

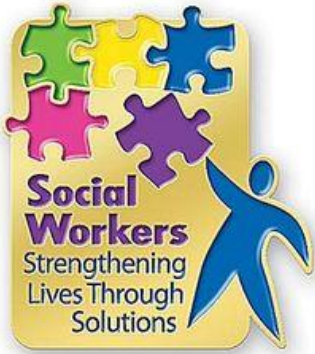


**A profession for those with a strong desire to help improve lives individually and in communities**

**Social workers:**

- **Conduct research that informs practice**
- **help people cope with issues in their everyday lives, deal with their relationships, and solve personal and family problems**
- **assist clients who face a disability or a life-threatening disease or a social problem, such as inadequate housing, unemployment, substance abuse, Alzheimer disease, or cancer**
- **assess families involving child, intimate partner, or elder abuse**
- **advocate for social justice at local, state, national, and international levels**
- **engage in systems design or policy development at local, state, national, and international levels**
- **specialize in serving a particular population or working in a specific setting, such as mental health or medical settings**

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



Over 35 years as a CSWE Accredited BSW Program

## Preface

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.

As well, EPAS 2.0 states that:

"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."

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

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 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." (p. 7).

Kirst-Ashman, K., Hull, G. (2002). *Understanding Generalist Practice*. Pacific Grove, CA: Brooks/Cole Publishers.



## **DEPARTMENT VISION STATEMENT**

The vision of Xavier University's program in social work in the College of Professional Sciences is to be a leader in 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.

## **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 175<sup>th</sup> 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)**

29<sup>th</sup> 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

[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 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 and again in 2010.

The BSW Program at Xavier has been continuously accredited by the Council on Social Work Education (<http://www.cswe.org/CSWE/accreditation/>) for over 35 years. 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.



ACCREDITED BY THE  
COUNCIL ON SOCIAL WORK EDUCATION

## **SOCIAL WORK AS A MAJOR**

### **Admission to the University**

Acceptance into the university is necessary for acceptance as a social work major. All freshman applicants to the university 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.

### **Declaring the Major**

Students may declare Social Work as a major as incoming freshmen or thereafter during their careers at Xavier 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.
- After that, the official change of major through the registrar's office will be initiated by the department administrative assistant.
- Students will then be assigned an Academic Advisor within the Social Work Department, and are required to meet with their Academic Advisor each semester to ensure completion of the required curriculum.
- All students declaring social work as a major enter the major at provisional status.
- 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.
  - 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.

### **Academic Advising & Registration**

Majors are required to have an academic advising meeting each semester with their assigned advisor to plan for the next semester. The function of the meeting is to check on academic standing with grades and to check that academic requirements are being met regarding the social work major, the core curriculum, and 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 following process is used.

### **Adult, Weekend, Evening & Transfer (AWE) Students**

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/transfer-and-adult/Admission-Process.cfm>. 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 AWE 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 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 48 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 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.
- Most required social work courses for the major are upper-level courses taken during the junior and senior years. Social work students invest 53 credit hours or more 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 in a supervised field placement 16 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](http://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.
- 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 the Baby Boomers who began turning 65 in 2010. As well, the fastest growing age group has become older adults, 85 years of age and up.



Ohio

Counselor, Social Worker and  
Marriage and Family Therapist Board

## 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 (8 for field placement and 4 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 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 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 Form.
5. Attach a copy of the unofficial transcript to the Field Petition Form
6. 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.

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 eight 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 GENERAL COURSE FRAMEWORK

General Framework for Full-Time Four Year Program.

*Italics indicate BSW required courses taught outside the department*

**RED = social work requirements**

<u>Fall Semester</u>		<u>Spring Semester</u>	
<b>Freshman Year</b>			
<b>SOCW 167 Survey of Society in SW</b>	3	<b>PSYC 101 General Psychology or SOCI 101 Intro to Sociology</b>	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 <sup>st</sup> Year Co-Curricular Program	0	CORE 102 1 <sup>st</sup> Yr. Co-Curr Program	0
CORE 100 (First Year Seminar)	3	Creative Perspectives Elective	3
15 CR		15 CR	
<b>Sophomore</b>			
<b>SOCW 299 Child Welfare &amp; Development</b> <sup>1</sup>	3	<b>SOCW 300 Adolescence-Older Adult</b>	3
<b>SOCW 206 Intro Gender &amp; Diversity St</b> <sup>2</sup>	3	<b>SOCW 208 Economics of Society</b>	3
Philosophy Perspective: PHIL 200	3	Scientific Perspectives Elective	3
<b>BIOL 102 Life: Human Biology</b> <sup>3</sup>	2	Humanities Elective	3
<b>BIOL 132 Life: Human Biology Lab</b>	1	Oral Communications Flag	3
ENGL 205 Lit & Moral Imagination	3		
15 CR		15 CR	
<b>Junior</b>			
<b>PSYC 101 General Psychology or SOCI 101 Intro to Sociology</b>	3	<b>Social Work Elective #2</b>	3
<b>SOCW 392 Practice I: Individuals</b>	3	<b>SOCW 316 Social Policy</b> <sup>4</sup>	3
<b>Upper Level Diversity Course</b>	3	<b>SOCW 393 Practice II: Group &amp; Fam</b>	3
(choose from 318 or 325)		<b>MATH 116 Elem Stats</b> <sup>5</sup>	3
<b>SOCW 315 Values, Poverty, &amp; Society</b> <sup>6</sup>	3	Quantitative Reasoning Flag	3
<b>SOCW 320 Communication Skills Sem</b>	1		
<b>Social Work Elective #1</b>	3		
16 CR		15 CR	
<b>Senior</b>			
<b>SOCW 423 Research Methodology</b>	3	<b>SOCW 424 Research Project</b>	1
<b>SOCW 394 Practice III: Comm &amp; Org</b>	3	<b>Social Work Elective #3</b>	3
<b>SOCW 417 Social Work Field Instruction</b>	4	<b>SOCW 418 Social Work Field Instruction</b>	4
<b>SOCW 419 Social Work Seminar</b>	2	<b>SOCW 420 Social Work Seminar</b>	2
General Elective	3	<b>SOCW 404 Religion, Ethics, &amp; Prof Prac</b> <sup>7</sup>	3
		General Elective	3
15 CR		16 CR	

**TOTAL CREDITS = 122**

<sup>1</sup> SOCW 299 fulfills the Social Science Elective Requirement

<sup>2</sup> SOCW 206 fulfills the Diversity Curriculum Requirement (DCR) Flag

<sup>3</sup> BIOL 102 w/132 fulfills the Natural Science Elective Requirement

<sup>4</sup> SOCW 316 fulfills the Writing Intensive Flag Requirement

<sup>5</sup> MATH 116 fulfills Mathematical Perspectives Elective Requirement

<sup>6</sup> SOCW 315 fulfills Ethics, Religion & Society (ERS Focus) Elective Requirement

<sup>7</sup> SOCW 404 (or THEO 404) fulfills Theological Perspectives Elective Requirement

**XAVIER UNIVERSITY  
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)  
X Mathematical Perspectives (**MATH 116 Elem. Statistics required**)  
 \_\_\_\_ Philosophical Perspectives (PHIL 200)  
 \_\_\_\_ Scientific Perspectives  
X 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)  
X Natural Science (**BIOL 102/132 Life: Human Biology & Lab Required**)  
X 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.)

- X Diversity Curriculum Requirement (fulfilled by required social work course)  
X Ethics/Religion and Society (E/RS) (fulfilled by required social work course)  
 \_\_\_\_ Oral Communication  
 \_\_\_\_ Quantitative Reasoning  
X Writing (fulfilled by SOCW 316)



**SOCIAL WORK MAJOR CURRICULUM REQUIREMENTS FOR THE BSW DEGREE**  
**74 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 (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 - 53 CR. HRS. REQUIRED**

___ SOCW 167 Survey Society in Social Work (both)	F/S
___ SOCW 206 Intro Gender & Diversity Studies (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, Poverty and Society (fall)	J
___ SOCW 316 Social Policy (spring)	J
___ SOCW 320 Communication Skills Seminar (1) (fall)	J
___ SOCW Upper Level Diversity Course (3 cr. hrs. – Choose 1)	J
(Note: SOCW 206 is a pre-requisite)	
___ SOCW 318 Race Relations (fall)	
___ SOCW 325 Women/Men (spring)	
___ 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 (4) (fall)	G
___ SOCW 418 Social Work Field Instruction (4) (spring)	G
___ SOCW 419 Social Work Seminar (2) (fall)	G
___ SOCW 420 Social Work Seminar (2) (spring)	G
___ SOCW 423 Research Methodology (fall)	G
___ SOCW 424 Research Project (1) (spring)	G

**POSSIBLE SOCIAL WORK ELECTIVES - 9 CR. HRS.**

___ CJUS 101 Intro Criminal Justice (SOCW 101)	___ 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)**

## **SOCIAL WORK DEPARTMENT POLICIES**

### **Admission & Academic Performance Policy**

1. 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.
2. Social work course credit is not granted for life experiences or previous work experience.
3. A minimum GPA of 2.5 in the major is required to graduate with a BSW degree.
  - a. This GPA is based on the 53 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.
4. All students declaring social work as a major enter the major at provisional status.
5. 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.
6. 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 by submitting the request in writing to the department. The department has the right to deny or grant any such request.
7. 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 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 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.

### **Ethical Conduct**

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>.

No student should submit work that is not his or her own. Social work majors are expected to adhere to ethical principles in their academic work as set forth in Xavier University's Code of Student Conduct. At a minimum, expectations include no cheating, plagiarism, fabrication, or falsification of any work turned in for any social work course, including field education hours. Academic dishonesty includes, but is not limited to, such things as obtaining papers or case analyses online, falsely claiming to have done your fair share of group work without having done so, cutting and pasting to or from documents developed by other people, using others' work (quotes, ideas, etc.) without attribution to the original author, writing a reflection on an event or interview in which you did not actually participate, using notes or materials from prior students to complete assignments, and taking online quizzes/tests with other students when it is expected that the assessment be completed individually.

Incidents of academic dishonesty will be reported to the University as appropriate, usually the college dean's office, and may result in sanctions ranging from a zero for the assignment to an F grade for the course to being terminated from the major and/or expelled from the university. Further information about the Code of Student Conduct and academic honesty can be found in the Student Handbook at <http://www.xavier.edu/deanofstudents/documents/studenthandbook.pdf> as well as on the Registrar website at [http://www.xavier.edu/registrar/uqrd\\_policies.html](http://www.xavier.edu/registrar/uqrd_policies.html)

### **Electronics Etiquette**

To enhance the learning environment for all in the class, please make sure all devices are placed on silent and put away during class to reduce distractions to you, to those around you, and to the professor. If, for whatever reason, a student must take an emergency call, please leave the room to complete the call. Professors may need their cell phones in class because there has been a change in the process for requesting technology assistance. Faculty must call the technology assistance phone number for help.

The use of laptops in class for "note taking" has been increasing. Some use is legitimate. But, in our days of multitasking, professors are aware that students are also checking e-mail/facebook/twitter, editing the paper for the next class, shopping, etc. That kind of laptop use is distracting to the student using it as well as those next to and behind it. Everyone behind the student can see what the student in front of them is doing which makes them think of doing it as well. And it is distracting to the

professor. The newest research [links included below] is showing that, in general, hand written notes are better for long term learning comprehension. Most social work courses are taught for people to learn ideas and concepts and theories rather than absolute verbatim memorization. Therefore, the social work department strongly encourages note taking by hand rather than laptops in all social work courses. Legitimate use of a laptop for note taking should be as silent as possible and does not involve connecting to the internet except for specific activities as directed in class. Please check out the links below.

- a. <http://www.psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html>
- b. <http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>
- c. <http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom>

### **Textbook Recommendations**

In certain courses, professors may strongly recommend that students buy and keep, as in not rent and/or sell, their textbooks. Although this may appear to be a financial hardship, there are three main reasons. First, in efforts to both emphasize connections within the curriculum and recognize financial concerns regarding textbook costs, there are several texts that will be used in more than one course. Secondly, renting texts for more than one semester can outweigh the cost of buying the text in the first place. We find that students are sometimes reluctant to rent it again and try to make it through the semester without a text. That is not recommended. Third, especially with the practice course texts, use of them for post-graduation reference 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.

### **Change in Advisor Policy**

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](mailto: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**

In order for social work majors to engage in study abroad, it must be planned for a semester other than during the senior year due to field placement requirements.

### **Social Work Summer Study Abroad in Cameroon**

The Department of Social Work offers a three week, summer study abroad/experiential learning opportunity in Cameroon. Students enroll in SOCW 318 Race Relations (3 cr. hrs.) and/or SOCW 325 Women/Men (3 cr. hrs.). Prior to the trip, students spend two weeks completing pre-requisite course work. For further information, contact Jessica Donohue-Dioh at [donohuediohj@xavier.edu](mailto:donohuediohj@xavier.edu) or 513-745-4262.

### **Education Abroad**

*A unit of the Center for International Education*

<http://www.xavier.edu/international>

[international@xavier.edu](mailto:international@xavier.edu)

513.745.2864 phone 513.745.2876 fax

Center for International Education, Gallagher Student Center, Room 230

The Office of Education Abroad offers study abroad opportunities worldwide. Whether you want to go for a year, a semester, a summer or a two-week program, they can help you achieve your goals. 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.cfm>.

### **Academic Service Learning**

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. 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.

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. See <http://www.xavier.edu/study-abroad/Academic-Service-Learning-Semesters.cfm> for further information.

## **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 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.”



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.

### **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.



2007 - Founding Student Social Work Organization Members

### **Rho Lambda Chapter of Phi Alpha National Honor Society**

In February 2011, Phi Alpha National 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 eligible to be inducted into Rho Lambda in their junior and senior years after completing 9 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. Each spring the department invites eligible students to apply for Phi Alpha membership. An Induction Ceremony is held in the spring. Social Work minors are not eligible.



2011 Inaugural Phi Alpha Inductees



# **CSWE 2015 EPAS CORE COMPETENCIES**

As of July 2015, the Council on Social Work Education (CSWE) identifies 9 core competencies and 31 practice behaviors in which students must demonstrate competence in order to become a professional social worker. <http://www.cswe.org/File.aspx?id=81660>:

## **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of 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 as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in 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: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

## **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

#### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

#### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, 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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse 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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand

theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### **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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

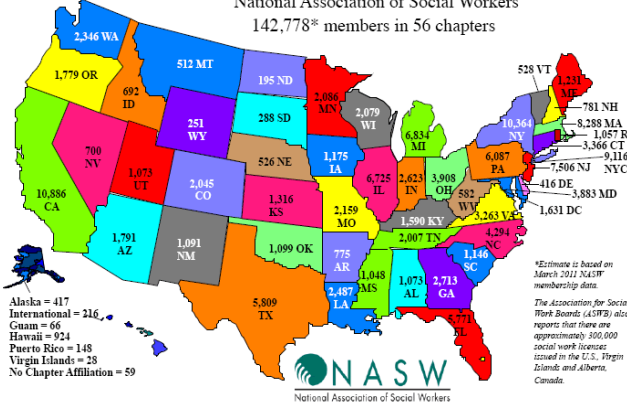
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

March 2011

## The Power of Social Work

National Association of Social Workers  
142,778\* members in 56 chapters



## National Association of Social Workers (NASW) CODE OF ETHICS

(Approved 1996, Revised 2008)

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

### Ethical Principles

“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/code/.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*

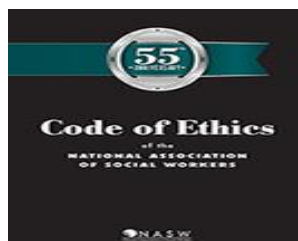
**Ethical Principle:** *Social workers behave in a trustworthy manner.*

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 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

