courses that have been approved for the Office of Transfer Services to accept. Credit for other social work courses will be determined on an individual basis by the BSW program director. Courses must be judged to be comparable to the required social work courses; this judgment will be based on careful review of the course syllabi, and using any additional information requested, including consultation with the other social work program if needed. Students must be able to provide a copy of the syllabus for the course from the time they were enrolled in courses. Courses which are not comparable to required courses in this BSW program may be considered for elective credit within the program, again only if they are from CSWE-accredited programs. The BSW Program Director will handle requests for credit transfer for cognate courses taken at other universities or community colleges similarly. To be considered for credit in this BSW program, students must have completed the social work or cognate course with at least a "C" or higher grade.

Students seeking to take a social work course at another university must first have the course approved by the BSW Program Director. Approval is not guaranteed without prior consultation.

Students seeking to take a General Education or cognate course at another university should first have the course approved by the Office of Transfer Services<sup>22</sup> and the Social Work Academic Advisor or BSW Program Director to ensure the course meets ASU's requirements. General Education substitutions must receive final approval from the General Education Program.

Students should arrange for official transcripts to be sent directly to the Office of Advising and Academic Support as soon as grades are posted (not to Admissions or the Registrar or the Department of Social Work):

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<sup>22</sup> <http://ota.appstate.edu/>

Office of Advising and  
Academic Support  
Beaver College of Health Sciences  
Appalachian State University  
ASU Box 32147  
Boone NC 28608

## Requirements for Graduation with a BSW

As stated in the *Undergraduate Bulletin*,

To earn the Bachelor of Social Work (BSW) in the Beaver College of Health Sciences, the student must meet the following requirements:

1. Completion of a minimum of 122 semester hours with a cumulative grade-point average of at least 2.5 and a major grade-point average of at least 2.5 (Included in the calculation of the major grade-point average are all courses taken in the major department, all courses in the approved program of study/contract/concentration, and all cognate courses.).
2. Completion of General Education requirements.
3. Completion of major requirements for the social work major (Department of Social Work). The *Program of Study* is available at <http://socialwork.appstate.edu/undergraduate>
4. Students must earn at least a 2.0 (“C”) grade in EACH required cognate and social work course in the major, including social work electives, and successfully complete Field.
5. Electives to complete 122 semester hours. A minimum of two semester hours of electives must be outside the major discipline.
6. Completion of residency requirements<sup>23</sup>.
7. Compliance with regulations concerning the settlement of all expense accounts.

As stated above, students must complete a total of 122 credit hours for the BSW degree. Fifty-two (52) credit hours of required social work courses are combined with 19 credit hours of cognate courses. Electives and General Education courses, as required by Appalachian State University,<sup>24</sup> are also included in the requirements. No credit will be given for life or work experience.

**Senior Academic Audit and Graduation Shortage Notices.** Following completion of 85 hours of course work and at least one semester prior to graduation, the Office of Advising and Academic Support automatically sends, by email, a *Senior Academic Audit* to BSW majors. This “senior check” lists all coursework and requirements that must be completed prior to graduation. Students should review the document carefully and consult with their academic advisor to plan for completing all requirements. Once students apply to graduate, Student Services reviews their records to ensure all requirements have been met. Students receive, by email, a *Graduation Shortage* notice if their

<sup>23</sup> [http://cas.appstate.edu/sites/cas.appstate.edu/files/Advising\\_Tips/Residency%20Hours.pdf](http://cas.appstate.edu/sites/cas.appstate.edu/files/Advising_Tips/Residency%20Hours.pdf) and page 43 in *Undergraduate Bulletin*  
[http://www.registrar.appstate.edu/catalogs/14\\_15\\_undergrad/07\\_academicregulations.pdf](http://www.registrar.appstate.edu/catalogs/14_15_undergrad/07_academicregulations.pdf)

<sup>24</sup> <http://generaleducation.appstate.edu/>

degree requirements will not be met and they will not be able to graduate in the semester when they have applied.

**Applying to Graduate.** Students must apply to graduate. Students who do not submit an application for graduation will not have their degree awarded and will not receive a diploma.

The graduation application process is described at

<http://registrar.appstate.edu/graduation/applying.html> and  
<http://registrar.appstate.edu/graduation/applyingtograd.html>

## Grievance Procedures

Students who are dissatisfied with decisions regarding course concerns, final course grades, Academic Performance Reviews, or termination from the BSW Program are expected to follow University-wide and Departmental grievance procedures as outlined below. Students must follow the procedure specific to their grievance. Please also consult the *BSW Field Manual* for grievance procedures related to Field decisions.

**Procedures for Course Concerns.** Students may have concerns in a course that are not related to a final grade but may be related to grades on assignments in a course or other aspects of the course. When these concerns arise, students are expected to first address their concerns privately with the faculty member, in accordance with both University procedures and the BSW Program's *Academic Standards for Retention*. If the concerns are not addressed to the student's satisfaction, then the student may address these concerns with the Department Chair.

On rare occasions, students may have significant concerns with addressing their instructor privately. On these rare occasions, the students may take their concerns directly to the Department Chair. They should not only outline their concerns with the course, but also their reasons for not approaching the faculty member as a first course of action. The Department Chair will determine whether to refer students back to the faculty member or to move forward in addressing their concerns at that point as appropriate in the Chair's judgment. Students may also contact the Office of Equity, Diversity, and Compliance<sup>25</sup> or the University Ombudsperson<sup>26</sup> and will be assisted by these offices as appropriate. When a concern involves the Department Chair, students should first try to address the concern with the Department Chair in a similar manner. If the concern is not resolved successfully, then the student should contact the Dean's Office<sup>27</sup> for assistance.

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<sup>25</sup> <http://edc.appstate.edu/>

<sup>26</sup> <http://ombuds.appstate.edu/>

<sup>27</sup> <http://healthsciences.appstate.edu/>

**Grievance of Course Grades.** Please note that there are specific criteria taken into consideration when appealing a final grade. The following summary of information on grade appeals is taken from the *Faculty Handbook*<sup>28</sup> (Section 6.12.):

Any student considering a grade appeal should understand that each faculty member has the right and responsibility to determine grades according to any method chosen by the instructor that is professionally acceptable, communicated to everyone in the class, and applied to all students equally. A prejudiced, arbitrary, or capricious academic evaluation by an instructor, however, is a violation of the student's rights and is a valid ground for a final grade appeal.

*Steps to take in final grade appeal.* Any student who contests a course final grade shall first attempt to resolve the matter with the instructor. The student must explain her or his position to the instructor and attempt to understand the instructor's reasons for assigning the grade. The purpose of the meeting is to reach a mutual understanding of the student's situation, the instructor's actions, and to resolve differences in an informal and cooperative manner. If the student fails to reach a satisfactory solution in consultation with the instructor, the student must present the appeal in writing, using the *Grade Appeal* form<sup>29</sup>, to the Department Chair in which the contested grade was awarded.

The student must file the written appeal with the Department Chair within 14 calendar days after consulting with the instructor. The statement must be specific and concise and limit itself to citations of evidence pertaining to valid grounds for the appeal. Through conferring with the student and the instructor, the Chair will seek resolution by agreement. The student must provide the Chair with a course syllabus and all available tangible materials related to the grade (e.g., exams and papers) as well as a list of any items used in the evaluation for which the student cannot provide documentation (e.g., unreturned exams, grades on class participation, attendance records).

If there is failure to reach an agreement through consultation with the Chair, the student may file the written appeal with the Grade Appeals Committee through the Office of the Dean of the college or school in which the grade was awarded. The student must file this written appeal within 30 calendar days after the beginning of classes in the next semester after the contested grade was awarded. When possible, the form must be signed and dated by both the instructor and the Department Chair, as well as the student. In accordance with the instructions on the form, the student must present with it the documentary evidence furnished to the department Chair and any other evidence relevant to the case.

The Dean or her or his designee serves as convener of the Grade Appeals Committee of the college or school. Each full committee consists of the convener (who presides over hearings), the Chair of the department in which the contested grade was assigned, three faculty, one undergraduate student, and one graduate student, all from the college or school which the committee serves. The Department Chair sits in a non-voting capacity, and the

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<sup>28</sup> <http://facultyhandbook.appstate.edu/> This summary is printed here for the convenience of students. In the event of any discrepancy between this summary and the relevant provision(s) of the *Faculty Handbook*, the *Faculty Handbook* language shall apply.

<sup>29</sup> [http://academicaffairs.appstate.edu/\\_documents/Final%20Grade%20Appeal\\_enabled.pdf](http://academicaffairs.appstate.edu/_documents/Final%20Grade%20Appeal_enabled.pdf)

convener votes only in the case of a tie. The three faculty members, one alternate faculty member, and two students are appointed by the Dean from among volunteers for the assignment. A quorum for each committee shall consist of no fewer than one student and two faculty members, along with the convener.

The Grade Appeals Committee has authority to screen out frivolous or unsubstantiated appeals. The convener will explain any such finding in writing to the student, the faculty member, and the Department Chair.

If the committee grants a full hearing, the student will appear before it to present all evidence relevant to her or his case. The convener will also invite the instructor to appear and present any evidence in support of her or his grade decision. The committee may ask questions of either or both and will hold its deliberations in executive session after hearing the case. The Dean, the Department Chair, the instructor, and the student will receive prompt written notification of the committee's findings. The committee's decision is binding. If the committee supports the student's appeal, the instructor will be required to re-evaluate the student according to a specific method. The method of reevaluation will depend on the circumstances of the appeal. Re-evaluation will not be used in a punitive manner toward the student. The student has 14 calendar days to inform the instructor, Department Chair, and convener in writing whether she or he consents to the proposed method of re-evaluation (which must be completed within the semester of the finding). Should the student not consent to the proposed method of re-evaluation, the instructor, Chair, and committee will mutually agree on a method of recalculating the appealed grade. In either case, the resulting grade is final and may not be appealed.

**Grievance Procedures Related to Termination from the BSW Program.** Students who are dissatisfied with the decision regarding termination have the right to appeal the decision. Students should submit a written appeal, detailing the reasons for the appeal, to the Chair of the Department of Social Work within 10 working days of receipt of the decision. The Department Chair will review the written materials and may interview the student. The chair will present a written decision within 10 working days of receipt of the appeal. Students who are dissatisfied with the decision have the right to appeal the Department Chair's decision to the Dean (or Dean's designee) in writing by email within 10 business days of receipt of that decision. Students who are dissatisfied with the Dean's decision have the right to appeal the decision to the Provost or Provost's designee in writing by email within 10 business days of receipt of that decision. The Provost's decision is final.

**Grievance Procedures for Professional Sequence Decision.** Students who are dissatisfied with the decision regarding their Professional Sequence status have the right to appeal the decision. Students should submit a written appeal, detailing the reasons for the appeal, to the Chair of the Department of Social Work within 10 working days of receipt of the decision. The Department Chair will review the written materials and may interview the student. The chair will present a written decision within 10 working days of receipt of the appeal. Students who are dissatisfied with that Professional Sequence decision have the right to appeal the decision to the Dean or Dean's designee in writing by email within 10 business days of receipt of that decision. Students who are dissatisfied with the Dean's decision have the right to appeal the decision to the Provost or Provost's designee in writing by email within 10 business days of receipt of that decision. The Provost's decision is final.

### **Grievance Procedures for Academic Performance Review Decisions.**

Students may respond to the process of the APR and/or appeal the decision. The student may provide a written response to the review process and/or the Department Chair's decision within 10 business days of receipt of the decision; this written response is NOT an appeal. This written response should be sent to the Department Chair who will keep a copy in the Department of Social Work. Students who are dissatisfied with an APR decision have the right to appeal the Department Chair's decision to the Dean (or Dean's designee) in writing by email within 10 business days of receipt of that decision. Students who are dissatisfied with the Dean's decision have the right to appeal the decision to the Provost or Provost's designee in writing by email within 10 business days of receipt of that decision. The Provost's decision is final.

## Rights and Responsibilities

### Program Responsibilities

**Course Syllabus.** Every course offered by the Department of Social Work is described in the faculty member's syllabus. In addition to listing related University and departmental policies, the course syllabus will state the course description and objectives, course text and required materials, content to be covered during the semester, assignments and evaluation methods, course policies, and specific course requirements.

**Academic Advising.** Advising and consultation are integral to BSW students' academic and professional development. Prior to Summer, 2015, all BSW students were assigned a social work faculty member who provided academic advising. However, in late Spring 2015, the College adopted a new advising model for select departments, including Social Work. Declared BSW majors now consult the Social Work Academic Advisor in the BCHS Office of Advising and Academic Support for academic advising and course planning. The Academic Advisor will help students plan for completing all degree requirements. Each new major is expected to contact BCHS Student Services to arrange an initial course planning appointment with the Social Work Academic Advisor and to discuss ongoing academic advising. Students' have the responsibility for initiating academic advising and will be informed how to do so via e-mailed correspondence upon approved declaration of the major to the BCHS. The Academic Advisor is also able to connect students to resources that they might need across the College and University to support their success and address issues that are impeding academic progress or negatively affecting health or well-being. The Academic Advisor and BCHS Office of Advising and Academic Support are also available to assist students with the interpretation of policies and with review of special requests.

Unless notified that their advisor has been changed, students who declared their major prior to Summer, 2015, will continue to consult their assigned social work faculty advisor for academic advising. In DegreeWorks, a student's primary advisor's name is listed in the top left area on the Report.

**Social Work Faculty Mentors.** When students declare social work as their major and their records are received in the Department, they will be assigned a Social Work Faculty Mentor. The welcome letter that students receive will include their Mentor's name. The Faculty Mentor will be available for consultation related to students' interests and career planning, graduate education, academic progress, and concerns. In DegreeWorks, the Social Work Academic Advisor's name will be listed in the top left area on the report first, followed by the Social Work faculty member's name, in the space for the secondary advisor.

**Faculty Office Hours.** Per University policy, each faculty member posts office hours at his/her office, as well as in each syllabus. If faculty office hours conflict with students' classes, students may request a mutually convenient appointment time.

**Posting of Grades.** As soon as grades are determined at the end each of each semester or summer term, grades are posted electronically by the Registrar's Office and are available to students shortly after posting.

**Privacy of Student Educational Records.** Each student has a right to see his or her educational file. Personally identifiable information contained in student education records will not be disclosed by the Department of Social Work without prior written consent of the student. However, Appalachian State University's policy,<sup>30</sup> developed in accordance with the *Family Educational Rights and Privacy Act of 1974*, provides limited information to the general public, including parents; this information includes the student's name, local phone number, University post office box number, email address, academic classification, enrollment status, field of study, and certain other categories of information. If students wish that all such information remain confidential, they must contact the Registrar's office to make that request. Information beyond that specified above will not be released to parents unless students provide written permission or if the parent can present evidence that the student is dependent on the parent for support.

### Student Responsibilities in Addition to the BSW Program's Academic Standards for Retention

**Code of Ethics and Confidentiality.** BSW students are expected to adhere to the NASW *Code of Ethics* as well as the following confidentiality statement:

A salient issue for social work students is respecting the confidentiality of clients, client records, and activities that occur in field and in the classroom. These can include interactions with agency staff, other students, professors, and the student's field instructor. It is expected that students adhere to the Code of Ethics regarding professional and ethical conduct. Students are to respect client and agency confidentiality in their course assignments by refraining from the use of client names or identifying information. While maintaining confidentiality is important, it is expected that students will be able to discuss issues and activities of concern regarding field and should seek the guidance of their seminar instructor and other professors in doing so appropriately.

**University Information on Student Responsibilities.** Additional, University-wide student responsibilities are outlined below. Pursuant to these policies, the Department of Social Work has determined that any student whose conduct is unsatisfactory as defined in the *Student Code of Conduct* will be subject to appropriate disciplinary action. In the absence of exceptional circumstances, a student found guilty and who has exhausted all appeals may be dismissed from the program.

Student responsibilities at Appalachian State University are delineated in the *Appalachian State University Policy Manual*<sup>31</sup>. These include policies related to academics, safety, harassment and discrimination, drugs and alcohol, weapons, health, and many other areas. Please see the policy manual for a complete listing of policies related to students.

**Non-Discrimination, Harassment, and Equal Opportunity.** Students have the right to an educational experience free from discrimination. According to the harassment and discrimination policy<sup>32</sup>, "Appalachian State University is committed to providing an atmosphere

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<sup>30</sup> See the *Undegraduate Bulletin* for full information.

<sup>31</sup> [http://policy.appstate.edu/Policy\\_Manual](http://policy.appstate.edu/Policy_Manual)

<sup>32</sup> [http://policy.appstate.edu/Harassment\\_and\\_Discrimination](http://policy.appstate.edu/Harassment_and_Discrimination)

in which students are free from all forms of impermissible discrimination.” According to the equal opportunity policy<sup>33</sup>,

Appalachian State University is committed to providing equal opportunity in education and employment to all applicants, students, and employees. The university does not discriminate in access to its educational programs and activities, or with respect to hiring or the terms and conditions of employment, on the basis of race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability, veteran status, genetic information or sexual orientation. The university actively promotes diversity among students and employees.

**Academic Integrity and Student Conduct.** The following information relates to academic integrity and student conduct.

*Academic Integrity:* Appalachian State University has developed an *Academic Integrity Code*<sup>34</sup> to promote “an atmosphere of trust, respect, fairness, honesty, and responsibility.” During admission, Social Work students, as well as all other students at ASU, agree to abide by the code: “Students will not lie, cheat, or steal to gain academic advantage. Students will oppose every instance of academic dishonesty.” Violations of the *Code* will be taken seriously. Policies and procedures, as outlined in the *Academic Integrity Code*, will be followed by the Department of Social Work, including the specification that alleged violations will be reported to the Office of Student Conduct.

*Student Conduct:* The purpose of the *Student Code of Conduct*<sup>34</sup> for Appalachian State University is provided below:

As an academic community, the University has an interest in the safety, welfare, and education of the members of this community and in fostering an environment consistent with the educational mission, purpose, and processes of the University. When students voluntarily enter the University, they assume obligations of performance and behavior relevant to the University’s mission, processes, and functions. These expectations of students in an academic community are higher than those expected of other citizens.

**University Policy on Alcohol and Drugs.** Appalachian State University views the illegal or abusive use of alcohol and/or drugs as contrary to the high standards of professional and personal conduct and incompatible with personal health and the pursuit of academic excellence<sup>35</sup>. Illegal or abusive use of alcohol and drugs can adversely affect the academic community and educational environment. Therefore, the *Student Code of Conduct* contains specific policies and regulations regarding the use of alcohol and drugs.

## Student Input to the BSW Program

Students have several mechanisms for providing input to the BSW Program and the Department of Social Work.

One BSW or MSW student will be selected to serve on any faculty search committees. This student will review applications, participate in interviews, and provide input regarding the interview

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<sup>33</sup> [http://policy.appstate.edu/Equal\\_Employment\\_Opportunity](http://policy.appstate.edu/Equal_Employment_Opportunity)

<sup>34</sup> <http://studentconduct.appstate.edu/>

<sup>35</sup> [http://policy.appstate.edu/Drugs\\_and\\_Alcohol](http://policy.appstate.edu/Drugs_and_Alcohol)

itinerary and the candidates' fit with the program needs. Ideally, there will be a rotation of a BSW and an MSW student with each search. All students will have the opportunity to provide feedback to the search committee about finalists. Voting rights will be determined by University policy.

Two BSW students will be selected each semester to attend faculty meetings. Although these students will not have voting rights, they will be invited to participate in discussions and to provide input regarding the program.

One BSW student will also be selected each year to serve on the BSW Curriculum Committee. This representative will have voting rights. This student is expected to provide information to the entire BSW student body and to solicit feedback regarding the program.

One BSW student will be selected to serve as the NASW-NC representative. In addition to representing the ASU BSW program, this student will be responsible for communicating information about NASW-NC to BSW students.

All students are requested to provide feedback on the BSW program during their final semester in the program. Anonymous surveys request detailed information regarding the curriculum, their assessment of their competence as generalist and advanced social workers, and the overall program. These surveys are in addition to the feedback requested at the end of every semester in course evaluations and to separate, anonymous surveys of their Field placements and of the Field program. Finally, after students have graduated from the program, an alumni survey is distributed every three years to solicit additional feedback.

## [Additional BSW Program Information](#)

### **Departmental Honors Program**

Through the Departmental Honors Program<sup>36</sup>, the Department of Social Work offers honors courses at the undergraduate level to students who desire a more rigorous academic experience. To graduate with "Honors in Social Work," a student must meet the criteria for admission into the Honors Program and successfully complete all requirements. Admissions criteria and requirements for participating in the Departmental Honors Program are explained on its website at <http://socialwork.appstate.edu/undergraduate/departamental-honors> Students interested in participating in this program should consult with the Departmental Honors Program Director early in the BSW curriculum to plan for their Honors coursework requirements accordingly. In some cases, when students express an interest in participating, it is too late to be feasible. Students involved in the Departmental Honors program should coordinate closely with the Departmental Honors Program Director and their Academic Advisor to ensure that their course plans will allow for all Honors coursework and requirements to be completed prior to the Field semester. Departmental Honors in Social Work is different than University Honors<sup>37</sup>. Students

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<sup>36</sup> <http://socialwork.appstate.edu/undergraduate/departamental-honors>

<sup>37</sup> <http://honors.appstate.edu/>

participating in University Honors can choose to pursue Departmental Honors in Social Work but must be accepted into the Departmental Honors Program. Participation in University Honors is not required for participation in the Departmental Honors Program.

## Social Work Student Groups

### Student Association for Social Work

The Student Association for Social Work (SASW) became a registered University student organization in 1987. The Association provides an opportunity for undergraduate students to participate in professional, social, departmental, and University activities. Through participation in the SASW, students can develop supportive peer relationships, contribute to the further development of the social work program, develop leadership experience and skills, and expand their participation in social work. Members typically have several opportunities to participate in community service activities and partner with local human service agencies. Information about SASW can be found at <http://socialwork.appstate.edu/students/major-clubs>

### North Carolina School Social Workers Association

The role of a School Social Worker is to provide services to students, families, faculties, and communities to allow students to attain maximum benefits from their school experiences. As the population in the state grows, the need for student support services increases. The NC School Social Workers Association<sup>38</sup> (NCSSWA) was created in 1972 in order to promote the professional development of school social workers, to increase networking among school social workers, and to advocate for legislation and policies to enhance children's welfare. NCSSWA offers a discount for student membership. The NCSSWA encourages school social workers to obtain the NC School Social Work Licensure.

### National Association of Social Workers

As undergraduate students in an accredited social work program, students are eligible to become members of the National Association of Social Workers (NASW), and thereby student members of the North Carolina Chapter of NASW<sup>39</sup>. When students join NASW, they will begin receiving the journal, *Social Work*, and may enjoy other membership benefits and responsibilities. Student members pay a reduced membership fee.

### Phi Alpha – National Social Work Honor Society

The Department of Social Work has established a Chapter of *Phi Alpha*<sup>40</sup>, the national social work honor society. The purpose of the society is to encourage and recognize superior scholarship in social work education and to enhance excellence in social work practice. BSW students are eligible for membership when they have officially declared social work as a major, completed at least 8 hours of required social work courses, achieved an overall grade point average of at least

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<sup>38</sup> <http://www.ncsswa.org/>

<sup>39</sup> <http://www.naswnc.org/>

<sup>40</sup> <http://www.phialpha.org/>

3.0, and achieved a grade point average of at least 3.25 in required social work courses. In addition to academic excellence, a student must have demonstrated leadership ability, a high standard of personal behavior, and a dedication to social work practice. The national organization has policies that apply to membership in *Phi Alpha* when an inducted member has founded allegations of academic dishonesty or personal misconduct. The ASU chapter will report founded allegations to the national organization.

## Opportunities for Alumni

As the Department of Social Work continues to develop and expand, a cadre of former students is now employed as social work professionals in North Carolina and throughout the country. As alumni, there are opportunities to contribute to and support the social work program through recruitment of potential students, service as Field supervisors, employment as part-time faculty members, and involvement in special professional activities. Alumni also provide feedback to the program as it strives to remain professionally current and alert to policy and practice issues which must inevitably impact on the educational process.

**Graduate School.** While many students elect employment as a first option after graduation, others choose to continue their education and obtain the MSW degree. The BSW degree from an accredited undergraduate social work program *may* be accepted for admission into an Advanced Standing MSW program in many schools of social work throughout the United States. Information regarding the Department of Social Work's graduate program can be found at <http://socialwork.appstate.edu/graduate> Students interested in the MSW program are encouraged to consult with the MSW Program Director to learn more about the program and its campus and distance offerings.

## Special Programs and Certifications

Refer to Tips for Specialized Field Placements for additional information related to school social work and child welfare field placements<sup>41</sup>.

## School Social Work Certification

The social work student who desires to receive North Carolina school social work licensure as a school social worker should complete the school social work elective (SW 4270) and complete a field placement in a public school system. In addition, two education courses are also recommended for completion and can be counted as general electives towards graduation. Following completion of these requirements, graduates may pursue licensure through the Regional Alternative Licensing Centers located throughout North Carolina, but they must first be employed with a North Carolina school system as a school social worker<sup>42</sup>. For additional information, please contact Dr. Kelly Reed Ashcraft.

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<sup>41</sup> <http://socialwork.appstate.edu/graduate/field-education>

<sup>42</sup> <http://www.ncpublicschools.org/licensure/>

## Child Welfare Collaborative

Emphasizing public child welfare practice, the NC Child Welfare Collaborative<sup>43</sup> provides educational opportunities to BSW and MSW students who are interested in careers in child welfare. As North Carolina

...grows in both population and diversity, the changing social landscape highlights an increasing need for professionally-trained child welfare workers to help our children. Recruiting students who are new to child welfare as well as seasoned professionals who want to move forward in their careers, the Collaborative aims to ensure safe, permanent and nurturing families for North Carolina's most vulnerable citizens.

**Child Welfare Waiver Students.** The BSW student who desires to complete a field placement in child welfare in a North Carolina County Department of Social Services (DSS) must complete: 1) the required course curriculum for BSW majors, 2) SW 4365: *Social Work Practice With Children and Families*, and 3) SW 4002: *Competencies for Child Welfare* (an alternative version of state-mandated three weeks pre-service training for DSS child welfare workers before they can work independently with clients). After completing these requirements successfully, completing a Field placement in a NC DSS, and graduating, students have met the State's mandatory pre-service training requirements. This allows them to immediately begin work in a North Carolina county DSS child welfare position as well as qualify for the Social Work II classification per the State of N.C. Office of State Personnel. Waiver students receive the benefits of pre-service training (as outlined above), but (unlike Child Welfare Scholars) do not receive financial assistance and do not sign a contract requiring them to work in a NC DSS following graduation. Students should discuss their interest in participating in the Child Welfare Collaborative with their Social Work Academic Advisor early in their social work education to plan for this specific coursework and to position it optimally in their course plans. For additional information, please see the Field Director. After receiving feedback from departmental faculty and the Field Committee, consulting with the BSW Program Director and/or the Department Chair, the Field Director will make final decisions about approval for placements in child welfare settings. Note that successful completion of the course requirements in SW 4002 and SW 4365 *does not guarantee approval* for a child welfare placement.

## Departmental Scholarships

Several scholarships are available to BSW students through the Department of Social Work. Availability is based on funding, and students may apply through the Beaver College of Health Sciences website<sup>44</sup>.

## Other Scholarships

**James S. Toby Brown Scholarship.** Each spring the North Carolina Chapter of NASW offers the James S. Toby Brown Scholarship. This annual award goes to an undergraduate student whose academic and internship performance are consistent with the principles Toby Brown stood for – excellence, commitment, and dedication to the profession. The award of up to \$1,000 is

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<sup>43</sup> <http://ssw.unc.edu/cwec/index.htm>

<sup>44</sup> <http://healthsciences.appstate.edu/student-services/scholarships>

presented to a student from CSWE-accredited programs. For further information or application, see the NASW-NC website<sup>45</sup>.

## Student Services

Appalachian State University has a strong commitment to providing services for students enrolled in the University. An overview of student services can be accessed on the website for ASU's Student Life<sup>46</sup>.

### Beaver College of Health Sciences Students Services Center

The College's Office of Advising and Academic Support<sup>47</sup>, located in 102 Edwin Duncan Hall, "works to enhance, develop and implement supportive academic services for undergraduate Health Sciences majors." The Center provides certification for graduation, completes senior academic audits, manages special course needs, handles requests for dropping or adding a course, and processes appeals for course overloads. Much information related to degree completion and academic policies and procedures can be found on the Center's website at <http://healthsciences.appstate.edu/students/student-services-center> The website is an excellent companion to the *BSW Student Handbook* for answering questions.

The Social Work Academic Advisor is housed in the BCHS Office of Advising and Academic Support and advising will occur in the Center.

### Health Services

Medical services are provided to qualified students by the Mary S. Shook Student Health Services<sup>48</sup> at its location on the second floor of the Miles Annas Student Support Services Building on Howard Street. These include an outpatient clinic, an after-hours clinic, and a pharmacy.

Contacts with the Health Service are confidential. Records are maintained separately from the University records for the use of Health Service personnel and may be released only with written permission by the student.

The Health Service does not issue medical excuses for class absences due to illness or injury. Students who withdraw from the University for health reasons should do this through the Health Service and must receive a medical clearance before being re-admitted. This clearance must present evidence that the condition, which necessitated withdrawal has improved and that there is reasonable expectation of the student's ability to participate in University life.

**Immunization:** North Carolina law requires anyone entering college to present a complete immunization record to show their compliance with all required immunizations.

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<sup>45</sup> <http://www.naswnc.org/displaycommon.cfm?an=1&subarticlenbr=137>

<sup>46</sup> <http://www.appstate.edu/studentlife/services.php>

<sup>47</sup> <http://healthsciences.appstate.edu/students/student-services-center>

<sup>48</sup> <http://healthservices.appstate.edu/>

**Proof of Medical Insurance:** University of North Carolina System policy<sup>49</sup> requires that all degree-seeking, on-campus undergraduate students who are enrolled in 6 or more hours and are eligible to pay the ASU Student Health Fee must provide proof of medical insurance.

## Disability Services

The Office of Disability Services<sup>50</sup> (ODS), located in Suite 112 Anne Belk Hall, assists eligible students and employees who have documented disabilities by determining and coordinating reasonable academic and/or workplace accommodations. Consistent with Section 504 of the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, it is the policy of Appalachian State University that “no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity that receives federal financial assistance.”

Individuals seeking accommodations are responsible for providing ODS with current, comprehensive documentation to support the request for reasonable accommodations. ODS is responsible for determining eligibility based on current in-depth documentation, meeting with the individual, and creating an individual Accommodation Plan which reflects reasonable accommodations. The University is responsible for providing the reasonable accommodations stated on the Accommodation Plan. Reasonable accommodations may include (not all inclusive): alternate formats, testing accommodations, assistive technology, and program accessibility.

Due to the confidential nature of such documentation, individuals are responsible for authorizing disclosure of their complete or partial Accommodation Plan to their instructors or supervisors and explaining the impact of the requested accommodation(s) within the University classroom, program, place of employment, or campus-wide activities. Students should understand that instructors will only honor accommodations when the official ODS process has been followed, ODS has granted accommodations, and instructors have received the proper official notification of relevant accommodations through the automated notification system. ODS recommends that students make their instructors aware of their accommodations, using the official procedure, as early as possible, but by the end of the Drop/Add period.

## Multicultural Student Development

The Office of Multicultural Student Development<sup>51</sup> is located in the Plemmons Student Union. It contributes to ASU

by providing marginalized and underrepresented students with mentoring, advocacy, community and identity affirmation; as well as by offering multiple and varied learning opportunities for all Appalachian students to develop an appreciation for diversity and different perspectives, enhance self-awareness, increase multicultural knowledge and strengthen intercultural competency. Multicultural Student Development operates three student-led outreach centers: the LGBT Center, Multicultural Center and Women's Center.

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<sup>49</sup> <http://healthservices.appstate.edu/pagesmith/203>

<sup>50</sup> <http://www.ods.appstate.edu/welcome>

<sup>51</sup> <http://multicultural.appstate.edu/>

## Counseling and Psychological Services Center

The Counseling and Psychological Services Center<sup>52</sup>, located in the Miles Annas Student Services Building, provides an array of services for students who are currently enrolled in classes including emergency services; walk-in services; assessments; individual, group, and family counseling; programs for those with eating concerns; prevention and outreach programs; assistance with psychological withdrawals; self-help programs; and referrals to campus and community programs.

## Early Intervention Team

The Early Intervention Team (EIT) is a multidisciplinary initiative which can respond to concerns (academic, safety, physical or mental health, and well-being) about students made by faculty members, instructors, or other students. According to the EIT its main function is to

meet with students who are showing signs of difficulty with university life and who have been referred by faculty or staff. Students may make referrals through a faculty member. The meetings with referred students are non-disciplinary and are intended to offer support and connect students with resources that can assist them to become healthier and more productive members of the community.

Additional information, including guidelines for referring students, is available on the EIT website at <http://eit.appstate.edu/>

EIT is not an appropriate referral in situations where there is concern that a student is at risk for immediate harmful behavior towards self or others. As EIT notes, “For emergency situations, please contact either the Counseling Center or the University Police. If you, or other community members, feel threatened, please contact the University Police immediately.”

## Additional Student Services

Additional services are available through the Belk Library<sup>53</sup>, the Career Development Center<sup>54</sup> and the Learning Assistance Program<sup>55</sup>. A full listing of Student Development services is available on their website<sup>56</sup>. These include services for Gay, Lesbian, Bisexual and Transgender students at the Bo Henderson and Ed Springs LGBT Center, Women’s Center, University Recreation, as well as programs, resources and special events. A range of Health and Wellness Programs<sup>57</sup> is also available for enrolled students.

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<sup>52</sup> <http://counseling.appstate.edu/index.php>

<sup>53</sup> <http://www.library.appstate.edu/>

<sup>54</sup> <http://careers.appstate.edu/>

<sup>55</sup> <http://lap.appstate.edu/>

<sup>56</sup> <http://studentdev.appstate.edu/>

<sup>57</sup> <http://www.appstate.edu/studentlife/health.php>

## Appendix A: BSW Core Competencies and Practice Behaviors

1. Identify as a professional social worker and conduct oneself accordingly.
  - a. Advocate for client access to the services of social work;
  - b. Practice personal reflection and self-correction to assure continual professional development;
  - c. Attend to professional roles and boundaries;
  - d. Demonstrate professional demeanor in behavior, appearance, and communication;
  - e. Engage in career-long learning; and
  - f. Use supervision and consultation.
2. Apply social work ethical principles to guide professional practice.
  - a. Recognize and manage personal values in a way that allows professional values to guide practice;
  - b. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
  - c. Tolerate ambiguity in resolving ethical conflicts; and
  - d. Apply strategies of ethical reasoning to arrive at principled decisions.
3. Apply critical thinking to inform and communicate professional judgments.
  - a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
  - b. Analyze models of assessment, prevention, intervention, and evaluation; and
  - c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
4. Engage diversity and difference in practice.
  - a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
  - b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
  - c. Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
  - d. View themselves as learners and engage those with whom they work as informants.
5. Advance human rights and social and economic justice.
  - a. Understand the forms and mechanisms of oppression and discrimination;
  - b. Advocate for human rights and social and economic justice; and
  - c. Engage in practices that advance social and economic justice.
6. Engage in research-informed practice and practice-informed research.
  - a. Use practice experience to inform scientific inquiry and
  - b. Use research evidence to inform practice.
7. Apply knowledge of human behavior and the social environment.
  - a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
  - b. Critique and apply knowledge to understand person and environment.

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
  - a. Analyze, formulate, and advocate for policies that advance social well-being; and
  - b. Collaborate with colleagues and clients for effective policy action.
9. Respond to contexts that shape practice.
  - a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
  - b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
  - a. Engagement
    - i. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
    - ii. Use empathy and other interpersonal skills; and
    - iii. Develop a mutually agreed-on focus of work and desired outcomes.
  - b. Assessment
    - i. Collect, organize, and interpret client data;
    - ii. Assess client strengths and limitations;
    - iii. Develop mutually agreed-on intervention goals and objectives; and
    - iv. Select appropriate intervention strategies.
  - c. Intervention
    - i. Initiate actions to achieve organizational goals;
    - ii. Implement prevention interventions that enhance client capacities;
    - iii. Help clients resolve problems;
    - iv. Negotiate, mediate, and advocate for clients; and
    - v. Facilitate transitions and endings.
  - d. Evaluation
    - i. Critically analyze, monitor, and evaluate interventions.
11. Engage in practice which is consistent with the needs and the culture of the region.
  - a. develop awareness of one's own culture and recognize how it enhances or reduces power;
  - b. critically analyze the relationships of the regional Appalachian culture to urban cultures; and
  - c. utilize information about the regional Appalachian culture to guide the process of advocacy, engagement, assessment, intervention, and evaluation.

## Appendix B: Application for Admission to the Professional Sequence

There are two parts to the Professional Sequence application. Part One requires submitting the Personal Statement by uploading it into AsULearn. Part Two requires acknowledging that you have read the required materials for the *Statement of Responsibility* (The statement uses an AsULearn quiz format where you answer items confirming that you have read the required materials.). Students must complete both parts to successfully submit their application. Both parts must be completed by the announced deadline. Not completing the Professional Sequence application by the deadline may hinder students from moving forward in a timely manner.

### **Personal Statement**

This personal statement provides an opportunity for you to reflect on your development as a professional social worker and identify areas for future growth. Please use professional writing. We expect a well-written statement. The writing should be professional, clear, organized, and should be written using "active voice." It should demonstrate proper grammar and language usage. Adhere to the specific directions in order to present an organized, clear, thorough statement and a strong application. We advise editing your statement closely (and revising it for improvement) before submitting it. You should not discuss your personal statement with any other students. Faculty members and the SW Writes Program have agreed not to review students' drafts.

### **Directions:**

Please do not deviate from these directions.

- You will need to **first complete the Self-Assessment Tools** (found on the AsULearn main page under resources) to write the essay. DO NOT submit your Self-Assessment.
- *Do not* include a cover page.
- *Do not* give the statement a title.
- **Do** type your name on the first line of your statement, flush left.
- **Do** include page numbers, but no running header.
- **Do** type your essay in **12-point** Times New Roman, Calibri, or Arial font. You may use regular or narrow margins.
- **Do** use the following outline to write your essay. Use the **bolded** words below as headings in your essay. For example, the first heading in your statement will be "Development as a Social Work Professional." See APA for formatting headings.
- Essays must be double-spaced.
- Essays must be uploaded in .doc, .docx, or .pdf format. No Google Docs or other word processing programs.
- *Do not* exceed 750 words (including the words in the headings and your name). Run the word count, spell-checker, and grammar checker.

- Name your document file using the instructions below. Documents named incorrectly will be returned and will not be reviewed until they are sent back saved with the correct name formatting.

### **1. Development as a Social Work Professional**

Describe what it means to be a professional social worker. Discuss your development so far in becoming a professional social worker. Please include information on how your own values fit with the values and ethics of the social work profession as noted in the *NASW Code of Ethics* (with specific examples).

### **2. Self-Assessment - Readiness to Enter the Professional Sequence**

After reflecting on your Self-Assessment, thoroughly discuss your readiness to enter the Professional Sequence given your level of development as a professional social worker at this point. Please include information on each section of the Self-Assessment (Academic Aptitude, Personal Aptitude, Acceptance of Diversity, Comfort with Practice Areas, and Personal Concerns). Provide an overview as well as *specific examples* for each section. In addition to discussing your **strengths**, be sure to include **areas for improvement** and how you plan to develop these areas.

### **3. Additional Information**

Please add any other information you believe is relevant to this application, supports your application, or is important for the Department to consider.

#### **Saving your document:**

Save your Personal Statement as a file *using the following required format*:

Your Last NameYour First Initial\_PS

So, if John Smith were submitting his personal statement, he would save his file as:

**SmithJ\_PS.pdf or SmithJ\_PS.doc or SmithJ\_PS.docx**

**Files that are not named using the required format will be returned and will not be reviewed until saved correctly.**

## Self-Assessment Tools

### SELF ASSESSMENT OF ACADEMIC APTITUDE/PERFORMANCE

	Outstanding	Above Average	Average	Below Average	Considerably Below Average
Motivation to learn	5	4	3	2	1
Self-Discipline	5	4	3	2	1
Academic abilities	5	4	3	2	1
Writing ability	5	4	3	2	1
Performance on course assignments	5	4	3	2	1
Classroom participation	5	4	3	2	1

### SELF ASSESSMENT OF PERSONAL APTITUDE FOR INTERPERSONAL SKILLS

Interpersonal skills are extremely important to social work practice. Your ability to connect with others, in numerous ways and under various conditions, is an essential attribute. Consider carefully the following items as you assess your aptitude for interpersonal skills.

	Outstanding	Above Average	Average	Below Average	Considerably Below Average
Ability to form and sustain individual relationships	5	4	3	2	1
Ability to communicate verbally	5	4	3	2	1
Ability to relate to others in a group situation	5	4	3	2	1
Assertiveness	5	4	3	2	1
Leadership ability	5	4	3	2	1
Ability to empathize	5	4	3	2	1
Ability to be flexible	5	4	3	2	1
Agreement with the core values of the social work profession <sup>58</sup>	5	4	3	2	1
Ability to manage stress	5	4	3	2	1

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<sup>58</sup> Service, Social and Economic Justice, Dignity and Worth of the Individual, Integrity, Competence, and Importance of Human Relationships.

	Outstanding	Above Average	Average	Below Average	Considerably Below Average
Emotional maturity	5	4	3	2	1
Self-awareness	5	4	3	2	1

You are not expected to have an experienced social worker’s skills at this point in your education. However, it is important that you are at readiness level to take advantage of the learning opportunities that will occur in and out of the class room.

### **SELF ASSESSMENT OF ACCEPTANCE OF DIVERSITY AND NON-JUDGMENTAL ATTITUDE**

We acknowledge that individuals may come to the BSW Program with prejudices and judgmental attitudes as a result of previous individual socialization and that such attitudes may impact their role as students. Please think about each of the following areas of diversity and personal attributes/experiences. Indicate if you believe that it will be difficult for you to respond with respect and dignity, or if remaining non-judgmental may be problematic for you.

- Scale: 5 = Very easy to show dignity and respect  
4 = Easy to show dignity and respect  
3 = Neither easy nor difficult to show dignity and respect  
2 = Difficult to show dignity and respect  
1 = Very difficult to show dignity and respect

	Very Easy	Easy	Neither Easy nor Difficult	Difficult	Very Difficult
Race	5	4	3	2	1
Ethnicity	5	4	3	2	1
Gender	5	4	3	2	1
Gender identity or transgender	5	4	3	2	1
Sexual/affectational orientation	5	4	3	2	1
Age	5	4	3	2	1
Religion or non-religion	5	4	3	2	1
National origin	5	4	3	2	1
Marital status	5	4	3	2	1
Political ideology	5	4	3	2	1
Developmental disabilities	5	4	3	2	1

	Very Easy	Easy	Neither Easy nor Difficult	Difficult	Very Difficult
Physical disabilities	5	4	3	2	1
Poverty	5	4	3	2	1
Other areas of diversity?					

Since this list is not exhaustive, there may be other areas of diversity that present a challenge to you. If you have rated several of these as “somewhat difficult” or “very difficult,” you may want to review your decision to be a social worker.

However, it is also important to understand that a willingness to examine personal biases and make continuing efforts to validate diversity and grow toward professionalism are essential qualities in social work. Thus your commitment to growth in this area is an important piece to consider.

### **SELF ASSESSMENT OF COMFORT WITH PRACTICE AREAS**

Students in a professional program must possess the emotional and mental stability that is necessary to facilitate sound judgment and performance in the program and in social work. It is possible that, because of your own experiences, you may have trouble or expect to experience trouble in certain social work practice areas. Please think over the practice areas below and indicate your expected comfort level for each.

	Very Comfortable	Comfortable	Neither Comfortable nor Uncomfortable	Uncomfortable	Very Uncomfortable
Mental illness	5	4	3	2	1
Criminal justice system	5	4	3	2	1
Substance use/abuse/dependency	5	4	3	2	1
Childhood abuse	5	4	3	2	1
Sexual abuse	5	4	3	2	1
Domestic violence	5	4	3	2	1
Abortion counseling/referral	5	4	3	2	1
Divorce or relationship problems	5	4	3	2	1
Other areas?					

While you do not need to be comfortable with every area of practice, you should realize that no area is completely distinct from others. If there are areas which are exceptionally troubling for you, you might want to reconsider your decision of Social Work as a major or consider delaying your entry into the Professional Sequence. Alternatively, this might be a time for you to seek assistance resolving the impact of your own experiences prior to moving forward.

### SELF ASSESSMENT OF PERSONAL PROBLEMS

According to the NASW *Code of Ethics*, personal problems are viewed as potentially interfering forces in relation to professional judgment and performance. The Professional Sequence and the BSW program is an intensive experience, requiring consistency in the classroom and in your ability to monitor your behavior and professional development. It is important, therefore, to assess your current ability to cope or deal with personal problems.

- Scale: 4 = No problems which would interfere with professional development  
 3 = Minor problems which might cause some interference  
 2 = Significant, but not insurmountable problems  
 1 = Significant and insurmountable problems **at this point in time**

	No Problems	Minor problems	Significant but not Insurmountable Problems	Significant and Insurmountable Problems
Legal issues	4	3	2	1
Relationship problems	4	3	2	1
Substance use/abuse/dependency	4	3	2	1
Current abusive environment	4	3	2	1
Mental health	4	3	2	1
Problems with children	4	3	2	1
Other family relationships	4	3	2	1
Others?				

As you review your Self-Assessment, please be attuned to issues which might impact you in your scholastic and professional work. If significant problems are evident, you might want to reconsider your choice of major or consider delaying your entry into the Professional Sequence. Alternatively, this might be a time for you to seek assistance in coping with your present difficulties.

**Appendix C: Minor in Social Work Form**

**Minor in Social Work  
Program of Study Approval Form**

Appalachian State University  
Department of Social Work  
ASU Box 32155  
Edwin Duncan Hall (2nd Floor)  
Phone: 828-262-2299  
Fax: 828-262-6811

**Description of the minor in social work:**

A minor in Social Work requires 18 semester hours: SW 2010, SW 2020, SW 2615, SW 2630, SW 3000, and three additional social work credit hours from advanced social work courses. The plan for the minor should be approved by the BSW Program Director. Students may request permission from the BSW Program Director to enroll in courses that are designated with the prerequisite of admission to the Professional Sequence. A cumulative SW GPA of 2.0 is required for courses in the minor. The primary purpose of the minor in Social Work is to complement a student's major. It does not prepare the student for social work practice. Priority for seats in Professional Sequence social work courses must be given to majors.

Student's Name: \_\_\_\_\_ Current Social Work GPA: \_\_\_\_\_

Banner ID #: \_\_\_\_\_ Student's Major: \_\_\_\_\_

In addition to the required courses listed below, please indicate the additional course you plan to take. \*

SW 2010: Professional Social Work in Contemporary Society
SW 2020: The American Social Welfare System
SW 2615: Cultural Competence in the Helping Professions
SW 2630: Human Behavior and the Social Environment
SW 3000: Basic Skills for the Social Work Profession
Additional Course:

\*In order to earn a minor in social work, students must have a cumulative GPA of 2.0 in their social work courses.

Other notes:

BSW Program Director: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

cc: Student, College Student Services Representative (for major college)

## Appendix D: Academic Performance Review Procedures

### Initiating an Academic Performance Review

Any faculty member who has a specific and significant concern or pattern of concerns about an aspect of a student's performance may request to bring the concern before the Academic Performance Review (APR) Committee. To do so, the concern must be brought to the attention of the BSW Program Director who chairs the APR committee or the Department Chair. A student who has a concern about another student may bring that concern to the BSW Program Director or Department Chair. If the BSW Program Director initiates an APR based on a concern with a student or there is another conflict of interest, another faculty member will be designated as chair of the APR committee by the Department Chair.

### Composition of the Academic Performance Review Committee

The APR Committee will consist of a minimum of three faculty, typically the APR Chair, the faculty member bringing forward the concerns, and at least one additional faculty member appointed by the APR Chair. The BSW Program Director will serve as the chair of the APR Committee unless another chair is needed as outlined in the previous section. In this case, the Department Chair will select an alternate chair of the APR.

### Responsibilities and Roles

The student will be informed of the concerns and of the APR. He or she has the right to participate in the APR and speak on his or her own behalf. The student may invite witness(es) and/or an observer to the APR as outlined below. The student also has the right to respond to the process and/or outcome of the APR as detailed in the grievance procedures.

The APR Chair shall see that all necessary information is compiled and available for the APR committee's use in deliberations. The APR chair is also responsible for appointing any additional APR committee members, convening the committee, informing the student in writing that an APR has been initiated and the brief reasons for the review, recording and taking notes in the APR meeting, communicating information to the student before and during the APR, ensuring that the meeting is focused on the identified concern(s) and academic performance of the student, and providing a written recommendation of the APR committee to the Department Chair.

The faculty member bringing forward the concerns is viewed as the person most knowledgeable about the situation under review and is therefore responsible for presenting pertinent information on the nature of and facts about the problem under review.

The APR Committee Members will review all information, listen and ask questions during the proceedings, and engage in deliberations to determine the recommendation(s) that will be made to the Department Chair.

The Department Chair will be present during the fact-finding component of the APR and for the APR committee's deliberations to observe and to hear first-hand the presentations and discussions. The Department Chair may also ask questions and participate in discussions. The Department

Chair shall not be present when the APR committee prepares its recommendation(s). After receiving the written recommendation(s) from the APR Chair, the Department Chair is responsible for making a final decision. The Department Chair will then notify the student and APR Committee in writing of the outcome of the APR. In the event that the Department Chair cannot serve in an APR an alternate will be selected.

**Witness(es)** may be invited by the student or the APR Chair. They must have significant knowledge of the problem or of the student's academic performance. They are not present in the APR except when called. Witnesses may be questioned by the student and the APR Committee, but witnesses do not typically ask questions of the APR Committee or of the student. An attorney cannot serve as a witness. An individual cannot serve as both a witness and an observer.

One **Observer** may be invited by the student and he or she is present to observe only. An observer does not provide evidence and does not ask or answer questions. An attorney cannot be an observer. An individual cannot serve as both an observer and a witness.

### **Student Privacy and Confidentiality**

Consistent with the *Family Educational Rights and Privacy Act of 1974* (FERPA), as amended, documentation of information disclosed during student meetings with faculty, program directors, or school administrators will be kept confidential. Faculty, program directors and/or service learning/Field placement supervisors may share pertinent information, consistent with FERPA, for the professional purpose of identifying student issues and enhancing problem-solving about the concerns as they relate to expected *Academic Performance Standards*. Should the student invite an observer or witness, the student will be deemed to have provided permission for that individual to be privy to the information discussed in the APR. The APR documentation will be kept in the Department of Social Work.

### **Procedures and Process**

The **first step** in the process is for the APR Chair to schedule the APR. An APR meeting should be scheduled as soon as possible following the emergence of a concern or complaint, and the APR Chair shall notify the student, the faculty member bringing forward the concerns, the APR committee members, and the Department Chair of the meeting time and place, those who will attend, as well as the nature of the concern(s) to be considered. The APR Chair will attempt to accommodate attendees' schedules.

Attendance at the APR meeting will be governed as follows:

1. The student whose performance will be reviewed is invited to participate in the APR meeting. However, if the student has been contacted but refuses to or does not attend, the APR will be conducted in his or her absence. Prior to the meeting date, the student is responsible for contacting the APR Chair in writing within two business days of the notice to confirm his or her intent to attend the meeting. The student participates in the meeting until the point at which the committee begins its deliberations.
2. The student may invite any person other than an attorney to attend the APR meeting as an observer or witness. It is the student's responsibility to notify the APR Chair in writing that an observer or witness will attend at least two business days prior to the scheduled

meeting. The names and relationships of the observers and witnesses will be provided by the student to the APR Chair.

3. The APR Chair may invite additional administrative personnel from within the institution, as appropriate.
4. If the size of the group becomes unwieldy or the APR must occur within an immediate time frame, the APR chair has the authority to limit the number of people who will attend the APR meeting.

In all cases, the following procedures for the APR will be adhered to:

1. The student shall be advised of the time and place of the review and who will attend.
2. The student shall be advised of the nature of the academic performance concern(s).
3. The student shall be advised of the following rights:
  - a. The right to present his or her case.
  - b. The right to be accompanied by an observer, but not an attorney.
  - c. The right to call witnesses in his or her behalf, but not an attorney.
  - d. The right to question other witnesses.
  - e. The student shall be advised of the APR process and the method of response and appeal.

Any requests from the student for modifications or revisions to the Procedures and Process outlined must be made in writing at least three business days prior to the APR. These must be considered and decided during the first step. The APR Chair and Department Chair must agree on decisions regarding procedural changes. Decisions will be conveyed to the student in writing at least 24 hours prior to the APR being convened.

Once an APR is convened, the second step is to conduct the review. The agenda for the APR meeting will include the following:

1. Fact finding component. All APR committee members, the student, and the Department Chair shall participate in this component.
  - a. The APR meeting will be convened by the APR Chair.
  - b. The faculty member bringing forward the concerns will present the facts leading to the APR.
  - c. The student or others may present additional facts or clarify facts related to the review.
  - d. Witnesses, if any, will be questioned.
  - e. The APR Chair will summarize the discussion.
  - f. The student or others may offer corrections or additions to the summary.
2. Deliberation. After the student and any witnesses and/or observers are dismissed, the APR members, including the APR Chair, the faculty members appointed by the APR Chair, and the Department Chair shall participate in this portion of the meeting. The APR members may utilize materials produced for the APR, contents of the APR meeting, and any other relevant information in their review and discussion.
3. Preparation of Recommendations. The APR committee members jointly develop their recommendation(s). The Department Chair shall not be present when the recommendations are developed.

The **third step** is for the APR Chair to write and submit the recommendation of the APR Committee to the Department Chair as soon as possible following the APR and deliberations. When Committee recommendations are not unanimous, dissenting opinions will be included in the recommendations submitted to the Department Chair.

The **fourth step** is for the Department Chair to review the recommendations and to consult with other administrators, University officials, or APR Committee members as needed. The Department Chair will make the final decision and the student and APR Committee will be notified in writing of this decision within 10 business days of the APR. This period may be extended in extenuating circumstances. A copy of the e-mail/letter outlining the Department Chair's decision will be kept in the Department of Social Work.

The student may respond to the process of the APR and/or appeal the decision. The student may provide a written response to the review process and/or the Department Chair's decision within 10 business days of receipt of the decision; this written response is NOT an appeal. This written response should be sent to the Department Chair who will keep a copy in the Department of Social Work. If the student chooses to initiate a formal appeal of the APR decision, he or she will follow the process outlined under the grievance procedures that follow.

### **Possible Outcomes of a Performance Review**

The following are some possible outcomes of an APR, applied as appropriate to the severity of the issue. This list is illustrative and not exhaustive.

- A written performance plan may be established. In such a case, the plan may require the following:
  - Additional coursework,
  - Completion of training relevant to the issue,
  - Mutually agreed upon counseling, or
  - Other activities as warranted.
- A departmental probationary period during which specified criteria must be met.
- Delayed entry into the Field practicum based on specified criteria being met.
- Suspension from the BSW program. If the decision is to suspend the student, specific reasons for the suspension should be identified and specific criteria for reinstatement must be met.
- Termination from the BSW program.

### **Grievance Procedures of Academic Performance Review Decisions**

Students who are dissatisfied with an APR decision have the right to appeal the Department Chair's decision to the Dean or Dean's designee in writing by email within 10 business days of receipt of that decision. Students who are dissatisfied with the Dean's decision have the right to appeal the decision to the Provost or Provost's designee in writing by email within 10 business days of receipt of that decision. The Provost's decision is final.

## Appendix E: Academic Performance Standards Concerns

## Academic Standards Concerns Form

**Date:** \_\_\_\_\_ **Student name:** \_\_\_\_\_

**Faculty member or agency representative:** \_\_\_\_\_

An *Academic Standards Concerns Form* is completed by a faculty member or agency representative when there are concerns about a student's performance. It is typically best practice to review and share the form with the student. A copy of the *Academic Standards Concerns Form* will be kept in the Department of Social Work.

Signify areas of concern and provide a short narrative that further elaborates concerns. Include the class or context in which the behaviors occur.

Areas of Concern	Concern	Is it resolved?
Is frequently absent or tardy	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Turns in incomplete or late work; is frequently unprepared for class or service learning/field	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Sleeps through class or service learning/field	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Uses phone, laptop, or other electronic devices inappropriately	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Demonstrates incivility in interactions with instructor, students, or others in the classroom, Department of Social Work, or other settings	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Demonstrates other disruptive behaviors in class, community, Department- or University-related trips, or service learning/field agency	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Makes inappropriate comments including inappropriate personal sharing	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is unable or unwilling to behave according to professional values; imposes personal values on others	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Demonstrates an inability or unwillingness to work in groups	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Ignores feedback, becomes defensive, or responds inappropriately when feedback is given	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is disrespectful in discussing sensitive issues, such as diversity; is insensitive to the feelings or needs of others	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Exhibits evidence of substance abuse	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Demonstrates dishonesty	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Plagiarizes an assignment, exam, or other activity	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Cheats on an assignment, exam, or other activity	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>

Exhibits evidence of volatility; demonstrates a lack of self-control	<input type="checkbox"/>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
Demonstrates personal problems and issues that interfere with learning and performance	<input type="checkbox"/>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
Exhibits difficulty in demonstrating competency(ies) or academic standards as developmentally appropriate	<input type="checkbox"/>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
Other agency concerns. Please describe:	<input type="checkbox"/>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
Other. Please describe:	<input type="checkbox"/>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>

**Comments** – Signify areas of concern and provide a short narrative that further elaborates concerns. Include the class or context in which the behaviors occur:

\_\_\_\_\_  
Signature of Faculty Member                      Date

\_\_\_\_\_  
Signature of Field Director                      Date  
(as applicable)

\_\_\_\_\_  
Signature of BSW Director                      Date

\_\_\_\_\_  
Signature of Department Chair                      Date

\_\_\_\_\_  
Signature of the Student                      Date

\*Student’s signature signifies receipt of this form, but not necessarily agreement with it.

Has the student received a copy of this form?  Yes     No

If no, reasons not provided to date:

**Student’s comments (if desired):**

