

SOCIAL WORK STUDENT HANDBOOK

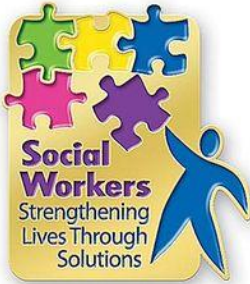


Department of Social Work
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College of Professional Sciences
August 1, 2021 (CSWE EPAS 2022)



Preface



BACCALAUREATE SOCIAL WORK (BSW) PROGRAM STUDENT HANDBOOK DEPARTMENT OF SOCIAL WORK XAVIER UNIVERSITY

Over 40 years as a CSWE Accredited BSW Program

According to the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS 2015),

the purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work 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, locally and globally. (p.5)

Defining Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework...The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice. (CSWE, 2015, p. 11)

In compliance with EPAS (CSWE, 2015) the definition of generalist practice originally adopted by Xavier's social work department in 2002 and updated to the 2009 version is noted below:

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 emphasizes client empowerment.
- Second, involves working effectively within an organizational structure.
- Third, it requires the assumption of a wide range of professional roles.
- Fourth, generalist practice involves the application of critical thinking skills to the planned change process." (Kirst-Ashman & Hull, 2009, p. 7)

Council on Social Work Education (2015). *2015 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs*. Alexandria, VA.

Kirst-Ashman, K., Hull, G. (2009). *Understanding Generalist Practice*. Pacific Grove, CA: Brooks/Cole Publishers.

DEPARTMENT VISION STATEMENT



The vision of Xavier University's Bachelor in Social Work program in the College of Professional Sciences is to be a leader in social justice oriented undergraduate social work education locally, nationally, and globally 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.

PROGRAM GOALS

The social work program goals are to develop:

- Beginning level generalist practitioners who are prepared to serve individuals, families, groups, organizations, and communities.
- Life-long learners with strong critical thinking skills who are prepared for professional licensure and entry into graduate school programs.
- Leaders in the social work profession.
- Social workers prepared to meet the needs of a changing society and serve a diverse population.

DEPARTMENT LEARNING GOALS

- Critical Thinking & Research: students will apply critical thinking skills in order to engage as a consumer and producer of research informed practice and practice informed research.
- Practice as a Professional!: students will identify as professional generalist practitioner and become leaders engaging, assessing, intervening, and evaluating client systems at all levels, with an understanding of interprofessional practice.
- Ethics & Values: students will be able to engage in a decision-making process based on the ethical principles of social work and identifying personal and professional values that play a role in that process.
- Policy & Social Justice: students will be able to 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 be able to utilize social work cultural competency standards and theories of human behavior grounded in person-in-environment perspective, including bio-psycho-social-spiritual assessment.

Social Work Values & Jesuit Values Coincide

In 2006, Society of Jesus 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 Jesuits from 1983 until 2008, when he retired at the age of 80. Many of his addresses have become well known and have emphasized the social justice concerns of the Jesuits. Sharing values in common 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" and solidarity.



Peter Kolvenback, S.J. (2001)

29th Superior General of the Society of Jesus, 1983-2008

"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."

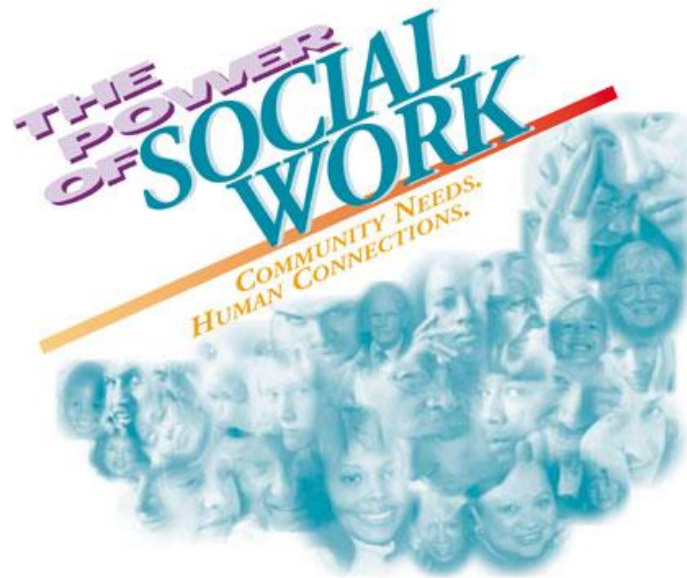
The service of faith and the promotion of justice in American Jesuit higher education. Santa Clara University, October 6, 2000

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[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.]



INTRODUCTION

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.

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.

Through their work, social workers:

- Empower client systems at micro, mezzo, and macro levels
 - restore or enhance social functioning capacity
 - challenge social injustice addressing contributing societal conditions
- Link client systems with needed resources
 - improve the operation of social service delivery systems
 - advocate for social justice through the development and implementation of social policies.
- Are employed in many community life settings
 - schools
 - hospitals and health care settings
 - mental health and substance abuse treatment settings
 - senior centers and nursing homes

- private practice
- child & adult protective services
- social service agencies
- prisons, the court systems, and victim advocacy
- social justice coalitions
- private corporations
- military as both service men and women and civilians
- elected office at local, state, and national levels

[40% of mental health professionals working with the Red Cross Disaster Services Human Resources system are social workers.]

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, 2010 and again in 2018.

The Social Work Program at Xavier has been continuously accredited by the Council on Social Work Education for over 40 years.

CSWE is the national association of social work education programs in the U.S. and its territories. Accreditation demonstrates that a program meets the national standards for social work education, and graduation from an accredited program is often required for practitioners to seek a license to practice social work....Requiring programs to achieve and maintain competency in the areas of diversity, privilege, oppression, and intersectionality has been central to social work accreditation standards since 1952. (<http://www.cswe.org/CSWE/accreditation/>)

The department is one of several located in the College of Professional Sciences. Social work majors learn with expert faculty whose areas of expertise and/or scholarship include gender and diversity studies, generalist practice, field education, child welfare, eating disorders, addictions, cultural competence, domestic and sexual abuse, ethics, inter-professional education, healthcare, gerontology, and spirituality.



SOCIAL WORK AS A MAJOR

Admission to the University

Acceptance into the university is necessary for acceptance as a social work major. 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.

Declaring the Major

Students may declare Social Work as a major as incoming, first year students. Thereafter students may request a change of major to social work as long as they are in good academic standing in the university (GPA 2.0 or higher).

- The first step is to meet with the chair of the department. During that meeting, the orientation to the major will be accomplished.
- After that meeting, the official change of major through the registrar's office will be initiated by the department administrative assistant.
- All students declaring social work as a major enter the major at provisional status.
- Students will be assigned a Faculty Advisor within the Social Work Department, and are required to meet with their Faculty Advisor for academic and professional advising each semester to ensure completion of the required curriculum. The plan decided on by the advisor and the student will be recorded by the advisor on the Record of Advising sheet kept in the student's file.
- Note that in the junior year, social work majors must have achieved a December GPA of 2.5 to be eligible for the Field Placement Petition process in order to enter field placement in fall of the senior year.

Orientation to the Social Work Major Checklist

Three objectives:

1. help students assess if social work is the right major for them
2. orient to the major & profession
3. academic advising

- _____ • What has you interested in social work?
 - Understand differences between sociology, psychology, & social work
 - Answer questions
- _____ • Professional Advising
 - BSW = accredited generalist
 - MSW = specialize
 - Ohio = LSW, LISW
 - Licensure in other states – not reciprocal
 - National licensure exam
 - Advanced standing for MSW programs
 - Employment at both levels
- _____ • Field Education
 - 14 hours/week entire senior year
 - Seminar
 - Petition to enter field and set up during spring junior year
 - Approved settings vary each year – some examples
 - Unique program – high level of student input in choosing
 - Having a car senior year increases accessibility to field placement sites
- _____ • Briefly review student handbook together
 - Review academic policies
 - Importance of academic advising – pros/cons small department – limited course sections
 - NASW Code of Ethics – required to honor it even though not yet a licensed social worker, especially in Field Placement
 - Phi Alpha Honor Society
 - Student club - SSWO
 - Sign Student Handbook Acknowledgement Form and tear off handbook for file
 - Student keeps Handbook
- _____ • Academic advising
 - Complete academic advising checklist form
 - One copy for official file
 - One copy for student
 - Be sure student knows about DegreeWorks
 - Complete academic advising for next semester and note plan on form

The above has been reviewed with me on _____, 20_____

Student Signature _____

SOCIAL WORK GENERAL COURSE FRAMEWORK

General Framework for Full-Time, Four-Year Program.

Italics indicate BSW required courses taught outside the department

Blue = social work requirements

<u>Fall Semester</u>	<u>Spring Semester</u>
Freshman Year	
SOCW 167 Survey of Society in SW 3	PSYC 101 General Psychology or SOCI 101 Intro to Sociology 3
ENGL Composition 100 or Rhetoric 115 3	Historical Perspectives 3
Second Language I 3	Second Language II 3
PHIL 100 Intro to Philosophy 3	THEO 111 Theological Foundations 3
CORE 101 1 st Year Co-Curricular Program 0	CORE 102 1 st Yr. Co-Curr Program 0
CORE 100 (First Year Seminar) 3	Creative Perspectives Elective 3
15 CR	15 CR
Sophomore	
SOCW 299 Child Welfare & Development ¹ 3	SOCW 300 Adolescence-Older Adult 3
SOCW 206 Gender, Diversity, Intersect. ² 3	SOCW 208 Economics of Society 3
Philosophy Perspective: PHIL 200 3	Scientific Perspectives Elective 3
BIOL 102 or 106 Biology ³ 2	Humanities Elective 3
BIOL 132 or 107 Biology Lab 1	Oral Communications Flag 3
ENGL 205 Lit & Moral Imagination 3	
15 CR	15 CR
Junior	
PSYC 101 General Psychology or SOCI 101 Intro to Sociology 3	Social Work Elective #1 3
SOCW 392 Practice I: Individuals 3	SOCW 316 Social Policy 3
Upper Level Diversity Course 3 (choose from 318 or 325)	SOCW 393 Practice II: Group & Fam 3
SOCW 315 Values, Human Rights, Advo. ⁵ 3	MATH 116 Elem Stats ⁴ 3
SOCW321 Communication Skills for... 3	General Elective 3
15 CR	15 CR
Senior	
SOCW 423 Research Methodology ⁶ 3	SOCW425 Research Methods II ⁷ 3
SOCW 394 Practice III: Comm & Org 3	Social Work Elective #3 3
SOCW 417 Social Work Field Instruction 3	SOCW 418 Social Work Field Instruction 3
SOCW 419 Social Work Seminar 3	SOCW 420 Social Work Seminar 3
Social Work Elective #2 3	SOCW 404 Religion, Ethics, & Prof Prac ⁸ 3
15 CR	15 CR
TOTAL CREDITS = 120	

¹ SOCW 299 fulfills the Social Science Elective Requirement

² SOCW 206 fulfills the Diversity Curriculum Requirement (DCR) Flag

³ BIOL 102 w/132 (or 106/107) fulfills the Natural Science Elective Requirement

⁴ MATH 116 fulfills Mathematical Perspectives Elective Requirement

⁵ SOCW 315 fulfills Ethics, Religion & Society (ERS Focus) Elective Requirement

⁶ SOCW423 fulfills Writing Flag Requirement

⁷ SOCW 425 fulfills Quantitative Reasoning Flag

⁸ SOCW 404 (or THEO 404) fulfills Theological Perspectives Elective Requirement

SOCIAL WORK DEPARTMENT ADVISING CHECKLIST

Name _____
(Last) (First) (M.I.) Banner Number
Home Address _____
Street City State Zip Home Phone

Race Veteran CAPS/PT/FT Cell Phone Birthdate
How did you hear about our major? _____
Secondary Email: _____

UNIVERSITY CORE CURRICULUM REQUIREMENTS (up to 51 credit hours plus Flags 🚩)

CORE CURRICULAR: FIRST YEAR EXPERIENCE (3 cr. hrs.)

- ____ CORE 100 First Year Seminar
- ____ CORE 101 Co-Curricular Program I (0 cr. hrs.)
- ____ CORE 102 Co-Curricular Program II (0 cr. hrs.)

ETHICS/RELIGION & SOCIETY FOCUS (9 cr. hrs.)

- ____ PHIL 100 Intro to Philosophy
- ____ THEO 111 Theological Foundations
- ____ ENGL 205 Literature & Moral Imagination (or CLAS/SPAN 205)

PERSPECTIVE REQUIREMENTS (18 cr. hrs.)

- ____ Creative Perspectives
- ____ Historical Perspectives (HIST 100s)
- Mathematical Perspectives (*MATH 116 Elem. Statistics required*)**
- ____ Philosophical Perspectives (PHIL 200)
- ____ Scientific Perspectives
- Theological Perspectives (fulfilled by SOCW/THEO 404)**

SKILLS (9 cr. hrs.)

- ____ ENGL 101 Composition or ENGL 115 Rhetoric
- ____ Foreign Language (prior to Fall 2017 – 6 cr. hrs.; Beginning Fall 2017 – 201 equivalency)
- ____ Foreign Language 101 ____ Foreign Language 102/103 ____ Foreign Language 201

ELECTIVE REQUIREMENTS (9 cr. hrs.)

- ____ Humanities Elective (Any Classics, HIST 200+, Literature (except 205), THEO 300+ or PHIL 300+)
(NOTE: Cannot double count as E/RS Flag or Theological Perspectives)
- Natural Science (*BIOL 102/132 Life: Human Biology & Lab or BIOL 106/107 BIOL of Aging Required*)**
- Social Science Elective (fulfilled by required social work course SOCW 206/SOCW 299)**

🚩 FLAG REQUIREMENTS (15 cr. hrs.)

(NOTE: No single course can be used to fulfill more than two flags. Flagged courses often double count for other CORE requirements, major requirements, and/or minor requirements, and thus might not add to the total number of credit hours required in the CORE Curriculum.)

- Diversity Curriculum Requirement (fulfilled by required social work course)
- Ethics/Religion and Society (E/RS) (fulfilled by required social work course)
- ____ Oral Communication (COMM101 recommended- also counts as SOCW elective)
- Quantitative Reasoning (SOCW 425)
- Writing (fulfilled by SOCW 423)

SOCIAL WORK MAJOR CURRICULUM REQUIREMENTS FOR THE BSW DEGREE
78 TOTAL Credit Hours required for BSW Degree

COURSES TAUGHT OUTSIDE THE DEPARTMENT (12 CR. HRS.)

	Yr.*
_____ <i>MATH 116 Elementary Statistics (see Mathematical Perspectives)</i>	J
_____ <i>BIOL 102/132 or BIOL106/107 (see Natural Science Perspectives)</i>	S
_____ <i>PSYC 101 General Psychology</i>	F/J
_____ <i>SOCI 101 Intro. to Sociology</i>	F/J

SOCIAL WORK DEPARTMENT COURSES (57 CR. HRS.)

_____ SOCW 167 Survey Society in Social Work (both)	F/S
_____ SOCW 206 Gender, Diversity & Intersectionality (both)	S
_____ SOCW 208 Economics of Society (or EC 201) (spring)	S
_____ SOCW 299 Child Welfare & Development (fall)	S
_____ SOCW 300 Adolescence – Older Adulthood (spring)	S
_____ SOCW 315 Values, Human Rights, Advocacy (fall)	J
_____ SOCW 316 Social Policy (spring)	J
_____ SOCW 321 Communication Skills (fall)	J
_____ SOCW Upper Level Diversity Course (3 cr. hrs. – Choose 1)	J
(Note: SOCW 206 is a pre-requisite)	
_____ SOCW 318 Race Relations	
_____ SOCW 325 Women/Men	
_____ SOCW 392 Practice I: Individuals (fall)	J
_____ SOCW 393 Practice II: Groups & Families (spring)	J
_____ SOCW 394 Practice III: Communities & Organizations (fall)	G
_____ SOCW 404 Religion, Ethics & Professional Practice (spring)	G
_____ SOCW 417 Social Work Field Instruction (fall)	G
_____ SOCW 418 Social Work Field Instruction (spring)	G
_____ SOCW 419 Social Work Seminar (fall)	G
_____ SOCW 420 Social Work Seminar (spring)	G
_____ SOCW 423 Research Methodology (fall)	G
_____ SOCW 425 Research Methods II (spring)	G

POSSIBLE SOCIAL WORK ELECTIVES (9 CR. HRS.)

_____ CJUS 101 Intro Criminal Justice	_____ PSYC 277 Abnormal Psychology
_____ CJUS 260 Current Issues in Criminal Justice	_____ PSYC 367 Psychology of Aging
_____ CJUS 321 Juvenile Justice	_____ SOCW 318 Race Relations
_____ COMM 101 Oral Communication	_____ SOCW 325 Women/Men
_____ COMM 209 Group Dynamics	_____ SOCW 402 Child Maltreatment & Family Violence
_____ POLI 140 American Government and Politics	_____ SOCW 444 Addictive Behaviors
_____ POLI 301 Political Philosophy	Other: _____
_____ PSYC 261 Social Psychology (SOCW 261)	Other: _____

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

Note: 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)

RECORD OF ADVISING
XAVIER UNIVERSITY
DEPARTMENT OF SOCIAL WORK

Student Name: _____ Academic Advisor: _____

Other Majors/Minors: _____

<p>Academic Advising: Register for:</p> <p>Additional options:</p> <p>Professional Advising:</p> <p>Advisor Initials: _____ Date: _____</p>	<p>Academic Advising: Register for:</p> <p>Additional options:</p> <p>Professional Advising:</p> <p>Advisor Initials: _____ Date: _____</p>
<p>Academic Advising: Register for:</p> <p>Additional options:</p> <p>Professional Advising:</p> <p>Advisor Initials: _____ Date: _____</p>	<p>Academic Advising: Register for:</p> <p>Additional options:</p> <p>Professional Advising:</p> <p>Advisor Initials: _____ Date: _____</p>

Academic & Professional Advising for Registration

Majors are required to have an advising meeting each semester with their assigned faculty advisor to plan for the next semester. The function of the meeting is to check on academic standing with grades, to check that academic requirements are being met regarding the social work major and the core curriculum, and to check on matters pertinent to professional planning. A hold will be put on registration until students have met with their advisor. Students are also advised to select elective courses or other educationally related experiences that will provide depth and breadth to their educational experience.

The student and advisor use the department advising checklist form and the registrar's degree evaluation report online to monitor academic progress towards completion of the B.S.W. The department chair evaluates if all program requirements have been met for graduation and works closely with the Registrar's office to assess University and program degree requirements. It is the student's responsibility to fulfill all requirements for degree attainment.

Students are expected to work with the same advisor throughout their time in the program which provides strong advising continuity. If a student requests a change in advisors, the change in advisor process is used.

Adult & Professional Education at Xavier (APEX)

Non-traditional students (students who are not entering college directly from high school) and those who have attended other regionally accredited institutions of higher education must complete an application for admission available on the web at <http://www.xavier.edu/adult-and-professional>. The admissions office can provide free transfer credit evaluations for university requirements. Once students are admitted to the university, the registrar's office evaluates student transcripts and all non-social work course work for transfer credit. The APEX office provides academic advising to students age 22 and older through day, evening and weekend appointments.

Students transferring to Xavier University who want to declare social work as their major then meet with the department chair to review the social work program and possible transfer credits related to social work curriculum requirements. Course descriptions and syllabi provided by the student from previously taken social work courses at other accredited institutions are reviewed by the chair to determine equivalency. Academic credit is not granted for life experiences or previous work/employment/volunteer experience.

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.




A minimum of 120 credit hours is required to graduate from Xavier University and to obtain a Bachelor of Social Work degree. Academic credit is not granted for life experience or previous work experience.

- Xavier's liberal arts core curriculum includes 51 required credit hours from the disciplines of math, science, history, foreign language, philosophy, theology, fine arts, and diversity. Students must also complete fifteen (15) credit hours in FLAG requirements. NOTE: Xavier's liberal arts core curriculum courses may double count for the FLAG requirements, and thus may not add to the total number of credit hours required in the core curriculum.
- Social work students primarily complete their university core curriculum requirements during their incoming 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.
- Most required social work courses for the major are upper-level courses taken during the junior and senior years.
- During both semesters of the senior year, students are engaged in a supervised field placement 14 hours per week. The department Field Director guides students through an extensive matching process during spring semester of the junior year to choose their senior 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 towards becoming a Licensed Social Worker. In Ohio, students may apply to take the state licensure exam one month prior to expected graduation date. Licensure requirements vary by state. To determine the licensure requirement for each state, www.aswb.org provides links to state requirements.
- 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.

Textbook Recommendations

In certain courses, professors strongly recommend that students buy and keep their textbooks. Several texts will be used again in a later course. In addition, use of textbooks (especially practice texts) after graduation is a major consideration. Certain texts are found to be very useful in social work employment positions, for social work licensure exam preparation, and for reference in graduate school.

FIELD EDUCATION



Field Education at Xavier is central to the mission of Jesuit education in two ways. First, it is grounded in experience. Xavier's mission is realized in the field placement work that students do in agencies while concurrently engaging in reflection through senior seminar. Secondly, field education utilizes reflection, similar to Jesuit discernment, to consider the development of the "whole person" and professional. The Council on Social Work Education 2015 Educational Policies and Accreditation Standards (EPAS) designates field education as the "signature pedagogy" of the profession (p.12). The goal of field education is the integration of curriculum with the field placement practice experiences of the agency in order to prepare students to graduate as generalist practitioners.

Considered the academic capstone experience, field is where students enter into an organization or agency and work directly with client systems under the supervision of a social worker, performing the roles of a social worker. The field program at Xavier utilizes the "generalist field education approach" (Larkin, 2013) which is defined as,

a field experience that is grounded in, integrates, and impacts curriculum; takes place in organizations under the supervision of a field instructor; and requires students to engage in multilevel field tasks and the foundational roles of social work; and emphasizes ethical practice, diversity and social justice, critical thinking, and the application of the planned change process with specific emphasis on multilevel assessment, planning and implementation." (p.3)

Thus, field education is a challenging and exciting part of the curriculum, and one that takes deep consideration for two important reasons. First, it is a significant portion of the curriculum, taking up 12 credit hours of the senior year (6 for field placement and 6 for the concurrent seminar course). Secondly, the experiential aspects of students engaged with field placement clients and colleagues require different thinking and practice skills from that of a traditional course. Therefore, in addition to meeting the petitioning requirements noted below, students entering field placement must have successfully completed at least one practice course.

The field education program identifies 5 field competency areas each of which have specific learning objectives; they are,

- 1) socialization and professional development as a social worker in field
- 2) ethical practice and consideration of diversity and social justice in field

- 3) integration of knowledge, values, and skills acquired in the classroom with the practice experiences of field
- 4) effective communication skills in field
- 5) application of the planned change process with individuals, families, groups, organizations and communities in field (Larkin, 2013, pgs. 5 & 6)

For a list of the learning objectives and how they are linked to the CSWE EPAS (2015) core competencies see the Field Education Manual.

Petitioning to Enter Field Placement

Although a student is an accepted Social Work major and is taking the required courses, entrance into a field placement is a process which begins with department faculty making a determination of readiness and appropriateness for field (academically and professionally) during the junior year. In order to Petition to enter a field placement, a student must meet the following criteria:



1. Acceptance as a full Social Work Major by the Department.
2. Good Academic Standing at time of Petitioning (overall GPA of 2.0 or better, 2.5 in the major).
3. Successful completion of three (3) required social work courses in the Department (C grade or better), one of which must be a practice course.
4. Completion of the Field Petition and Self-Assessment of Field Readiness.
5. Attach a petition essay 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.
 - Social work majors should begin their junior year with a minimum 2.5 GPA in the major as determined by the registrar (for a minimum of 3 SOCW courses taken at Xavier University).
 - Those who have achieved a minimum August 2.5 GPA will be granted full acceptance into the major during fall semester of the junior year.
 - Those who either have not yet achieved a minimum August 2.5 GPA or who have not yet completed 3 SOCW courses at Xavier University will be placed on provisional status as a major and have one semester, the fall semester of junior year, to meet this December GPA requirement.

Students must submit the full petition to the department which is reviewed by the faculty to determine acceptance. Students are notified in writing of their acceptance status for field placement readiness. For students who are not accepted, a meeting will be set including the department chair and the field director to establish a plan for re-petitioning. Final disposition will be determined by the end of spring semester of the junior year.

Like most undergraduate professional programs at Xavier, the social work program and field placement are designed primarily for full time students. Students should understand that they will be "working" in their field placements two days a week (usually Tuesdays and Thursdays) for seven hours per day throughout their entire senior year. This can present a challenge for students who are trying to manage other employment at the same time. As well, although access to a working car on a regular basis during senior year is not necessary, having one will increase the field placement sites available to students. There are a limited number within walking distance of the campus or on a city bus line.

SOCIAL WORK DEPARTMENT POLICIES

Admission & Academic Performance

Students must be in good academic standing (GPA of 2.0 or higher) at the university to be accepted as a social work major and an overall minimum grade point average (GPA) of 2.0 is required to graduate from Xavier University.

1. Social work course credit is not granted for life experiences or previous work experience.
2. A minimum GPA of 2.5 in the major is required to graduate with a BSW degree.
 - a. This GPA is based on the 57 required social work credit hours plus the 9 credits of electives.
 - b. It does not include the 12 CR of coursework required outside the department: intro to sociology, intro to psychology, human biology, and statistics.
3. All students declaring social work as a major enter the major at provisional status.
4. In the junior year, social work majors must have achieved a December 2.5 GPA to be eligible to complete the Field Placement Petition process in spring in order to enter field placement in fall of the senior year.
 - a. Social work majors should begin their junior year with a minimum 2.5 GPA in the major as determined by the registrar (for a minimum of 3 SOCW courses taken at Xavier University).
 - b. Those who have achieved a minimum August 2.5 GPA will be granted full acceptance into the major during fall semester of the junior year.
 - c. Those who either have not yet achieved a minimum August 2.5 GPA or who have not yet completed 3 SOCW courses at Xavier University will be placed on provisional status as a major and have one semester, the fall semester of junior year, to meet this December GPA requirement.
 - d. A student may appeal the 2.5 GPA policy by submitting the request in writing to the department. The department has the right to deny or grant any such request.
5. 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 below a “C” , meaning a “C-“ or below, in a course required by the social work major, the student must repeat the course.
 - a. This policy applies to all SOCW courses and those required courses taught outside the department. (listed in italics in the social work handbook/advising checklist)
 - b. This policy DOES NOT apply to courses fulfilling the required 9 CR of social work electives.
 - c. A student may appeal the “C or better” grade policy but the department has the right to deny or grant any such request. To submit a request, the student should first discuss this with their academic advisor. To initiate the process the student will send an email to their academic advisor who will then facilitate the request to the rest of the department members for a vote. The written request should include:
 - the course and grade to be considered for waiving of the “C or better rule”;
 - why this request is appropriate or needed;
 - a recognition by the student of any potential issues the waiving of this grade can/will cause for graduate school acceptance in the future.
6. Students fully accepted as a major with a minimum 2.5 GPA whose GPA in the major drops below 2.5, have one semester of probationary status and one semester only to return to a minimum 2.5. Students unable to do so will no longer be able to declare social work as a major.

Course Attendance

Any student who misses more than 25% of classes without a written excuse from a licensed health or mental health professional may be asked to drop the course or 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.

Diversity Statement

Xavier University's social work department declares that every person in every social work course brings a valued perspective. The social work department strives to create and maintain a safe space where every student and faculty member commit to the effort of creating a respectful learning environment, both in and out of the classroom. This involves a free exchange of ideas in which it is possible for people to become energized, impassioned, distressed, upset, or offended. As social workers, we value the strengths inherent in diverse opinions and experiences, and we share the responsibility for creating a caring environment where people will likely make mistakes and are also open to hearing the impression that their remarks make on others. Therefore, the social work department asks that students and professors commit to making every effort to defend, protect, and promote this value by engaging in interactions and civil discourse congruent with appreciating peoples' diversity and difference in all aspects of their being. Although professors are ultimately responsible specifically for the classroom environment, students also share in this responsibility.

Student Support & Disability Accommodations

Xavier University and the social work department faculty are committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations and student support services. We recognize that students with or without a documented disability may have trouble participating or effectively demonstrating learning in a course. The university provides and coordinates support services to maximize students' educational potential and develop their independence to the fullest extent possible.

Since disability related information is confidential, however, this is how information is shared. After being granted a Course Accessibility Plan (letter of accommodations) by the Office of Disability Services (ODS), students decide if they want the letter shared with professors. Although the letter is good for as long as students need it, students are responsible for renewing their eligibility each semester. When that occurs and students select that they want professors notified, faculty receive an e-mail from ODS that forwards the letter to faculty. Although it is the student's responsibility to make arrangements for accommodations with each professor for each course by meeting with the professor, faculty can reach out to students after receiving the letter from the ODS. The online system used by ODS is called ClockWork.

- For information regarding eligibility for academic accommodations due to a disability, see PROCESS FOR REQUESTING ACCOMMODATIONS at <https://www.xavier.edu/disability-services/process-for-requesting-accomodations>

In addition, the Office of Academic Support provides free academic support for all Xavier students. These services include:

- Subject Specific Tutoring
- Study Skills Tutoring
- Supplemental Instruction (SI)
- Study Groups

For information about these services, contact the Office of Academic Support at <https://www.xavier.edu/academic-support/index>

Academic Honesty

Honesty and integrity are essential qualities in the practice and profession of social work, as stated in the National Association of Social Workers Code of Ethics which can be found at <https://www.socialworkers.org/pubs/code/code.asp>.

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own. You should be aware of the University policy on Academic Honesty, <http://www.xavier.edu/library/xu-tutor/Xaviers-Policy-on-Academic-Honesty.cfm>

Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University" Your instructor may use plagiarism detecting software, such as Turn-It-In, to review your written assignments.

Gender-based Discrimination & Violence

Xavier University seeks to provide an environment that is free from discrimination based on sex and/or gender. If you have experienced sex discrimination, including sexual violence, intimate partner violence, stalking, or sexual harassment, we encourage you to seek support from Xavier's **confidential Advocacy & Prevention Coordinator** and to report to Xavier's [Chief Title IX Officer](#) and/or [Xavier University Police Department](#). Xavier faculty is committed to supporting students and promoting a safe, respectful environment. Therefore, if a student shares information regarding sex discrimination with a Xavier faculty member, that faculty member will share this information with Xavier's Chief Title IX Officer so that she can provide you with comprehensive information on your rights, options, and available resources. When sharing information with a faculty member, you may choose to withhold identifying information until you have spoken to a confidential resource to learn all options and resources. For a list of confidential and non-confidential resources, please see <https://www.xavier.edu/titleix/have-you-experienced-sex-discrimination/index>.

Change in Advisor

In the interest of continuity of advising, changing academic advisors in the department is not recommended. Academic advising is more effectively accomplished when advisor and advisee establish a relationship in which both participate in academic planning with as much information as possible. As well, it is likely that a student may ask her or his advisor for a letter of recommendation regarding employment or graduate school upon graduation. The stronger the advising relationship, the stronger the letter may be.

In the rare circumstance in which a student feels the need to request a change in advisors, the following process can be used:

1. A student wishing to change advisors should consult with her/his advisor first, when feasible, in an effort to resolve whatever differences exist.
2. If differences remain unresolved, a student may submit a request to change advisors in writing to the department chairperson. If the chair is the advisor in question, a student may submit a request to change advisors to the senior faculty member in the department.

3. The chair, or senior faculty member, will meet with the student, review the request, and determine if it should be granted
4. A student may appeal the decision by resubmitting the request in writing with additional information to the department. The department has the right to deny or grant any such request.

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 an option other than termination 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 Department and University.
2. Academic dishonesty or plagiarism in any social work course.
3. Failure to meet academic requirements of the program.
4. Violation of the NASW Code of Ethics.

UNIVERSITY POLICIES

Nondiscrimination Policy

Several federal regulations have been adopted that have as their purpose the protection of students' rights. Of particular interest are the following:

Section 504 of the Rehabilitation Act: This law provides that, "No otherwise qualified individual with a disability in the United States...shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..." Xavier University does not discriminate against qualified individuals with disabilities in its educational programs, admissions policies, activities, or employment opportunities and policies. Students complaining of any type of discrimination or harassment outlined above are encouraged to bring them to the attention of the University via one of the following resources:

The Affirmative Action Officer, Office of Human Resources, Alumni Center, Room 132, 3800 Victory Parkway, Cincinnati, Ohio 45207-5400, 513-745-3632; or, The Dean of Students, Gallagher Student Center, Room 302, 3800 Victory Parkway, Cincinnati, Ohio 45207-2120, 513-745-3166.

Title VI of the Civil Rights Act of 1964: This law provides that, “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance....” Xavier University does not discriminate, exclude from participation in, or deny benefits of its educational programs, admission policies, activities, or employment policies and opportunities on the basis of race, color or national origin. Students complaining of any type of discrimination or harassment outlined above are encouraged to bring them to the attention of the University via one of the following resources: Affirmative Action Officer, Office of Human Resources, Alumni Center, Room 132, 3800 Victory Parkway, Cincinnati, Ohio 45207-5400, 513-745-3632; or, The Dean of Students, Gallagher Student Center, Room 302, 3800 Victory Parkway, Cincinnati, Ohio 45207-2120, 513-745-3166.

Title IX of the Education Amendments Act of 1972:

This law provides that, “No person in the United States shall, on the basis of sex, 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, sexual violence, domestic violence, dating violence, stalking, and other gender-based and sexual misconduct. Xavier University does not discriminate, exclude from participation in, or deny benefits of its educational programs, admission policies, activities, or employment policies and opportunities on the basis of gender. Xavier’s Title IX Coordinator monitors compliance with this law and coordinates Xavier’s response to complaints of discrimination based on sex, including assisting Complainants in receiving any medical, mental health or other services and facilitating any interim protective measures that may be warranted. More information about Interim Measures and the Title IX Coordinator is available in Sections 3.3 (“Interim Measures for Individuals and/or the Campus Community”) and 3.4 (“Title IX Coordinator – Sex Discrimination Reports) of this Handbook. Inquiries concerning the application of Title IX, including but not limited to sexual harassment and sexual violence, may be referred to Xavier’s Title IX Coordinator, Gallagher Student Center Room 332, 3800 Victory Parkway, Cincinnati, Ohio 45207-2120, 513-745-3046; or, 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.

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.

STUDY ABROAD

Studying abroad as a social work major requires careful and early planning. It is best planned for a semester other than during the senior year due to field placement requirements. Studying abroad over the summer or other break can be done at any time. Social work's travel abroad program is in Cuernavaca, Mexico each spring semester and is held at partnership with Augsburg University's Center for Global Education and Experience (CGEE). Social work classes are taught as part of this semester abroad and fit nicely into a student's sophomore or junior year.

Cuernavaca, Augsburg CGEE: Social Work in a Latin American Context

- [Program Information](#)
- [Academic Information](#) - Course Offerings

Cuernavaca is the capital of the state of Morelos, located in Central Mexico, and within a 2-hour south-bound commute from Mexico City. Approximately 350,000 people live in the city proper, while the metropolitan area has a population of 800,000. The city has plenty of activities to keep students entertained and immersed in the culture all semester long. Moreover, Cuernavaca is nicknamed the "City of Eternal Springtime" with mild weather around 70 to 80-degrees Fahrenheit year-round. It is also a vibrant city in central Mexico, known for its innovative grassroots organizations, multi-national business, alternative health practices, and history of struggle for the rights of the indigenous people, women, workers, and for environmental sustainability.

Note that applications to study abroad in Spring semester are typically due to Xavier's Center for International Education before October.

Center for International Education
Gallagher Student Center, Room 230
<http://www.xavier.edu/international>
studyabroad@xavier.edu
Phone: 513-745-2864; Fax: 513-745-2876

Xavier's Center for International Education offers other travel abroad opportunities as well. Note that these are best completed in the sophomore year.

Education Abroad offers study abroad opportunities worldwide. Whether you want to go for a year, a semester, a summer, or a two-week program, this office can help you achieve your goals. There are program options that include service learning, research, and internships along with traditional academic courses. The first step to studying abroad is to browse the list of programs available by searching our website. Once you have an idea of where you want to go, meet with a study abroad coordinator who will provide information on the next steps. For further information visit <http://www.xavier.edu/study-abroad/index>.



STUDENT AWARDS AND DEPARTMENT PARTICIPATION

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 insitutions 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.”



Towle, C. (1987). *Common human needs*. (Revised ed., pp. xxvi-xxvii). Silver Spring, MD: National Association of Social Workers



NASW Ohio Chapter Region 6 BSW Student of the Year

Majors who become members of the National Association of Social Workers are eligible to be nominated by the department for the Cincinnati Regional BSW Student of the Year awarded annually by Cincinnati Region 6 of the Ohio Chapter of the NASW.



2016 Recipient Jai'la Nored

Social Work Department Advisory Board

The Social Work Department solicits input from the social services community, alums, and social work majors through its Advisory Board. Several social service organizations and areas of practice are represented. One junior social work major is selected by the chair each fall and asked to serve a two-year term through graduation. That results in both a junior and senior representative on the board which meets once each semester. The students will also represent the department on the College of Professional Sciences Student Advisory Board. And they are expected to provide assistance for student recruitment activities such as X-perience Days each semester.

Student Social Work Organization (SSWO)

SSWO was founded by students in 2007 and is open to any student interested in social work. It hosts service opportunities, social events and other activities to enhance the experience of social work majors at Xavier. It operates in conjunction with Rho Lambda of Phi Alpha.



2016 SSWO Serving

Rho Lambda Chapter of Phi Alpha Honor Society

In February 2011, Phi Alpha Honor Society for social work programs granted a chapter, Rho Lambda, to Xavier University. Rho Lambda, operates in conjunction with the Student Social Work Organization. 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. Lifetime membership is a benefit of joining.

Social work majors are invited to join Rho Lambda in their junior and senior years according to the rules of the Phi Alpha.



2017 Magis Award Recipient Megan Zarnitz (B.S.W. '07)

CSWE 2022 EPAS CORE COMPETENCIES

The Council on Social Work Education (CSWE) identifies 9 core competencies and 20 practice behaviors in which students must demonstrate competence in order to become a professional social worker.

<http://www.cswe.org/accreditation/standards/2022-epas/>

Competency 1: Demonstrate Ethical and Professional Behavior

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

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to context;
- demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

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

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

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

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

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

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

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and the person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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

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

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

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

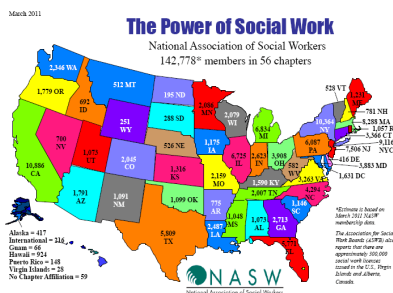
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with client and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

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

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

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

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



National Association of Social Workers (NASW) Code of Ethics

(Approved 1996, Revised 2017)

The *Code* is applicable to all social workers and social work students.

Ethical Principles

“The following broad ethical principles are based on 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 remainder of the Code which can be found online at <https://www.socialworkers.org/about/ethics/code-of-ethics>.

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*

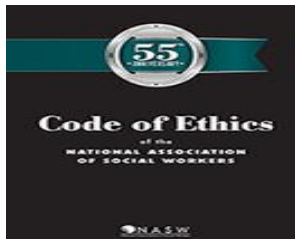
Ethical Principle: *Social workers behave in a trustworthy manner.*

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 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

Student's Signature

Date

Received By

Date

