



University of Phoenix®

*The College of Social
and Behavioral
Sciences*

**Bachelor of Science in Social
Work**

Program Handbook

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Section I

Introduction

Welcome to the Bachelor of Science in Social Work (BSSW) program!

As the Program Director for the Social Work program, I am excited to welcome you to your social work journey. You are starting on a career path that offers a wide range of ever-changing opportunities. Social workers work in dynamic environments to include private and public settings. These can range from schools, corrections, family programs, infant, child, youth, adult and older adult programs, programs that serve the homeless, housing programs and many more settings.

The University of Phoenix program is currently in the process of becoming fully accredited by the Council on Social Work Education (CSWE). We have achieved candidacy status, effective October 2017. To learn more about the accreditation process, visit www.cswe.org. On behalf of the University of Phoenix and the BSSW Program, I welcome you and look forward to walking with you in your journey towards a social work degree.

Sincerely,

Samantha Dutton, PhD, LCSW
BSSW Program Director
Associate Dean, College of Social and Behavioral Sciences

General Information

This handbook outlines the areas critical to effective student learning in the Bachelor of Science in Social Work (BSSW) program. Students should use this handbook, along with their Academic Catalog and other University of Phoenix student resources and materials, as a resource guide toward program progression.

Criminal Conviction

Students who intend to work in a social work setting, agency, or facility in a particular state have the responsibility to understand the placement requirements. Students with a criminal conviction history should fully research whether they will be permitted to work in a given position or with clients before enrolling in this program. Refer to the full acknowledgement in *Appendix I* for details. In order to complete the Bachelor of Science in Social Work program, students are required to complete the Field Education service hours in an agency or facility offering social work services. It is the student's responsibility to check the requirements to determine whether a criminal conviction may prohibit them from completing the Field Education courses that require 200 hours in each of two courses (400 total hours).

Overview of BSSW Program

The BSSW program at University of Phoenix meets the needs of the working adults who wish to pursue an undergraduate degree in social work. According to the U.S. Bureau of Labor Statistics 2016-2026 employment projections by occupation, nationwide demand for employment in the social work field is projected to grow 14 percent from 2016 to 2026 (BLS, 2018).¹ Employment growth will be driven by increased demand for healthcare and social services, but will vary by specialization. The program's focus on field education, interpersonal communication, and advocacy skills help prepare students for a career as a bachelor's level prepared social worker.

Council on Social Work Education (CSWE) governs the accreditation process for social work programs. CSWE provides the following perspective as a foundation for the program: "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" (2015). Curriculum in the Bachelor of Science in Social Work (BSSW) program prepares students to become social work professionals pursuant to the profession's purpose. In addition, the BSSW program educationally prepares students to become licensed social work professionals in those states that offer bachelor's level licensure.

The College of Social and Behavioral Science offers the BSSW online. The program is designed to meet the educational standards in the social work field, the requirements of the Council on Social Work Education (CSWE), and to prepare students for bachelor's level licensure in states that offer this option.

The BSSW program achieved candidacy for accreditation by the Council on Social Work Education's (CSWE) Commission on Accreditation in 2017. Candidacy for a baccalaureate social work program by the CSWE's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards but has not yet demonstrated full compliance.

Students who enter programs that attain candidacy in or after the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains initial accreditation (CSWE, 2019, FAQ). Candidacy is a multi-year process, and attaining candidacy does not guarantee that a program will eventually attain initial accreditation. Candidacy applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

¹ Employment outcome data reflects both Masters and Bachelors level. Data is not disaggregated.

Licensure and State Requirements

The BSSW program is an educational degree program that provides a foundation of knowledge in the field of social work and is designed to meet CSWE standards. Professional certification or licensure as a social worker is governed by state laws, and the program is designed to meet licensure standards in states which allow bachelor's level licensure. Although many states offer bachelor's level licensure, each state may have additional post-graduate requirements that must be met prior to submitting a licensure application. **Note that states can and do change requirements periodically. Students are responsible for regularly reviewing their state Social Work Board website for current requirements.**

Licensure for BSSW prepared social workers varies greatly from state-to-state. Each state licensing board responsible for regulating the practice of social work has its own academic, licensure, and certification requirements and issues its own license to practice as a social worker. In many states the minimum academic credential required to obtain licensure to practice as a social worker is a Bachelor of Social Work (BSW) degree from a program accredited by the Council on Social Work Education (CSWE). Currently, University of Phoenix's BSSW program is not accredited by CSWE but has achieved candidacy status which is the last step before achieving initial programmatic accreditation. Because no program can guarantee licensure upon graduation, University of Phoenix recommends students consult the appropriate social work licensing board in the state in which they plan to practice to determine the specific academic requirements for licensure. University of Phoenix enrollment advisors can provide information relating to the state-by-state requirements for BSW licensure. However, it remains the individual's responsibility to understand, evaluate, and comply with all licensing requirements for the state in which he or she intends to practice. University of Phoenix makes no representations or guarantee that completion of its coursework or programs will permit an individual to achieve state licensure, authorization, endorsement, or other state credential as a social worker.

Check here for your [state's licensure requirements](#).

You may also refer to the Association of Social Work Boards (ASWB) at www.aswb.org for detailed information surrounding state licensing.

Social Work Competencies

The Council on Social Work Education (CSWE) has established the following nine competencies, upon which the BSSW program learning outcomes are based (CSWE, 2015):

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

Curriculum, coursework, and field education courses introduce and reinforce outcomes related to these nine social work competencies. Students demonstrate competency through application of knowledge, skills, values, and affective and cognitive behaviors in the classroom, as well as in the micro, mezzo, and macro settings during field education courses. Outcome-based assessments of social work competencies and behavioral dimensions are an ongoing component of the program structure and course sequencing, and these assessments are designed to lead to student mastery of the program learning outcomes.

The average length of the BSSW Program is approximately four years with a completion of 120 credits. The core requirements of the program is 2–3 years, generally following completion of general education and elective courses, and includes two 15-week field education courses. The field education courses fall within the normal course sequence and do not extend the program length. The program involves a variety of delivery formats, depending on the subject matter and competencies to be developed. These formats include multimodal delivery methods that may involve, but are not limited to the following:

- Class lectures
- Assigned readings
- Role-plays
- In-class small group work
- Discussion
- Small group presentations
- Small group and independent research
- Participation in a weekly Learning Team
- Access to an electronic chat room to discuss materials with other Learning Team members and faculty
- Written assignments
- Quizzes and in-class exams
- Critical-thinking activities
- Take-home exams
- Exercises

Because of the compressed and intensive nature of undergraduate courses at University of Phoenix, we encourage students to consult with their Academic Counselor when considering

taking more than one course at a time (doubling up). It is important to note that in addition to classroom time, out-of-class time is required for homework, Learning Team meetings, project activities, and comprehensive applied coursework.

Online Resources

Several online resources facilitate learning and development of Social Work core competencies. The University of Phoenix learning platform includes student textbooks in electronic format, an extensive online library with multiple databases pertaining to the social work course of study, information about a student's local campus, a venue in which students can communicate with faculty and peers, access to online support (including counseling resources/services), and links to assistance with academic skills (such as writing, math skills, researching, and subject tutoring). The University of Phoenix resources and learning platform are always evolving to meet student needs. Students will access the learning platform throughout their involvement with the University.

Learning Team Philosophy

The foundation of the University of Phoenix educational philosophy and practice is the recognition of a distinction between the traditional college student and the student who has assumed the adult responsibilities of self-determination, achieved a level of independence, and experienced professional development. University of Phoenix focuses attention on shared participant responsibility for self-directed learning. Throughout the University's programs of study, student expectations include seeking answers to critical questions, identifying and developing resources for validating information, and taking charge of their own learning process. The programs provide the structure and support necessary to encourage independence and self-direction.

Traditionally, the role of the student has been relatively passive. The educational model advocated by the University of Phoenix, based on the principles of John Knowles, demands active participation from students in their educational process, which places substantial responsibility on the learner. The dynamic process employed with Learning Teams maximizes students' understanding and involvement in their degree program. Learning Team activities and time commitments are not optional. They require an average of 4 hours per week in addition to classroom time. The University's students and alumni enthusiastically support the use of Learning Teams as an effective educational strategy. By sharing learning responsibilities, dissemination of more information among group members occurs in a limited amount of time. In addition, the engagement of adult learners in discussions and the opportunity for application of learned content in the team environment promotes accelerated understanding, collaboration, and retention of the material.

Bachelor of Science in Social Work (BSSW)

The University of Phoenix Bachelor of Science in Social Work (BSSW) program is committed to educating social work professionals to prepare them in providing direct and indirect services related to the care and assistance to individuals, families, groups, and communities in a range of roles and variety of settings.

Program Mission

The mission of the Bachelor of Science in Social Work program is to empower students to develop into effective, ethical, culturally-aware social workers who advocate for social change and promote resilience in a rapidly evolving global environment. Graduates will be prepared to apply knowledge, skills, and social work values to enhance the lives of diverse individuals, families, organizations, and communities.

Program Philosophy

- A commitment to standards of excellence and quality curriculum are the core beliefs of the BSSW program faculty and administrators. The program, faculty, and staff respond to community needs by providing a practical course of study and field education that prepare students to be competent and ethical social work professionals. The BSSW program provides needed services to the community through collaboration with helping agencies, schools, and a range of community institutions.
- Students are prepared to become competent social workers, committed to the ideals of working with people in relationships through coursework aligned to the Social Work Competencies, (CSWE, 2015). Students find themselves immersed in educational training and field opportunities to practice a broad range of knowledge, skills, values, and dispositions that prepare them to advocate for people locally and globally. Exposure to human developmental models, theory, and practice of delivery of social work services in a variety of settings and client assessment occur throughout the program. Hands-on application of knowledge, skills, values, and cognitive and affective behaviors occur throughout the program, and particularly in two field education sessions at the core of the social work student experience.
- Students will also gain understanding of and experience in providing services within diverse populations inclusive of the dimensions of socioeconomic status, race, gender, sexual orientation, race, age, culture, differently abled, religion, political beliefs, and other ideologies. BSSW faculty members provide a collaborative learning environment. They are diverse practitioners themselves who model the behaviors and attitudes fostered by the program and who facilitate exploration of differences in a safe, empathic, and understanding environment. With vast fieldwork backgrounds, our faculty members represent a wealth of information, skills, and practical experiences.

Program Goals

Graduates will demonstrate an understanding of the following:

1. Students will recognize ethical dilemmas and apply relevant laws, regulations, and codes of ethics to make ethical decisions that promote human and community well-being.
2. Students will apply cultural awareness, self-awareness, and self-regulation skills in engaging and working with diverse clients at the micro, mezzo, and macro system levels.

3. Students will analyze theories of human need and advocate for the advancement of social, economic, and environmental justice.
4. Students will apply research-informed practice and social science research methods and theories to inform and improve social work research, practice, policies, and service delivery.
5. Students will comprehend and translate policies that impact delivery of services at the global, federal, state, and local levels, and advocate for policy and policy change that enhances human and community well-being.
6. Students will apply human behavior in the social environment and other multidisciplinary theoretical frameworks to engage with diverse clients and constituencies using interpersonal and inter-professional skills.
7. Students will identify needs and intervention strategies in collaboration with diverse populations and constituencies by applying appropriate assessment methods.
8. Students will compare and contrast interventions, outcomes, policies, and processes to monitor and enhance practice policy and service delivery effectiveness at the micro, mezzo, and macro level.
9. Students will plan and implement multidisciplinary intervention strategies for achieving agreed-upon goals and enhancing the capacities of diverse populations and constituencies.
10. Students will demonstrate effective communication in the classroom and workplace.

Program Orientation

All potential students initially visit with a University of Phoenix Enrollment Representative who will inform a candidate about the University's program policies and processes. During the first course in the core program sequence (SWRK/200 - Introduction to Social Work), BSSW faculty members orient students to the BSSW program and nine Social Work Competencies. This course provides key elements, including specifics on program policies and requirements, discussion of social work professional identity, information about field education requirements, and answers to general questions.

Field Education

Field Education I SWRK 405 and Field Education II SWRK 420 comprise an essential component of the BSSW program. Students must complete the minimum required number of hours for each Field Education (FE) course at an approved agency site. The FE courses represent continued experiential training and require a minimum of 200 total hours each for a total of 400 hours minimum between the two courses. The agencies provide rich and diverse opportunities, which the University believes augments and extends social work knowledge, values, and skills, and affective and cognitive behaviors to engage, assess, intervene, and evaluate at the micro,

mezzo, and macro level within a field setting. The field education process is designed to integrate classroom and field components, and is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies.

- In the courses that accompany the field placements (SWRK/405 and SWRK/420), students integrate their theoretical understanding with practice, develop their professional identities, and learn to be reflective practitioners through self-evaluation, mutual feedback, and instructor guidance. They develop in-depth case conceptualizations at the micro, mezzo, and macro levels, and in this process gain a deeper understanding of the intersectional and dynamic nature of diversity. They also identify their own areas for growth and methods for self-care in order to sustain their careers as social workers.
- Field education courses provide opportunities for students to serve clients in community settings under supervision by both faculty and supervisors at the sites and provide services to individuals, families, groups, and communities. Students do not begin Field Education until the appropriate prerequisites have been met.
- Field education generally include opportunities for students to work with diverse populations in multiple modalities. The courses represent continued experiential training and require a minimum of 400 hours between the two courses (200 hours for each course). Field site supervisor evaluations of student performance assist in determining basic helping skill competencies during the Field Education courses. Students also have an opportunity to evaluate faculty, the Field Education site, and their site supervisors.
- The University enters into contractual agreements with Field Education sites. These agreements clarify expectations and seek to ensure students have a rich training and supervision experience. A list of sites at which students have previously served is made available to students early in the program, and students are encouraged to make careful decisions regarding the selection of Field Education sites. Students sometimes receive employment opportunities in the settings where they have completed their Field Education sessions although this is not guaranteed.
- Students are required to work with the Field Team to secure and obtain approval for their Field Education sites prior to beginning their Field Education. Choosing from the list of suggested social service agencies may help accelerate the process of gaining agency approval. A student's work/home schedule may require adjustments to effectively meet site requirements and attain the minimum 400 Field Education hours.
- In most cases, Field Education hours will be volunteer hours. However, if a Field Education agency offers a student payment for hours worked, Field Education policies do not prohibit the student from accepting the offer. In such instances, if the student is already a current employee of the agency, the student must perform new duties under a separate Field Education supervisor in order to gain new professional experience and prevent a professional conflict of interest. Students in this scenario are required to complete an "Employed Practitioner Agreement" detailing separate responsibilities, supervision, and schedules, approved by the agency and the Field department in advance

of the course.

NOTE: The BSSW program field education is subject to state regulation. Field education is not permitted in all states. If you move from the state of residence where you enrolled in the program, you may not be able to complete your program in your new state of residence. If you are planning to move during your program, it is imperative you contact your Enrollment Representative or Academic Advisor to determine if you will be able to complete the program.

Professional Standards

University of Phoenix Professional Standards for Candidates in the College of Social and Behavioral Sciences Social Work Program

Candidates in Social Work programs leading to certification or licensure in Social Work at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with clients and others in the community. These degree candidates participate in one or more field placements, practicums, and/or internships as part of their academic program. As prospective social workers, candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession, irrespective of where the conduct may occur.

The following Professional Standards apply to Candidates in Social Work Programs before, during, and after their field placements, practicums, and internships. The Professional Standards address a candidate's affective attributes and disposition to be a social worker. Monitored behaviors may extend outside the classroom to off-site activities and locations when the candidate's behavior infringes upon the reputation of the University of Phoenix. A corresponding Professional Dispositions Rubric provides additional guidance (see the Professional Dispositions Rubric on page 18).

The Social Work Program adheres to the broader social work community's ethical standards, as reflected in the National Association of Social Workers (NASW) Code of Ethics as well as the additional professional standards put forth by the Social Work Program administration. The University of Phoenix, Social Work program has structured the coursework to meet the Council on Social Work Education (CSWE) 2015 Educational and Policy Assessment Standards (EPAS). Students must also adhere to:

- 1. University of Phoenix Student Code of Conduct**

Guidelines for acceptable student behavior, including academic integrity, at University of Phoenix can be identified in the Student Code of Conduct contained in the Academic Catalog, found here: [Code of Conduct](#)

- 2. National Association of Social Workers (NASW) Code of Ethics**

The Social Work Program adheres to the NASW Code of Ethics. Students are expected to read, understand, and perform in compliance with this code. Candidates can locate the NASW Code of Ethics at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics> or here: [NASW Code of Ethics](#)

- 3. Professional Social Workers**

Social work care poses a risk of harm to the public if practiced by professionals who are unprepared or incompetent, and the State, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate social work. Students are required to read, understand, and perform in compliance with their state's social work statutes. Candidates can locate their state's statutes at [Association of Social Work Boards \(ASWB\)](#) or <https://www.aswb.org>

4. NASW and ASWB Standards for Technology and Social Work Practice

The standards provided by NASW and ASWB provides guidance to social workers on using social networking media in a way that protects clients' privacy and confidentiality and maintains the standards of professional social work practice. A copy of this standard can be found here: [NASW and ASWB Standards for Technology and Social Work Practice](#).

5. The candidate is sensitive to community and cultural norms that pertain to the University classroom and field.
6. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.
7. The candidate refrains from engaging in social work practice for which the student has not been authorized or for which the student has not been educated/validated.
8. The candidate will participate in and complete work consistent with professional social work practice, including satisfactory performance in the nine competencies identified by CSWE. These competencies can be found at www.cswe.org or here: [2015 EPAS Competencies](#).
9. The candidate will adhere to College, School, and Agency site policies and procedures.
10. Candidates will refrain from aiding, abetting or inducing another to commit a violation of the Student Code of Conduct or NASW Code of Ethics.
11. Candidates in the Social Work Program will assume responsibility for their own health as well as their own behavior.
 - a. Transportation: Candidates are responsible for personal transportation to and from field placement(s).
 - b. Personal Electronic Devices: Candidates are responsible to be aware of and comply with agency policies regarding personal electronic devices.

A candidate's ability to satisfactorily meet the Professional Standards is a matter of ongoing academic judgment made by faculty, campus staff and campus management. When it is determined by faculty, campus staff, or campus management that a candidate falls short of meeting any of the above Professional Standards, they may file a "Referral Form" with the Program Chair or designee. Any candidate who receives one or more referral(s) shall be counseled, remediated, or withdrawn from the Program as appropriate.

Candidates who are separately charged with violating the University Of Phoenix Student Code Of Conduct shall be subject to the policies, procedures, and sanctions issued by that office.

Procedure for Processing Professional Standards Referrals

The College of Social and Behavioral Sciences has instituted processes to ensure candidates are regularly evaluated by faculty and have access to advisement on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus

management, who understand the professions and can offer constructive feedback. It is the intention of the referral process to identify a candidate's deficiencies and promote dialogue on how the candidate can improve and move forward in the program.

During the course of their programs, faculty members, through a review of grades and dispositions, will monitor a candidate's academic progress.

Procedures for Processing Referrals

A. First Referral

1. Upon receipt of a Notification of a Referral, the college appointed administrator will review the information presented, as well as gather any additional information relevant to the notification. The appointed administrator will forward a letter of referral identifying the student's deficiencies in meeting the Supplemental Standards to the Office of Dispute Management (ODM) for review. Upon approval by ODM, the appointed administrator will then notify the student by letter of the referral, identifying the student's deficiencies in meeting the Supplemental Standards.
 - a. NOTE: The appointed administrator may convene a meeting of the Retention Committee if the reported conduct is deemed serious enough to warrant possible recommendation options available to the Retention Committee. (See Sections B and C below)
2. Upon receipt of the Notification of Referral letter, the student must respond in writing within ten (10) calendar days. Failure to respond may result in the student being suspended indefinitely at the conclusion of the current course or immediately if the student is not currently enrolled. A student suspended solely for failure to respond will be reinstated to attendance upon successful completion of the Supplemental Standards process.
3. The appointed administrator and student will agree to a time/date when the student must meet with the appointed administrator or designee to discuss why the referral occurred and whether or not a formal remediation plan will be implemented.
4. The student must meet with the appointed administrator.
5. Failure by the student to meet with the appointed administrator within thirty (30) calendar days will result in the student being suspended indefinitely at the conclusion of the current course or immediately if the student is not currently enrolled. A student suspended solely for failure to meet with the appointed administrator will be reinstated upon successful completion of the Supplemental Standards process.
6. The appointed administrator and student will meet for the purpose of discussing the referral and developing a remediation plan to assist the student in correcting identified deficiencies. The appointed administrator has final authority over the terms of the remediation plan. The student will be provided a written copy of the remediation plan.

7. The student will not be permitted to have representation by an attorney or any other third party at any time during the referral process.
8. The student is expected to maintain contact with the appointed administrator regarding progress in completing the remediation plan or challenges with completing the remediation plan. Failure to complete the remediation plan in the time prescribed will result in the student being suspended indefinitely at the conclusion of the current course or immediately if the student is not currently enrolled and may result in an additional referral under the Supplemental Standards. A student suspended for failure to complete the remediation plan will be reinstated upon successful completion of the Supplemental Standards process.
9. The student will be notified in writing upon successful completion of the remediation plan.

B. Appointed Administrator Referrals, Second Referrals, and Multiple Referrals

1. The appointed administrator may refer students to the Retention Committee for conduct deemed serious enough to warrant possible recommendation options available to only the Retention Committee; all second referrals and students with more than two referrals will be referred to the Retention Committee.
 - a. NOTE: Second and Multiple Referrals – Students receiving a second referral or multiple referrals due to failure to meet state-mandated requirements may be allotted additional referrals (the number of which will align with state expectations) prior to convening the RC.
2. Upon receipt of a Notification of a Referral, the appointed administrator will review the information presented, as well as gather any additional information relevant to the notification. The appointed administrator will then notify the student in writing of the referral and the convening of a Retention Committee, identifying the student's deficiencies in meeting the Supplemental Standards. Notification shall specifically describe the issue(s) to be discussed and the possible recommendation options available to the Retention Committee.
3. Upon receipt of the Notification of Referral with Retention Committee letter, the student must respond in writing within ten (10) calendar days. Failure to respond may result in the student being suspended indefinitely at the conclusion of the current course or immediately if the student is not currently enrolled. A student suspended solely for failure to respond will remain suspended pending the decision of the Retention Committee.
4. After the student responds, the appointed administrator shall convene a meeting of the Retention Committee as described below.
5. The student will not be permitted to have representation by an attorney or any other third party at any time during the process.

6. The student will be notified in writing of the decision of the Retention Committee, including any right of appeal.

C. Retention Committee

1. The Retention Committee is comprised of the appointed administrator or designee and at least two (2) faculty members within the student's College.
2. The appointed administrator and the student will agree to a time/date that the student must meet with the Retention Committee.
3. Failure by the student to meet with the Retention Committee within thirty (30) calendar days following receipt of the notification will result in the student being suspended indefinitely at the conclusion of the current course or immediately if the student is not currently enrolled. A student suspended solely for failure to meet with the Retention Committee will remain suspended pending the decision of the Retention Committee.
4. The student must participate in a dialogue with the Retention Committee to discuss why the referral occurred and whether a formal remediation plan or withdrawal from the program shall be implemented. The Retention Committee members shall discuss with the student the issues or problems that appear to be hindering the student's academic progress and the student is expected to provide insight regarding the referral and possible solutions.
5. The student will not be permitted to have representation by an attorney or any other third party during the process.
6. After meeting with the student, the Retention Committee members shall dismiss the student from the meeting prior to their deliberations on a recommendation. The Retention Committee shall make one of the following recommendations:
 - a. Take no action;
 - b. Institute a formal remediation plan; or
 - c. Withdraw the student from the program.
7. The Retention Committee shall issue a summary report, generally containing findings and recommendations, to the college appointed dean, who has the ultimate authority to accept, reject, or modify the recommendations of the Retention Committee and render the decision.

D. Decision

1. Take No Action

- a. Upon a decision to take no action, the student will be notified in writing of the decision.

- b. A decision to take no action may be taken into consideration should the student receive any future referral.
- c. A decision to take no action is final and cannot be appealed.

2. Institute a Formal Remediation Plan

- a. Upon the decision that a formal remediation plan be instituted, the student will be notified in writing of this decision and directed to contact the appointed administrator.
- b. Upon notification, the student is expected to contact the appointed administrator within thirty (30) calendar days for the purpose of scheduling a meeting to develop a remediation plan to assist the student in correcting identified deficiencies. Failure by the student to meet with the appointed administrator within thirty (30) calendar days of notification may result in an additional referral under the Supplemental Standards.
- c. The student will not be permitted to have representation by an attorney or any other third party during the process.
- d. The appointed administrator has final authority over the terms of the remediation plan. The student will be provided a written copy of the remediation plan.
- e. The student is expected to maintain contact with the appointed administrator regarding progress in completing the remediation plan or challenges with completing the remediation plan. Failure to complete the remediation plan within the prescribed time may result in an additional referral under the Supplemental Standards.
- f. A recommendation decision by the Retention Committee to institute a formal remediation plan is final and cannot be appealed.

3. Program Withdrawal

- a. Upon decision that the student be withdrawn from the program, the student will be scholastically suspended and notified in writing.
 - i. A student who does not successfully complete the student teaching, practicum, internship or field experience within two (2) attempts will be withdrawn from the program and scholastically suspended without going through the Retention Committee.
- b. The student notification of program withdrawal and scholastic suspension will inform the student of the right to appeal this decision to the Central Administration Appeals Committee by filing a written statement within ten (10) calendar days of receipt of the decision. The notification will provide the student with information on submitting such appeal.
- c. If no appeal is filed within ten (10) calendar days of receipt of the decision, the program withdrawal becomes a final decision, the student will remain scholastically suspended, and there is no further appeal.

E. Central Administration Appeal Committee

- 1. The Central Administration Appeals Committee, facilitated by the Office of Dispute Management (ODM), is generally comprised of the Dean from the appropriate college, an

Assistant or Associate Dean from the appropriate college or designee, and a Vice Provost of Academic Affairs or designee.

2. The Central Administration Appeals Committee will review information provided by the campus, which shall consist of any information considered by the Retention Committee and the student's statement of appeal.
3. The Central Administration Appeals Committee shall make one of the following decisions:
 - a. Reject the withdrawal and remand back to the campus to reinstate into the program and remediate if applicable; or
 - b. Uphold the program withdrawal.
4. Students are not entitled to representation by an attorney or any other third party at any point in the process. If the violation involved allegations of sexual assault, domestic violence, dating violence or stalking, then the Accused and the Accuser are entitled to the same opportunity to have others present during a disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice.
5. The student will be notified in writing of the Central Administration Appeals Committee decision.
6. The decision of the Central Administration Appeals Committee is final.

Professional Dispositions Rubric

The Social Work Professional Dispositions Rubric below complements the Professional Standards for Candidates in BSSW Program. Social Work Professional Dispositions Rubric

Disposition*	Description of "At Standard" Indicators
1. The candidate adheres to the University of Phoenix Student Code of Conduct Guidelines for acceptable student behavior.	Participates adhere to the guidelines, to include academic integrity, found in the Student Code of Conduct.
2. The candidate adheres to the National Association of Social Workers (NASW) Code of Ethics.	Candidates in the Social Work program adhere to the NASW Code of Ethics. Students are expected to read, understand, and perform in compliance with this code.

<p>3. The candidate presents themselves as a Professional Social Worker. Social work care poses a risk to of harm to the public if practiced by professionals who are unprepared or incompetent, the state, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate social work.</p>	<p>Students are required to read, understand, and perform in compliance with their state’s social work statutes. Candidates can locate their state’s statutes found on the Association of Social Work Boards (ASWB) website. ASWB Website</p>
<p>4. The candidate adheres to NASW and ASWB Standards for Technology and Social Work Practice.</p>	<p>The standards provided by NASW and ASWB provides guidance to social workers on using social networking media in a way that protects clients’ privacy and confidentiality and maintains the standards of professional social work practice. A copy of this standard can be found here: NASW and ASWB Standards for Technology and Social Work Practice</p>
<p>5. The candidate is sensitive to community and cultural norms that pertain to the University classroom and field.</p>	<p>Uses language that demonstrates sensitivity to others; communicates effectively with peers, instructors, students, and clients; shows an awareness of the context in which s/he is interacting.</p>
<p>6. The candidate appreciates and values human diversity and shows respect for others’ varied talents and perspectives.</p>	<p>Listens to others' perspectives in a respectful manner; exhibits an understanding of the complexities of race, power, gender, class, sexual orientation, and privilege in American society</p>
<p>7. The candidate refrains from engaging in social work practice for which the student has not be authorized or for which the student has not been educated/validated.</p>	<p>Adheres to their state statutes governing the title social worker.</p>
<p>8. The candidate will participate in and complete work consistent with professional social work practice, including satisfactory performance in the nine competencies identified by CSWE. These competencies can be found here: 2015 EPAS Competencies</p>	<p>Identifies and analyzes important trends in social work; looks for opportunities to integrate theory and practice; demonstrates enthusiasm for learning new ideas and strategies; relates class discussions and issues to current events in social work as they apply to the 2015 EAPS Competencies.</p>

<p>9. The candidate will adhere to College, School, and Agency site policies and procedures.</p>	<p>Attends all required activities and arrives on time; dresses for field placements, practicums, and/or internships in a professional manner; communicates professionally to organizations, staff, and clients; comes to class prepared; respects diversity; volunteers to take on additional responsibilities, as appropriate; participates in professional development opportunities offered in social work setting; maintains privacy and confidentiality.</p>
<p>10. Candidates will refrain from aiding, abetting or inducing another to commit a violation of the Student Code of Conduct or NASW Code of Ethics.</p>	<p>Does not represent the work of others as his/her own; is truthful when making statements about qualifications and competencies; observes contractual commitments and timelines; protects students' and clients' rights to privacy and confidentiality; establishes relationships with co-workers and clients based on courtesy, mutual trust and open communication; respects the uniqueness and characteristics of varying backgrounds; acts within the community in a way which enhances the status of the profession; promotes the improvement of organizational policies; develops an understanding and respect for laws and policies that protect organizations, staff, clients, and communities.</p>
<p>11. Candidates in the Social Work Program will assume responsibility for their own health as well as their own behavior.</p> <p>a. Transportation: Candidates are responsible for personal transportation to and from field placement(s).</p> <p>b. Personal Electronic Devices: Candidates are responsible to be aware of and comply with agency policies regarding personal electronic devices.</p>	<p>Candidates are responsible for maintaining their health and mental health. Candidates will secure transportation to and from field placements and are responsible for complying with policies surrounding personal electronic devices.</p>

Academic Requirements

Grade Requirements

A failing grade (F), In Progress (IP), or Incomplete grade (I) will not allow a student to progress to the next course. Students who receive an F, IP, or I grade in social work core courses may not enroll in any other coursework until a passing grade is awarded. Students in the BSSW programs may not attend any further courses after being assigned a grade of Incomplete in a course. BSSW students will be placed on Scholastic Disqualification if a minimum grade established in the program Policy and Procedures is not earned. Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have fulfilled the requirements for reentry, if allowed by policy and procedures.

As gatekeepers for the profession, faculty may share information in accordance with FERPA guidelines about student progress throughout the program as a strategy for enhancing student success and ensuring compliance with professional ethical responsibilities.

Academic Credit for Life Experience

Academic credit for life experience and previous work experience is not given, in whole or in part, in lieu of the field practicum or for courses in the professional foundation areas specified in the CSWE Educational and Accreditation Standards.

Class Participation Guidelines

Grading the student both individually and as a group member is a complex task for the faculty member. The philosophy of University of Phoenix is to encourage active student participation each week to augment the learning; thus, the faculty member must be able to objectively and subjectively grade participation.

In most courses, part of the student's grade is derived from class participation or is a factor in Learning Team assignments. Faculty may use the following outline as a suggested class participation guide:

1. With regard to group involvement, the student:
 - a. contributes to group discussion frequently
 - b. chooses topics relevant to the topic being presented in class at that time
 - c. demonstrates interest in discussion
 - d. actively listens to others
 - e. leads group discussion
 - f. serves as a group spokesperson
 - g. relates theory to practice in group discussion
 - h. asks questions
 - g. is prepared for group discussion
 - h. enhances the group presentation
 - i. does not dominate or monopolize group discussions

2. With regard to class involvement, the student:
 - a. shows interest in faculty and class discussion
 - b. asks pertinent questions in class
 - c. relates theory to practice
 - d. contributes to class discussion frequently
 - e. brings materials to share with the class (at least once)
 - f. makes an effort to involve classmates in discussions

University of Phoenix Approved Writing Style Guide

The University of Phoenix writing style guide is the Publication Manual of the American Psychological Association (6th ed.). In the University of Phoenix Course Materials, this book is referred to as both the APA manual and the UOPX-Approved Style Guide.

Note. Students are expected to have well-developed writing skills appropriate for undergraduate-level work and to understand APA writing style format.

The APA manual contains specifications for researching, writing, documenting, and formatting typewritten work. The nature of each assignment will dictate which sections of the manual are useful. For example, students might consult the manual to determine how to outline a five-page paper, write citations, and format the paper (including title page and reference page). The Center for Writing Excellence houses a tutorial on APA style for students and faculty.

Standards for Written Work

1. Content and Development

- a. All key elements of the assignment are covered in a substantive way.
- b. Content is comprehensive, accurate, and persuasive (if applicable).
- c. Major points are stated clearly; supported by specific details, examples, or analysis; and organized logically.
- d. Where appropriate, the paper supports major points with theory relevant to idea development and uses theory vocabulary correctly.
- e. There is integration of theory and practice, whereby the writer is able to link theories to practical experience (that is, application to the real-world work setting).
- f. Research is adequate and timely for the topic.
- g. The context and purpose of the writing is clear (for example, critique, research, sample memo, and business plan).

2. Organization

- a. The structure of the paper is clear and easy to follow.
- b. The paper's organization emphasizes the central theme or purpose and is directed toward the appropriate audience.

- c. The introduction provides sufficient background on the topic and previews major points.
- d. Ideas flow in a logical sequence.
- e. Paragraph transitions are present and logical, and maintain the flow of thought throughout the paper.
- f. The conclusion is logical and flows from the body of the paper.
- g. The conclusion integrates the main points of the paper into a coherent statement that captures the paper's significance of the paper for the practitioner and population under discussion.

3. Format

- a. The paper, including citations and the reference page, is consistent with APA guidelines for format.
- b. The paper is laid out effectively and uses reader-friendly aids (for example, sections, summaries, tables of contents, indices, and appendices) when appropriate.
- c. The paper makes appropriate use of references; three are considered minimum at this level.
- d. Headings, the use of italics, and so forth aid in the readability of the paper and are not overdone.
- e. The paper is neat, with attention given to format requirements.

4. Grammar, Punctuation, and Spelling

- a. Rules of grammar, usage, and punctuation are followed.
- b. Spelling is correct.

5. Readability and Style

- a. Sentences are complete, clear, and concise.
- b. Sentences are well constructed, with a consistently strong, varied structure.
- c. Sentence transitions are present and maintain the flow of thought.
- d. Words used are precise and unambiguous.
- e. The tone is appropriate to the content and assignment.

Standards for Oral Presentations

1. Organization and Structure

- a. Presentation is well organized, clear, and effectively structured.
- b. The introduction tells the reader what to expect (that is, acting as a sign post).
- c. The conclusion summarizes the main points.
- d. Group presentations are integrated, rather than a disjointed series of individual presentations.
- e. The topic is researched adequately.

2. Effective Use of Visual Aids

- a. Visual aids are clear and effective.
- b. Visual aids contribute to a focused and integrated presentation.

3. Content of Presentation

- a. The content of the presentation clearly follows the written paper on which it is based (if applicable).
- b. The topic is relevant and addresses the specifications of the assignment.
- c. The content presented is comprehensive, accurate, and supported by evidence or analysis.
- d. Key points are noted and presented logically.

4. Style and Presentation

- a. Nonverbal gestures are appropriate to the purpose of the presentation and the flow of ideas.
- b. Confidence and knowledge of content are evident.
- c. The audience is engaged, when appropriate, in a professional manner.
- d. Delivery time is used well; the presentation is not rushed.
- e. The speaker adheres to the specified time limit.

5. Questions and Comments

- a. Audience feedback and questions are solicited through effective prompts.
- b. Audience questions are effectively addressed and correctly answered.

Standards for Learning Team Work

1. Members develop perspective and goals for the group as a whole.
2. Members develop effective work plans, meeting schedules, and assignments.
3. Members are clear about goals for work products.
4. Members develop and agree on performance for group members.
5. Members effectively manage conflict within the group and resolve problems. This may include recognizing the need for assistance and reaching out to the instructor in a professional manner.
6. Members share the workload equally.
7. Members build consensus and effectively share in decision making.
8. Products of the group process (oral presentations, papers, and so on) are cohesive and present the image of a single product, rather than a collection of individual products.
9. Tasks are completed on time and meet established requirements.

Faculty Overview

Faculty members for the BSSW program are leaders in the local community. Selected faculty

have distinguished themselves through effective practice, professional service, and demonstrated knowledge. All faculty members in the BSSW program are active in the human service community, providing direct services, supervising social workers, volunteering for professional organizations, or serving as agency administrators. Faculty members in the BSSW program demonstrate continued learning and professional service throughout their employment at University of Phoenix.

Relationships between Students and Faculty

Because faculty members are active within the local community, there is an increased possibility students will have contact with faculty members outside of the educational setting. For example, students may work at the same agency as a faculty member.

There are potentially beneficial aspects to this relationship. For example, faculty members with whom students are familiar or comfortable can function as mentors for the student. Faculty members can mentor students through such activities as writing manuscripts, presenting at conferences, attending meetings of professional organizations, and discussing theoretical perspectives or career options. However, the possibility of interactions outside the educational setting requires vigilant attention to ethical boundaries. In such cases, faculty and students should openly discuss the potential for dual relationships and conflicts of interest, and determine boundaries for interaction and evaluation prior to engaging in multiple roles. Students are expected to become familiar with and abide by the *Code of Ethics of the National Association of Social Workers* (2017).

Procedures for Disseminating Information

It is important that students are aware of programmatic changes, current professional and academic events, and learning opportunities. Students receive information through mass e-mails, faculty announcements in class, electronic forums, and the program message board located in the Campus Learning Centers.

Section II

Program²

The mission of the University's Social Work Program is to empower students to develop into effective, ethical, and culturally-aware social workers who advocate for social change and promote resilience in a rapidly evolving global environment. Graduates are prepared to apply knowledge, skills, and social work values to enhance the lives of diverse individuals, families, organizations, and communities.

² Program curriculum and required courses for this program are also contained in the Academic Catalog. In the event there are any inconsistencies in program information between the catalog and this Handbook, the catalog controls.

Admission Criteria

BSSW students must successfully earn a B or better in SWRK/200 Introduction to Social Work. Until this benchmark is met, students will not be able to continue into core social work courses. Students who have met the requirement will be allowed to progress to social work courses. This Successful completion of SWRK/200 will serve as notification of acceptance into the BSSW program.

Transfer of Credit of Social Work Courses from Other Institutions

Previous credits earned at a school accredited by the Council on Social Work Education will be reviewed and evaluated by the Office of Admissions and Evaluation to determine how/if the course fits the requirements for the University of Phoenix BSSW degree. The following courses are not eligible for transfer and must be taken at University of Phoenix: SWRK/200, SWRK/330, SWRK/340, SWRK/360, SWRK/380, SWRK/405 and SWRK420.

Core Curriculum and Preferred Course Sequence

Bachelor of Science in Social Work (BSSW)

Course	Title	Credit	Duration	Prerequisites
SWRK/200	Introduction to Social Work	3	5 weeks	24 general education credits
SWRK/210	Social Problems and Programs	3	5 weeks	SWRK/200
SWRK/220	Professional and Ethical Behaviors for Social Work Practice	3	5 weeks	SWRK/210
SWRK/300	Therapeutic Communication	3	5 weeks	SWRK/220
SWRK/310	Human Behavior and the Social Environment I	3	5 weeks	SWRK/300
SWRK/320	Social Welfare Policy and the Law	3	5 weeks	SWRK/300
SWRK/330	Social Work Practice: Individuals and Families	3	5 weeks	SWRK/320
SWRK/340	Social Work Practice: Groups	3	5 weeks	SWRK/330
SWRK/345	Social Advocacy: Child Endangerment and Global Factors	3	5 weeks	SWRK/320
SWRK/350	Social Justice and Diversity in Social Work	3	5 weeks	SWRK/320
SWRK/360	Social Work Practice: Communities and Organizations	3	5 weeks	SWRK/340
SWRK/390	Advanced Social Welfare Policy	3	5 weeks	SWRK/320
SWRK/400	Research and Evaluation in Social Work Practice	3	5 weeks	SWRK/390
SWRK/421	Human Behavior in the Social Environment II	3	5 weeks	SWRK/310
SWRK/430	Social Work, Welfare, and Policy: Connections	3	5 weeks	SWRK/390

Course	Title	Credit	Duration	Prerequisites
SWRK/380	Advanced Social Work Practice	3	5 weeks	SWRK/330 SWRK/340 SWRK/400 SWRK/360
SWRK/405	Field Education I	3	15 weeks	SWRK/380
SWRK/420	Field Education II	3	15 weeks	SWRK/405
SWRK/460	Integration of Social Work	3	5 weeks	SWRK/405 SWRK/420
SWRK/470	Social Work Capstone and Portfolio	3	5 weeks	SWRK/460

*No Courses may be waived or taken via Directed Study.

BSSW Course Descriptions

SWRK/200 *Introduction to Social Work* (3 credit hours)

This course introduces students to the foundations of social work and social justice. Students examine the history, philosophical foundation, and theoretical perspectives of the profession of social work and come to understand the nature and causes of major social welfare issues.

SWRK/210 *Social Problems and Programs* (3 credit hours)

This course provides an in-depth perspective of social problems and programs. Students develop an understanding of social welfare and the effects of sociopolitical policies on marginalized populations. Students examine the link between special populations in terms of neglect and abuse, as well as the relationship between the social welfare system and the legal systems in relation to the enforcement of victims of abuse laws.

SWRK/220 *Professional and Ethical Behaviors for Social Work Practice* (3 credit hours)

Social workers are held to an advanced level of professionalism through a code of ethics and practice standards. Students learn how to adhere to these ethical and legal aspects in their work, maintain proper self-care, and be supportive of their discipline's role and responsibilities, which relies on respecting client self-determination, human rights, multiculturalism, and ethnic diversity.

SWRK/300 *Therapeutic Communication* (3 credit hours)

This course provides students with advanced-level knowledge of interviewing, intervention, assessment, and documentation skills needed to perform social work practice. Students develop skills in verbal and written communication and examine the importance of effective documentation from a social and legal perspective.

SWRK/310 *Human Behavior and the Social Environment I* (3 credit hours)

This course prepares students for the challenge of intimate working relationships. Students gain an understanding of human growth and development across the lifespan, applying developmental psychological theory, and ecological perspectives to the family and individual

lifecycles within a multigenerational cultural context. Students also learn about the lifespan development approach, with a multidisciplinary perspective of human development. Trauma, loss, grief, violence, homelessness, changes in lifestyle, and gender issues are specifically examined. The philosophical, cultural, medical, psychological, and spiritual aspects of life are explored, as well as the differences in working with children, adolescents, and adults and the assessment of complicated grief reactions.

SWRK/320 *Social Welfare Policy and the Law* (3 credit hours)

This course focuses on the relationship between political and economic forces and social work policy, as well as how existing laws affect social work practice and social justice initiatives within social work.

SWRK/330 *Social Work Practice: Individuals and Families* (3 credit hours)

This course prepares students for social work practice with children, adults, and families. Students integrate the knowledge gained in previous program coursework into the practice of effectively working with families and examine the effect of cultural norms on the family system.

SWRK/340 *Social Work Practice: Groups* (3 credit hours)

This course prepares students learn to integrate social work theory and practice related to assessment, evaluation, and intervention at the group level, as well as how to assess group needs and identify resources for a group. Students gain professional skills for initiating change in groups; understanding issues of social stratification; and managing group conflict, resistance to change, and methods for overcoming resistance.

SWRK/345 *Social Advocacy: Child Endangerment and Global Factors* (3 credit hours)

Social work encapsulates individuals working to support a profession concerned with domestic and global social issues that children face. This 5-week course prepares students for the difficult task of assessing, reporting, and treating child abuse.

SWRK/350 *Social Justice and Diversity in Social Work* (3 credit hours)

Students learn to advocate for human rights and social justice, exploring diverse strategies for working with groups that may be oppressed due to race, ethnicity, culture, age, gender, sexual orientation, ability, economic status, or other factors. Students learn to recognize how a society's structures and values may oppress, alienate, or marginalize diverse segments of the population.

SWRK/360 *Social Work Practice: Communities and Organizations* (3 credit hours)

Students learn to integrate social work theory and practice related to assessment, evaluation, and intervention at community and organizational levels, as well as how to assess community needs and identify community resources. Students gain professional skills for initiating change

in organizations and communities, and understanding issues of social stratification, conflict, resistance to change, and methods for overcoming resistance.

SWRK/390 *Advanced Social Welfare Policy* (3 credit hours)

Social welfare policies and legislation are explored in terms of historic rationale, implementation, and effectiveness. Students gain an understanding of concepts and frameworks for analyzing social welfare policies and programs, including their effects on oppressed and at-risk populations. Students recognize the role of social workers as *agents of change* and learn to advocate for social welfare policies that improve the lives of individuals, families, and groups.

SWRK/400 *Research and Evaluation in Social Work Practice* (3 credit hours)

The fundamental concepts of research design, data integration, project implementation, and evaluation are taught in this course. Students are expected to communicate their findings by demonstrating the learned components of a sound scientific method of inquiry and annotating peer-reviewed literature for the purpose of service evaluation, professional contribution, and introductory program development.

SWRK/421 *Human Behavior and the Social Environment II* (3 credit hours)

This course is a continuation of SWRK/310 in preparing students for social work practice with children, adults, and families. Students integrate the knowledge gained in the first course with coursework into the practice of effectively working with families and examine the effect of cultural norms on the family system.

SWRK/430 *Social Work, Welfare, and Policy: Connections* (3 credit hours)

Social work practice integrates social welfare theories with policy analysis in the context of a wide range of settings. Implicit in the social work approach is the commitment to economic and social justice. Students learn how to leverage their integrated approaches to affect the high level of interdisciplinary practice they must perform.

SWRK/380 *Advanced Social Work Practice* (3 credit hours)

Students build on their professional values, ethics, principles, practice methods, and strengths-based skills learned in the Social Work Practice courses. Students gain an understanding of the application of advanced social work skills.

SWRK/405 *Field Education I* (3 credit hours)

This is a 15-week course requiring at least 200 hours of Field Education, or an average of 12-13 hours per week committed to a field placement site. This course provides students an opportunity to integrate and apply their generalist practice theories within their field experiences. Students will be required to demonstrate knowledge, skills, values, and affective and cognitive

dispositions learned in previous courses. The field experience will be a combination of classroom activities, field supervision, and agency activities. In addition to providing service, students will attend a two-hour weekly seminar (online students must meet weekly online course requirements) for faculty supervision and evaluation of student demonstration of Social Work Competencies. This course may not be taken as Directed Study.

SWRK/420 *Field Education II* (3 credit hours)

A continuation of SWRK/405, this course provides 15 additional weeks of supervised generalist practice within the community. This course requires at least 200 additional hours, or an average of 12-13 hours per week, committed to a field placement site. Weekly seminars (2 hours per week) are provided to offer support and supervision of student activities during a student's Field Education (online students must meet weekly online course requirements). This course offers a continuation of agency-based hours necessary to demonstrate increased Social Work knowledge, skills, values, and affective and cognitive dispositions. This course may not be taken as Directed Study.

SWRK/460 *Integration of Social Work* (3 credit hours)

This course provides a comprehensive review and synthesis of all social work content areas within the generalist framework, including ethics, critical thinking, diversity, human rights, social and economic justice, research, policy, and practice.

SWRK/470 *Social Work Capstone and Portfolio* (3 credit hours)

This course is the culmination of students' undergraduate work, a full integration of knowledge, skills, language, and practice exemplary of a social worker prepared to enter the workforce as a general practitioner. The capstone is an individual project that demonstrates the student's readiness for matriculation, which signifies that the student can manage the demands of client work, continuing education, all the ethical and legal standards involved, self-care, advocacy, and basic research and evaluation.

Section III

Program-Specific Policies

Completing Field Education Hours Prior to Week 15

Field Education agency hours and classroom hours are intended to provide a complementary experience by giving students the opportunity to debrief with peers, review any challenges, discuss commonalities, and receive reinforcement from their instructor and peers. Field Education is designed with the agency and coursework synchronized. For this reason, it is important for students to attend both aspects until the end of the semester. Students may not bank hours to end field internship early, or before Week 15. The hour requirement is set as a *minimum* of 200 hours per field education course, but we encourage students and field instructors to instead focus on ensuring that the competencies and objectives are met.

Students must receive an acknowledgement from the faculty member before officially concluding the relationship with the agency. Appropriate professionalism and termination with any client contacts should also occur. Students are then required to maintain attendance for any remaining University of Phoenix course time/classroom sessions.

References

- Bureau of Labor Statistics, U.S. Department of Labor. (2018, July 11). Occupational Outlook Handbook: Social Workers – Job Outlook. Retrieved February 1, 2019 from <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm#tab-6>
- Bureau of Labor Statistics, U.S. Department of Labor. (2015, January 3). *Industries at a Glance: Social Assistance NAICS 624*. Retrieved January 13, 2015 from <http://www.bls.gov/iag/tgs/iag624.htm>
- Council on Social Work Education. (2015). 2015 Educational Policy and Accreditation Standards. Retrieved from <http://www.cswe.org/File.aspx?id=81660>
- Council on Social Work Education. (2015). Frequently Asked Questions. Retrieved from <https://www.cswe.org/Accreditation/Information/Frequently-Asked-Questions>
- National Association of Social Workers. (2016). Code of Ethics. Retrieved from <https://www.socialworkers.org/pubs/code/default.asp>

Statement of Acknowledgement and Understanding

I, _____ (Print Student Name), hereby state that I have downloaded an electronic copy or received a hard copy, and have read and understand the Bachelor of Science in Social Work Program Handbook for the University of Phoenix BSSW Degree program. I further state that I acknowledge and will adhere to the Professional Standards for College of Social and Behavioral Sciences students.

Student Signature: _____ Date: _____

Appendix I – Criminal Convictions Form



University of Phoenix®

Bachelor of Science in Social Work
Acknowledgment of Criminal Conviction

In order to complete the Bachelor of Science in Social Work program, students are required to complete Field Education service hours in an agency or facility offering social work services.

It is the student’s responsibility to check the requirements to determine whether a criminal conviction may prohibit them from completing the Field Education courses requiring 200 hours in each of two courses (400 total hours).

Students who intend to work in a social work setting or facility in a particular state have the responsibility to ascertain they meet the requirements for placement. Students with a criminal conviction history may not be permitted to work in a given position or with clients.

It is the student’s responsibility to ascertain whether their past history and conduct may prohibit their placement or participation in the social work field. The University makes no guarantee or representation that the student will meet all qualifications for such employment for the occupation or profession related to the chosen program. The University and all its instructors and administrations will not be responsible for any cost associated with the program should the student not obtain employment in the social work field.

I have read the above and understand that if I have a criminal conviction, I may be prohibited from completing field education in a social work agency or facility. I further understand that a criminal conviction may prohibit my ability to work in a social work agency or facility.

Student Name

IRN

Student Signature

Date

