Be a Social Worker
Are you passionate about wanting to help people?

One Profession, Many Fields
- Mental health/Mental illness
- Medical social work
- Homeless populations
- Case managers
- Community organizer
- Forensic social work
- School social work
- Policy development and legislation
- Disaster and trauma relief
- Victim Specialist
- Child/Adult protective services
- Addictions
- Adoption
- Sexual assault
- Family violence
- Immigrant & refugee communities

Department of Social Work
College of Social Sciences, Health, & Education
Collaborate, Innovate, Educate
January 1, 2013
Baccalaureate Social Work (BSW) Program
Student Handbook
Department of Social Work
Xavier University

Over 30 years as an Accredited BSW Program

Preface

According to the Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards (EPAS), the purpose of the social work profession:

…is to promote human and community well-being. Guided by a person in environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

As well, EPAS 2.0 states that:

“…The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies…”


In compliance with CSWE EPAS, the definition of generalist practice adopted by Xavier’s social work department in 2002 is noted below:

Defining Generalist Practice

“The application of an eclectic knowledge base, professional values, and a wide range of skills to target systems of any size, for change within the context of four primary processes.

• First, generalist practice involves working effectively with an organizational structure and doing so under supervision.
• Second, it requires the assumption of a wide range of professional roles.
• Third, generalist practice involves the application of critical thinking skills to the planned change process.
• Fourth, it emphasizes client empowerment” (p. 7).


Social Work Values & Jesuit Values Coincide

In 2006, Superior General Peter Kolvenback, S.J. visited Xavier University to celebrate Xavier’s 175th anniversary as a Jesuit Catholic University. Fr. Kolvenback served as the superior general of the Society of Jesus from 1983 until 2008, when he resigned at the age of 80. Many of his addresses have become well known and have emphasized the social justice concerns of the Jesuits which correlate very well with those of the profession of social work.
“The real measure of our Jesuit universities lies in who our students become. For four hundred and fifty years, Jesuit education has sought to educate “the whole person” intellectually and professionally, psychologically, morally and spiritually….Tomorrow’s “whole person” cannot be whole without an educated awareness of society and culture with which to contribute socially, generously, in the real world. Tomorrow’s whole person must have, in brief, a well-educated solidarity. We must therefore raise our Jesuit educational standard to “educate the whole person of solidarity for the real world.” Solidarity is learned through “contact” rather than through “concepts,” as the Holy Father said recently at an Italian university conference. When the heart is touched by direct experience, the mind may be challenged to change. Personal involvement with innocent suffering, with the injustice others suffer, is the catalyst for solidarity, which then gives rise to intellectual inquiry and moral reflection.”

*The service of faith and the promotion of justice in American Jesuit higher education.* Santa Clara University, October 6, 2000

**Charlotte Towle Social Work Award**

In 1989, the Charlotte Towle Social Work Award was instituted by the social work department. It is presented annually during Honors Assembly just before commencement to the senior(s) in social work who has demonstrated high academic achievement and professional ethics.

**Charlotte Towle (1896-1966)**

“If the institutions and agencies established to serve mankind are not to lose [touch] with people,…they must continuously have the breath of human life breathed into them. What is this breath of life? It is basic understanding of individuals, a growing comprehension of their common needs, their behavior motivations, and the factors and forces that shape men to be primitive or civilized in their strivings….Understanding of the common needs of the individual and of the decisive import of individual well-being for the good of society may lead to the formulation of policies that more adequately interpret the law’s intent, through leading to critical evaluation of the effect of legal provisions and policies on our services and on the people for whom our help is intended.”


[This handbook contains current guidelines and policies of the University and the Department. The University and the Department reserve the right to revise these policies and guidelines with or without prior notice, and to depart from the policies and guidelines in individual circumstances where it is deemed advisable to do so. The provisions of this handbook do not constitute a contract between the student and the University or the Department.]
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INTRODUCTION

Social workers are professionals helping people and society with complex interpersonal and social problems. They not only respond to people's individual needs, but are committed to making society more just by challenging the development and utilization of available resources. Social work majors develop practice based skills in solving problems and strengthening individuals, families, groups, organizations, communities and society while also developing as fully engaged citizens.

Social Work is a profession with both educational and licensure requirements for those with a strong desire to promote social justice and improve the collective well-being of individuals, families, groups, organizations and communities. The social work profession in the United States is more than 100 years old and only those who have earned a social work degree or are licensed as a social worker are “professional” social workers.

Through their work, social workers:

- **Empower client systems** to restore or enhance their social functioning capacity while also challenging social injustice by addressing contributing societal conditions.
- **Link client systems with needed resources**, improve the operation of social service delivery systems, and **advocate for social justice** through the development and implementation of social policies.
- Are **employed in many community life settings** including schools, hospitals, mental health settings, senior centers, private practice, social service agencies, prisons, and corporations, military and even elected office.

[40% of mental health professionals working with the Red Cross Disaster Services Human Resources system are social workers.]
Sharing values such as social justice, service to others, and respect for the inherent dignity and worth of all persons, the social work program at Xavier also reflects the mission of Jesuit education through its emphasis on the “whole person,” social justice, and solidarity. As one of the oldest bachelor’s-level programs in the nation, the Department of Social Work offers the Bachelor of Social Work (BSW) degree. In 1980, Xavier University acquired Edgecliff College, a liberal arts college in Cincinnati supported by the Sisters of Mercy, which included a social work program.

The Social Work Department at Xavier was established from the Edgecliff program and was initially accredited by the Council on Social Work Education (CSWE) in 1981. Reaffirmation of accreditation occurred in 1987, 1994, 2002 and again in 2010. The department is one of 10 located in the College of Social Sciences, Health, and Education. Social work students learn with expert faculty whose areas of expertise and/or scholarship include gender and diversity studies, generalist practice, field education, child abuse, eating disorders, addictions, cultural competence, domestic and sexual abuse, ethics, gerontology and spirituality.

DEPARTMENT VISION STATEMENT

The vision of Xavier University's program in Social Work in the College of Social Sciences, Health, and Education is to be a leader in collaborative, interdisciplinary, social justice oriented undergraduate social work education locally and nationally through innovative educational partnerships and a strong adherence to diversity and the values of Jesuit and Social Work education.

DEPARTMENT MISSION STATEMENT

Xavier University's Department of Social Work seeks to educate in order to empower students for beginning level generalist practice through collaboration and community engagement with individuals, families, groups, organizations and communities. The department fosters an academic environment of critical thinking with specific attention to diversity, social justice, and the values and ethics of the social work profession.
ABOUT THE PROGRAM

Social work at Xavier is a four-year undergraduate program grounded in the liberal arts which grants the student a bachelor of social work degree (BSW). Students graduate with the knowledge, values, and skills necessary to practice as a generalist social worker. To be an effective generalist practitioner, the student must acquire knowledge of social work theory and develop his or her skills as a practitioner under professional supervision.

- Social work students primarily complete their university core curriculum requirements during freshman and sophomore years. This includes some core courses that are specifically required for the social work major such as certain biology, psychology, sociology and statistics courses. Xavier’s liberal arts core curriculum includes 64 required credit hours from the disciplines of math, science, history, foreign language, philosophy, theology, fine arts, and diversity.
- Most required social work courses for the major are upper-level courses taken during the junior and senior years. Social work students invest over 53 credit hours in required coursework, including 8 of field instruction, plus 9 credits of social work electives.
- During both semesters of the senior year, students are engaged 16 hours per week in a supervised field placement. The department Field Director guides students through an extensive matching process during spring semester of the junior year to choose their placement site. As the signature pedagogy of BSW programs, field placement and field education serve as the central vehicle through which students integrate the classroom curriculum with supervised practice experiences and real client systems and are socialized into the profession.
- In many states, one of which is Ohio, students graduating with a BSW can take the licensure exam to be a Licensed Social Worker. In Ohio, the licensure exam can be taken in spring of their senior year to prepare for employment. Licensure requirements vary by state, to determine the licensure requirement for each state see www.aswb.org.
- Social workers who have graduated from an accredited BSW program like Xavier’s may be eligible for advanced standing admission to graduate-level (MSW) programs. Through advanced standing, social work students can often complete their graduate degree in only one year.
- In 2008, the department received the Curriculum Development Institute (CDI) grant from CSWE’s Gero-Ed Center to infuse the foundation curriculum with content on older adults in order to prepare students with the knowledge, values and skills to meet the workforce needs of our rapidly aging society. This will continue to keep our students current with both the Baby Boomers who began turning 65 in 2010, as well as the fastest growing age group, which is becoming 85 years of age and up.
DEPARTMENT LEARNING OUTCOME GOALS

The following five goals of Xavier University’s Social Work program are linked to the student learning outcomes of the university:

- **Critical Thinking & Research:** students will apply critical thinking skills in order to engage as both a consumer and producer of research informed practice and practice informed research.

- **Professional Practice:** students will identify as professional social workers and become leaders in shaping the areas of engagement, assessment, intervention, and evaluation to effectively address societal trends.

- **Ethics & Values:** students will engage in an ethical decision making process based on the core values and ethical principles of social work including identifying personal and professional values that play a role in that process.

- **Policy & Social Justice:** students will engage in analysis and action regarding policy and practice standards that are informed by knowledge of institutional discrimination, oppression, and privilege and that advance social justice for all.

- **Human Behavior & Diversity:** students will know and utilize social work cultural competency standards and theories of human behavior grounded in a person-in-environment perspective.

In addition, the five departmental goals are also linked to social work program accreditation standards, competencies, and practice behaviors. The BSW Program at Xavier University is accredited by the Council on Social Work Education (http://www.cswe.org/CSWE/accreditation/).

CSWE CORE COMPETENCIES

The Council on Social Work Education (CSWE) identifies 10 core competencies and 41 practice behaviors in which students must demonstrate competence in order to be a professional social worker. They are as follows (http://www.cswe.org/File.aspx?id=13780):

**Educational Policy 2.1.1 – Identify as a professional social worker and conduct oneself accordingly.** Social workers serve as representative of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

**Educational Policy 2.1.1 – Apply social work ethical principles to guide professional practice.** Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

- recognize and manage personal values in a way that allows professional values to guide practice;
• tolerate ambiguity in resolving ethical conflicts; and
• apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3 – Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logical, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:
• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
• analyze models of assessment, prevention, intervention, and evaluation; and
• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4 – Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:
• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
• recognize and communicate their understanding of the importance of difference in shaping life experiences; and
• view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5 – Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:
• understand the forms and mechanisms of oppression and discrimination;
• advocate for human rights and social and economic justice; and
• engage in practices that advance social and economic justice.

Educational Policy 2.1.6 - Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social Workers:
• use practice experience to inform scientific inquiry and
• use research evidence to inform practice.
Educational Policy 2.1.7 – Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:
- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:
- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9 – Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:
- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)-(d) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a) – Engagement. Social workers:
- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b) – Assessment. Social workers:
- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c) – Intervention. Social workers:
- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d) – Evaluation. Social workers critically analyze, monitor, and evaluate interventions.
DECLARING SOCIAL WORK AS A MAJOR

Students may declare Social Work as a major as incoming freshman or thereafter during their career at Xavier as long as they are in good academic standing in the university. Students will then be assigned an Academic Advisor within the Social Work Department. Students Major are required to meet with their Academic Advisor to declare Social Work as a major, to ensure completion of the required curriculum in the most appropriate manner for the time at Social Work.

Admissions
Acceptance into the university is necessary for acceptance as a social work major. All freshman applicants are required to submit the results of The College Board Scholastic Aptitude Test (SAT) or the American College Testing Program Examination (ACT). Evidence of a student’s potential for success in college studies is judged by the high school grade point average, rank in class, aptitude test scores, and the comments offered on recommendations. Of these, the high school record (or for transfer students, the previous college record) remains the most important factor.

Academic Advising
Through academic advising and dialogue with social work faculty and staff, the student is provided with the opportunity to assess her or his abilities and capacity for a career in social work. Each student’s performance is evaluated at the end of each semester to establish that the student is meeting the minimum standards for continuing the pursuit of a social work degree. Students are advised to select elective courses or other educationally related experiences that will provide depth and breadth to their educational experience. Academic credit is not given for life experiences, however. The department chair is responsible for evaluating if all program requirements have been met for graduation and works closely with the Registrar’s office to assess University and program degree requirements.

Registration for Classes
Although it is the student’s responsibility to fulfill all requirements for degree attainment, social work majors are required to have an academic advising meeting each semester with their assigned academic advisor to plan for the next semester. A hold will be put on registration until students have met with their advisor. The function of the meeting is to check that academic requirements are being met regarding the social work major, the core curriculum, and matters pertinent to professional planning. The student and advisor use an advising checklist form and the degree evaluation report online to monitor academic progress towards completion of the B.S.W.
Change of Major and Transfer Students
The Chairperson has the first contact with transfer students from other programs within the University and from other academic institutions. The student is then assigned to an academic advisor. The Xavier University Registrar evaluates all non-social work course work which students wish to transfer from another university. All transfer credits which would meet social work program requirements are reviewed by the Chairperson for the determination of equivalency to Xavier courses. The first consideration in reviewing transfer credits is to be sure that all course content has been met and that duplication either does not occur or is minimal.

Center for Adult & Part-Time Students (CAPS)
Non-traditional students who have attended other regionally accredited institutions of higher education must complete an application for admission through the Center for Adult and Part-Time Students (CAPS) available on the web at http://www.xavier.edu/CAPS/applications.cfm. The CAPS office admits and advises students age 22 and older through day, evening and weekend appointments and can provide free transfer credit evaluations. Students coming into the social work major through CAPS will finish their careers at Xavier with two academic advisors. They retain an advisor through CAPS and have a social work advisor as well.

SATISFACTORY PERFORMANCE
An overall grade point average (GPA) of 2.0 is necessary to graduate from Xavier with a social work degree. The social work department has a “C or better” grade policy for all courses required by the major. If a student receives a letter grade of “C- or below” in a course required by social work, the student must repeat the course. A student may appeal the “C or better” grade policy by submitting the request in writing to the Department. The Department has the right to deny or grant any such request. (Note: includes all SOCW courses and those in italics listed on the Social Work General Course Framework, page 15-16 in handbook)

ATTENDANCE POLICY
Any student who misses more than 25% of classes in a required social work course without a written excuse from a licensed health or mental health professional may be asked to drop the course or will be given a failing grade. A written petition for exception to this attendance requirement must be submitted to the course instructor by the appealing student prior to the drop/passing date. The instructor has the right to deny or grant any such petition.
FIELD EDUCATION

Field Education at Xavier is central to the mission of Jesuit education in two ways. First, it is grounded in experience. Secondly, field education utilizes reflection to consider the development of the “whole person” and professional. Xavier’s mission is realized in the field placement work that students do in agencies while concurrently engaging in reflection through senior seminar.

Considered the academic capstone experience, students frequently say they became a social worker in field. Field is a wonderful educational opportunity where students enter into a social service organization and work directly with client systems under the supervision of a social worker, performing the roles of a social worker. This is a challenging and exciting part of the curriculum, and one that takes deep consideration for two important reasons. It is a significant part of the curriculum, taking up 12 credit hours (8 for field placement and 4 for the concurrent seminar course) thus limiting the opportunity to take other classes. Secondly, it requires different thinking and practice skills than that of a traditional course. Therefore, in addition to meeting the petitioning requirements noted below, students entering field placement must have successfully completed the following two skills courses: SOCW 320 Communication Skills Seminar and SOCW 392 Practice I: Individuals (previously SOCW 415 Theory & Methods I).

PETITIONING TO ENTER A FIELD PLACEMENT

During fall and spring semester of the senior year, students complete 16 supervised hours per week in an agency setting. A field placement is required in order to graduate both by the department and by our accrediting agency, CSWE. Although a student has already declared Social Work as their major and is taking the required courses, entrance into a field placement is an individual process by which faculty and each student together make a determination of readiness and appropriateness (academically and professionally) during spring semester of the junior year. In order to Petition to enter a field placement a student must meet the following criteria:

1. Acceptance as a Social Work Major by the University.
2. Good Academic Standing at time of Petitioning (overall GPA of 2.0 or better).
3. Successful completion of three (3) required social work courses in the Department (C grade or better).
4. Written petition to the Director for Field Education identifying the student’s interest in social work and reflection on the impact that social work course work has had on the student’s interest in being a Social Worker.
5. Final Acceptance by the Department for field placement readiness.
6. Students are notified of acceptance in writing.

Social work course credit for life experiences or previous work experience is not granted.
TERMINATION FROM SOCIAL WORK MAJOR

The Social Work Department at Xavier University is interested in promoting professionalism in social work. The termination process of the Department is designed to ensure that individuals who do not meet the expectations for entry level social work do not graduate with a social work degree.

Prior to termination, the student will be provided with verbal and written notification of an impending action. An interview with the Chairperson and/or Director for Field Education will be scheduled with the student to discuss alternate options to termination. If another option is viable, a contract will be negotiated between the Chairperson and the student specifying steps to be taken toward resolution with a time limit for the accomplishment of the plan. A final interview with the Chairperson will be scheduled to determine if the steps in the contract have been successfully accomplished. The Chairperson may re-negotiate the contract as needed. Students who are terminated from the major are notified in writing of the decision.

Students may be terminated from the social work major for both academic and/or professional performance issues. Students may be terminated from the major any time after declaration of the major. To terminate a student from the major is a serious decision that is made collectively by the social work faculty. These reasons may include, but are not limited to:

Reasons for Termination:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Department.
2. Academic cheating and lying, including plagiarism in any social work course.
3. Conviction of a felony
4. Refusal to treat mental health or substance abuse issues
5. Risk of safety to self or others
SOCIAL WORK GENERAL COURSE FRAMEWORK
Below is a general framework for the flow of courses throughout the four year program. (Italics indicate BSW required courses taught outside the department.)

**Freshman Year**

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<tr>
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<tbody>
<tr>
<td>SOCW 167 Survey of Society in Social Work</td>
<td>3</td>
<td>THEO 111 Theological Foundations</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language Elective</td>
<td>3</td>
<td>Foreign Language Elective</td>
<td>3</td>
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<tr>
<td>ENGL 101 or 115 English Composition or Rhetoric</td>
<td>3</td>
<td>English Literature Elective</td>
<td>3</td>
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<tr>
<td>History I</td>
<td>3</td>
<td>History II</td>
<td>3</td>
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<tr>
<td>PHIL 100 Ethics as an Introduction to Philosophy</td>
<td>3</td>
<td>PSYC 101 General Psychology or SOCI 101 Intro to Sociology</td>
<td>3</td>
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**Total** 15 **Total** 15

**Sophomore**

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<tr>
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<tr>
<td>SOCW 299 Child Welfare &amp; Development</td>
<td>3</td>
<td>SOCW 300 Adolescence-Older Adulthood</td>
<td>3</td>
</tr>
<tr>
<td>THEOLOGY (200 level course) Scripture/History of Christ Sys Elective</td>
<td>3</td>
<td>SOCW 208 Economics of Society</td>
<td>3</td>
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<tr>
<td>SOCW 206 Intro Gender &amp; Diversity Studies</td>
<td>3</td>
<td>ENGL or CLAS 205 Literature and the Moral Imagination</td>
<td>3</td>
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<tr>
<td>BIOL 120 Life: Ecology &amp; People Lecture</td>
<td>2</td>
<td>BIOL 102 Life: Human Biology Lecture</td>
<td>2</td>
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<tr>
<td>BIOL 125 Life Lab: Investigation I</td>
<td>1</td>
<td>BIOL 127 Life Lab: Investigation II</td>
<td>1</td>
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<tr>
<td>PHIL 290 Theory of Knowledge</td>
<td>3</td>
<td>MATH 116 Elementary Statistics or MATH 156 General Statistics</td>
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**Total** 15 **Total** 15
### Junior

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<tr>
<td><strong>PSYC 101 General Psychology or SOCI 101 Intro to Sociology</strong></td>
<td>3</td>
<td>Math or non-Bio Science Elective (Science 2 cr. hr. lecture, 1 cr. hr. lab)</td>
<td>3</td>
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<tr>
<td>PHIL Elective</td>
<td>3</td>
<td>Social Work Elective</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 392 Practice I: Individuals</td>
<td>3</td>
<td>SOCW 316 Social Policy</td>
<td>3</td>
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<tr>
<td>SOCW 315 Values, Poverty and Society</td>
<td>3</td>
<td>SOCW 320 Communication Skills Seminar</td>
<td>1</td>
</tr>
<tr>
<td>DCR</td>
<td>3</td>
<td>SOCW Upper Level Diversity Course (Choose 1 from SOCW 318, SOCW 325, or SOCW 338)</td>
<td>3</td>
</tr>
<tr>
<td>Math or non-Bio Science Elective (Science 2 cr. hr. lecture, 1 cr. hr. lab)</td>
<td>3</td>
<td>SOCW 393 Practice II: Groups &amp; Families</td>
<td>3</td>
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<td><strong>Total</strong></td>
<td>18</td>
<td><strong>Total</strong></td>
<td>16</td>
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### Senior

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<tr>
<td>SOCW 394 Practice III: Communities &amp; Organizations</td>
<td>3</td>
<td>Fine Arts Course</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 417 Social Work Field Instruction</td>
<td>4</td>
<td>SOCW418 Social Work Field Instruction</td>
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</tr>
<tr>
<td>SOCW 419 Social Work Seminar</td>
<td>2</td>
<td>SOCW 420 Social Work Seminar</td>
<td>2</td>
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<tr>
<td>SOCW 352 Research Methodology</td>
<td>3</td>
<td>Social Work Elective</td>
<td>3</td>
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<tr>
<td>SOCW 404 Religion, Ethics &amp; Professional Practice (fulfills Theology Requirement)</td>
<td>3</td>
<td>Social Work Elective</td>
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<td></td>
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<td>SOCW 424 Research Paper</td>
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<td>15</td>
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**XAVIER UNIVERSITY**  
**SOCIAL WORK DEPARTMENT**  
**ADVISING CHECKLIST**

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<tr>
<th>Name ____________________________________________</th>
<th>(Last)</th>
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<th>(M.I.)</th>
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<tr>
<td>Home Address _________________________________</td>
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**UNIVERSITY CORE CURRICULUM REQUIREMENTS (66 credit hours)**

- **ETHICS/RELIGION & SOCIETY FOCUS (12 cr. hrs.)**
  - PHIL 100 Intro to Philosophy
  - THEO 111 Theological Foundations
  - ENGL 205 Lit. & Moral Imagination (or CLAS/SPAN 205)
  - Focus Elective (social work courses fulfill this requirement)

- **DIVERSITY CURRICULUM REQUIREMENT (6 cr. hrs.)**
  - Diversity Curriculum Requirement (3 cr. hrs. fulfilled by required social work courses)
  - Diversity Curriculum Requirement

- **ENGLISH - 6 cr. hrs.**
  - ENGL 101 English Composition (or ENGL 115 Rhetoric)
  - Literature Course

- **FINE ARTS – 3 cr. hrs.**
  - Fine Arts Course

- **FOREIGN LANGUAGE – 6 cr. hrs. – Placement Level ____________**
  - Foreign Language (or sign language)
  - Foreign Language (or sign language)

- **HISTORY - 6 cr. hrs.**
  - History I
  - History II (cont. of I)

- **MATH - 6 cr. hrs. – Placement Level ____________**
  - MATH 116 or 156 Math/Elements of Statistics
  - Math Elective

- **PHILOSOPHY - 6 cr. hrs.**
  - PHIL 290 Theory of Knowledge
  - Philosophy Elective

- **SCIENCE – 9 cr. hrs.**
  - BIOL 120/125 Biology/Life: Ecology & People, Lecture & Lab
  - BIOL 102/127 Biology/Life: Human Biology, Lecture & Lab
  - Lab Science (other than Biology)

- **THEOLOGY - 6 cr. hrs.**
  - Theology, Scrip./Hist. Or System. (200 level)
  - Theology, Ethics or Religion/Culture (SOCW 404 fulfills this requirement)
### SOCIAL SCIENCE CORE - 6 CR. HRS. REQUIRED

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- **PSYC 101 General Psychology**
- **SOCI 101 Intro. to Sociology**

### SOCIAL WORK - 53 CR. HRS. REQUIRED

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- SOCW 167 Survey Society in Social Work
- SOCW 206 Intro Gender & Diversity Studies
- SOCW 208 Economics of Society (or EC 201)
- SOCW 299 Child Welfare & Development
- SOCW 300 Adolescence – Older Adulthood
- SOCW 315 Values, Poverty and Society
- SOCW 316 Social Policy
- SOCW 320 Communication Skills Seminar (1)
- SOCW 352 Research Methodology
- SOCW Upper Level Diversity Course (3 cr. hrs. – Choose 1)
  - SOCW 318 Race Relations
  - SOCW 325 Women/Men
  - SOCW 338 LGBTQ
- SOCW 392 Practice I: Individuals
- SOCW 393 Practice II: Groups & Families
- SOCW 394 Practice III: Communities & Organizations
- SOCW 404 Religion, Ethics & Professional Practice
- SOCW 417 Social Work Field Instruction (4)
- SOCW 418 Social Work Field Instruction (4)
- SOCW 419 Social Work Seminar (2)
- SOCW 420 Social Work Seminar (2)
- SOCW 424 Research Paper (1)

### SOCIAL WORK ELECTIVES - 9 CR. HRS.

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- CJUS 101 Intro Criminal Justice (SOCW 101)
- CJUS 260 Current Issues in Criminal Justice
- CJUS 321 Juvenile Justice
- COMM 101 Oral Communication
- COMM 209 Group Dynamics
- POLI 140 American Government and Politics
- POLI 301 Political Philosophy
- PSYC 261 Social Psychology (SOCW 261)
- PSYC 277 Abnormal Psychology
- PSYC 367 Psychology of Aging
- SOCW 204 Contemporary Social Problems
- SOCW 310 Family and Society
- SOCW 318 Race Relations
- SOCW 325 Women/Men
- SOCW 330 Community Organizing
- SOCW 338 Lesbian Gay BTQ Studies
- SOCW 402 Child Abuse & Family Violence
- SOCW 444 Addictive Behaviors

*Recommend for: F=First Year, S=Sophomore, J=Junior, G=Senior/Graduating Year

**Note:** 74 cr. hrs. are specifically required for the BSW degree. These courses may also fulfill other requirements. The five courses denoted by italics are required BSW courses taught outside the department. To graduate with a bachelor’s degree, students must have a minimum of 120 credit hours. To graduate with a BSW, students must fulfill all social work degree requirements.

**Advising Notes** *(Please Date)*

10/12/PH
GENERAL UNIVERSITY COURSE INFORMATION

By devoting special attention to the ethical and/or religious analysis of socially significant issues, the Ethics/Religion and Society Focus endeavors to realize Xavier’s mission and philosophy of education. Xavier believes it is important for its students to learn to analyze societal issues critically in terms of human values and to develop a sense of compassionate solidarity and service.

The Ethics/Religion and Society Focus is comprised of four integrated courses:

A. Ethics as an Introduction to Philosophy (PHIL 100)
B. Theological Foundations (THEO 111)
   o These two courses are prerequisites for the remaining two E/RS courses or one
     must be a prerequisite and the other a co-requisite for the remaining two
     courses.
C. Literature and the Moral Imagination (ENGL 205), Classical Literature and the Moral
   Imagination (CLAS 205), or Hispanic Literature and the Moral Imagination (SPAN
   205)
   o Typically this course follows the other literature course in the core.
D. A Focus Elective. May fulfill another requirement in the core or a major or minor. A list
   of approved E/RS electives for a specific term appears in the Semester Schedule of
   Classes.

Diversity Curriculum Requirement (DCR) – 6 CR
Six semester hours are required in courses that examine issues related to institutionalized systems of inequality including: gender, race, sexual orientation, ethnicity, socioeconomic class, age, religion, and physical/mental abilities. Students must complete this requirement through courses offered in at least two different departments. Diversity curriculum courses may vary from term to term. Students should consult the schedule of classes each term to identify course sections that will meet this requirement.

Minors
Undergraduate students may select a minor or minors in addition to a major. Guidelines for minors are as follows:

- must contain a minimum of 15 credit hours (each minor is specifically defined);
- at least half of the credit hours of a minor must come from upper division (200-499) courses;
• at least half of the course requirements of a minor must be completed at Xavier;
• a student must attain a 2.000 average (or higher for some minors) in the course work of the minor;
• a student must declare a minor with the appropriate department and the student’s college;
• successful completion of the minor will be noted on the student’s academic transcript.

STUDY ABROAD

A unit of the Center for International Education
http://www.xavier.edu/international
international@xavier.edu
513.745.2864 phone 513.745.2876 fax
Center for International Education, Gallagher Student Center, Room 230

The Office of Study Abroad encourages students to include a summer, a semester or a year of study abroad as part of their academic career. With proactive planning, the credits obtained while studying abroad can apply to the student’s Xavier program of study without delaying the student’s graduation. In addition, some programs allow the students to apply their institutional scholarships and financial aid against the cost of the programs. However, the student is advised to consult with the Office of Study Abroad in order to get informed.

Limited study abroad scholarships opportunities exist within the University but students are encouraged to look for outside funding in order to help with program expenses. The Office of Study Abroad can help students locate potential funding opportunities.

Programs are offered in a multitude of locations worldwide, and include different types of programs such as exchange, faculty-led, service learning and affiliate.

In order for social work majors to engage in this, it must occur during the sophomore or junior years.

ACADEMIC SERVICE LEARNING

Learning to be men & women for others ...

The academic service learning semesters combine 12-15 credit hours of academic study with community service under the guidance and supervision of Xavier University faculty.
A primary goal of the entire semester is integration of the academic study with the experience of service. The academic component provides students with knowledge of the culture, religion, history, government and economics of the area in which the semester takes place, with an emphasis on issues of social justice. The service component functions as the medium through which learning occurs by placing all study in the context of living and working with the economically poor.

Reflection is a major component of the program and is integrated in many ways. In addition to the academic focus, the course of study helps participants relate sensitively to people across ethnic and class boundaries. There are also opportunities to interact with community-based organizations and leaders.

All programs begin with a one- to two-week orientation in Cincinnati and end with a debriefing period. The course package includes 12-15 credit hours combined with approximately 15 hours of service per week. The courses offered meet core requirements and generally include theology, E/RS elective, language (international) and service learning.

Xavier's Academic Service Learning Semester programs are:

- Nicaragua
- Urban Cincinnati

In order for social work majors to engage in this, it must occur during the sophomore or junior years.

**UNIVERSITY GRIEVANCE PROCEDURES**

The University has policies on students’ rights, freedoms, responsibilities and procedures to be followed depending on the area of concern. These policies and procedures are in the University Student Handbook and University Catalogue. Students should maintain a current copy of the University Student Handbook and University Catalogue, as well as the BSW Student Handbook, and refer to procedures if a need arises.
NONDISCRIMINATION POLICY

4.0 Affirmative Action
Xavier University affords equal opportunity to all qualified persons regardless of race, color, age, creed, religion, gender, sexual orientation, gender identity and expression, ancestry, national origin, disability, political beliefs, marital status, military status, unfavorable military discharge other than dishonorable. Any student with questions or concerns about any type of discrimination is encouraged to bring these issues to the attention of the Office of Diversity. Students can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination may be subject to disciplinary action, up to and including expulsion.

5.0 Compliance with Federal Non Discrimination Regulations
Several federal regulations have been adopted that have as their purpose the protection of students’ rights. Of particular interest are the following:

A. Equal Opportunity: Xavier University supports the principles of equal opportunity for employment to all qualified persons without regard to race, gender, religion, color, national origin or age.

B. Title IX: Xavier University does not discriminate on the basis of Gender, in accord with Title IX of the 1972 Education Amendments, in its Educational programs, Admission Policies, Activities or Employment Policies. This Legislation provides that no person in the United States shall, on the basis of Gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. This includes protection from sexual harassment. Inquiries concerning the application of Title IX may be referred to Xavier’s Title IX coordinator, Kathy Riga, Assistant Vice President for Human Resources, Alumni Center Room 132, 3800 Victory Parkway, Cincinnati, Ohio 45207-5400, 513-745-3638, riga@xavier.edu or to the Office of Civil Rights, Cleveland Office, U.S. Department of Education, 600 Superior Avenue East, Suite 750, Cleveland, OH 44114-2611, 216-522-4970, OCR.Cleveland@ed.gov

C. Section 504 of the Rehabilitation Act: Xavier University does not discriminate against Individuals with Disabilities in its Educational programs, Admissions Policies, Activities, or Employment Policies. Section 504 of the Rehabilitation A grievance procedure pertaining to discrimination can be obtained by contacting the Assistant Vice President, Human Resources, (513) 745-3638.
Although students are not yet licensed social workers, social work majors are expected to know, understand, and uphold the profession’s Code of ethics.

ETHICAL PRINCIPLES (frequently referred to as the six core values of social work)

The following broad ethical principles are commonly referred to as social work’s core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire, and serve as the foundation of the reminder of the code which can be found online at http://www.socialworkers.org/pubs/code/default.asp.

Value: Service

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

Value: Social Justice

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

Value: Dignity and Worth of the Person

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

**Value: Importance of Human Relationships**

**Ethical Principle:** Social workers recognize the central importance of human relationships.
Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing 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.

**STUDENT ORGANIZATIONS**

In February 2011, Phi Alpha National Honor Society for social work programs granted a chapter, Rho Lambda, to Xavier University. The purpose of Phi Alpha is to provide a closer bond among students of social work, to recognize academic excellence, and to promote humanitarian goals and ideals. Social work majors are eligible to be inducted in their junior and senior years after completing 8 credit hours of required social work courses, achieving an overall GPA of 3.0, and achieving a 3.25 GPA in required social work courses. Rho Lambda, in conjunction with the Student Social Work Organization, will host service opportunities, social events and other activities to enhance the experience of social work majors at Xavier.

*2007 - Founding Student Social Work Organization Members*
STUDENT HANDBOOK
ACKNOWLEDGMENT FORM

This handbook contains current guidelines and policies of the University and the Department. The University and the Department reserve the right to revise these policies and guidelines with or without prior notice, and to depart from the policies and guidelines in individual circumstances where it is deemed advisable to do so. The provisions of this handbook do not constitute a contract between the student and the University or the Department.

By signing this form, I hereby acknowledge receipt of the Student Handbook of the Social Work Department at Xavier University. I also acknowledge that it is my responsibility to read this Handbook and abide by its contents.

__________________________________________  ____________________________
Student’s Name                                    Date

__________________________________________  ____________________________
Received By                                       Date