SOCIAL WORK STUDENT HANDBOOK

Social Workers make a difference...

Department of Social Work
(513)745-4262

College of Professional Sciences
August 1, 2018

XAVIER UNIVERSITY
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.”

In compliance with CSWE EPAS, the definition of generalist practice originally adopted by Xavier’s social work department in 2002 and updated to the 2009 version 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).

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

[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.]
# TABLE OF CONTENTS

Preface ................................................................................................................................. 2  
Department Vision and Mission ....................................................................................... 3  
Department Program Goals & Learning Goals. ............................................................. 3  
Introduction ....................................................................................................................... 6  
Social Work as a Major ..................................................................................................... 8  
Orientation to Social Work Major .................................................................................. 9  
Social Work General Course Framework ..................................................................... 10  
Academic Advising Checklist ......................................................................................... 11  
Record of Advising ......................................................................................................... 13  
About the Program .......................................................................................................... 15  
Field Education ................................................................................................................ 16  
Department Policies ........................................................................................................ 18  
University Policies ......................................................................................................... 23  
Study Abroad ................................................................................................................... 25  
Student Awards and Department Participation ............................................................... 25  
CSWE EPAS Core Competencies ................................................................................... 28  
NASW Code of Ethics ..................................................................................................... 31  
Acknowledgment Form .................................................................................................. 33
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.
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. 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.
- 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.
Orientation to the Social Work Major

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?

- Before or during meeting – watch social work video
  - [https://www.xavier.edu/social-work-department/](https://www.xavier.edu/social-work-department/)
  - 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
  - 16 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 National Honor Society standards
  - 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.

*Italicics indicate BSW required courses taught outside the department*  
*RED = social work requirements*

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td>SOCW 167 Survey of Society in SW</td>
<td>3</td>
</tr>
<tr>
<td>ENGL Composition 100 or Rhetoric 115</td>
<td>3</td>
</tr>
<tr>
<td>Second Language I</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 100 Intro to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>CORE 101 1st Year Co-Curricular Program</td>
<td>0</td>
</tr>
<tr>
<td>CORE 100 (First Year Seminar)</td>
<td>3</td>
</tr>
<tr>
<td><strong>15 CR</strong></td>
<td><strong>15 CR</strong></td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td><strong>Junior</strong></td>
</tr>
<tr>
<td>SOCW 299 Child Welfare &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 206 Intro Gender &amp; Diversity St</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy Perspective: PHIL 200</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 102 Life: Human Biology</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 132 Life: Human Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 205 Lit &amp; Moral Imagination</td>
<td>3</td>
</tr>
<tr>
<td><strong>15 CR</strong></td>
<td><strong>15 CR</strong></td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td><strong>Senior</strong></td>
</tr>
<tr>
<td>SOCW 423 Research Methodology</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 394 Practice Ill: Comm &amp; Org</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 417 Social Work Field Instruction</td>
<td>4</td>
</tr>
<tr>
<td>SOCW 419 Social Work Seminar</td>
<td>2</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>15 CR</strong></td>
<td><strong>16 CR</strong></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS = 122**

---

1. SOCW 299 fulfills the Social Science Elective Requirement
2. SOCW 206 fulfills the Diversity Curriculum Requirement (DCR) Flag
3. BIOL 102 w/132 fulfills the Natural Science Elective Requirement
4. SOCW 316 fulfills the Writing Intensive Flag Requirement
5. MATH 116 fulfills Mathematical Perspectives Elective Requirement
6. SOCW 315 fulfills Ethics, Religion & Society (ERS Focus) Elective Requirement
7. SOCW 423 fulfills Quantitative Reasoning Flag
8. 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)
___ 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 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
___ Quantitative Reasoning (SOCW 423)
___ 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.*
— MATH 116 Elementary Statistics (see Mathematical Perspectives) J
— BIOL 102/132 (see Natural Science Perspectives) S
— PSYC 101 General Psychology F/J
— SOCI 101 Intro. to Sociology 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 392Practice 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 325Women/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)
# XAVIER UNIVERSITY
## DEPARTMENT OF SOCIAL WORK
### RECORD OF ADVISING

<table>
<thead>
<tr>
<th>Academic Advising:</th>
<th>Professional Advising:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor Initials:</td>
<td>Date:</td>
</tr>
<tr>
<td>Academic Advising:</td>
<td>Academic Advising:</td>
</tr>
<tr>
<td>Professional Advising:</td>
<td>Professional Advising:</td>
</tr>
<tr>
<td>Advisor Initials:</td>
<td>Date:</td>
</tr>
<tr>
<td>Academic Advising:</td>
<td>Academic Advising:</td>
</tr>
<tr>
<td>Professional Advising:</td>
<td>Professional Advising:</td>
</tr>
<tr>
<td>Advisor Initials:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Other Majors/Minors: _____________________________________________________

Student Name: __________________________________________________________
Academic Advisor: ______________________________________________________

13
**Academic Advising & Course 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](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 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 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 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.

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 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 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 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 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.

**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, students need to contact the Director of Disability Services, Cassandra Jones:
  o by phone at 513-745-3280
  o in person in Room 514 on the Fifth Floor of the Conaton Learning Commons
  o via e-mail at jonesc20@xavier.edu

  **It is important to coordinate reasonable accommodations as soon as possible as accommodations are not retroactive.**

  [https://www.xavier.edu/disability-services/](https://www.xavier.edu/disability-services/)

• If a student currently receives accommodations through the Office of Disability Services, it is the student’s responsibility to contact the professor to arrange an appointment to share the Accommodation Letter from Disability Services and to discuss needs related to the course. Accommodations might include some of the following, not all of which are pertinent to any specific course:
  o Extra time for test taking (sign up several days prior to the test to take it in ODS)
  o A note taker
  o Academic coaching
  o Books/classroom materials in an alternate format (contact Maika Llaneza (llanezam@xavier.edu) in ODS)

• In addition, the Office of Academic Support provides free academic support for all Xavier students. These services include:
  o Subject Specific Tutoring
  o Study Skills Tutoring
  o Supplemental Instruction (SI)
  o Study Groups

  For information about these services, contact the Director of Student Learning Support, Stephanie Daniels, at 745-3214 or danielss3@xavier.edu. The OAS is also located on the fifth floor of the Conaton Learning Commons, Suite 514. [https://www.xavier.edu/academic-support/directory/index](https://www.xavier.edu/academic-support/directory/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](https://www.socialworkers.org/pubs/code/code.asp).

All students are expected to adhere to ethical principles in their academic work as set forth in Xavier University’s Code of Student Conduct. No student should submit work that is not his or her own nor should they submit work for one course that they submitted to meet the requirements of another course. Expectations include no cheating, plagiarism, self-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 selling or obtaining papers or case analyses online, falsely claiming to have done your fair share of group work without having done so, submitting work completed for one course to another course, 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 Xavier’s Student Handbook at https://www.xavier.edu/handbook/, as well as on the Registrar website at http://catalog.xavier.edu/content.php?catoid=25&navoid=1394.

**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.

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
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
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.

Education Abroad

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

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.

Semester programs with service learning and/or social justice focus:

- XU Solidarity Semester: Nicaragua
- XU – UARM Semester in Peru
- Spring Hill College semester in Bologna, Italy
- Marquette University semester in South Africa
- Sogang University exchange semester in South Korea
- Many other programs have service and/or internship options

https://www.xavier.edu/study-abroad/education-abroad-programs/semester-programs/index
https://www.xavier.edu/study-abroad/partner-programs/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 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."


---

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.

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.
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 interprofessional 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.
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 reminder 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                                         Date

___________________________________  ______________________________
Received By                                              Date