

Student Handbook

Bachelor of Social Work Program



Department of Social Work

Office: SBS Castro 2001

PO Box 15300

Flagstaff, AZ 86011-5300

Office phone: 928-523-9970

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Welcome to the Social Work Department

The faculty and staff of the Northern Arizona University (NAU) Bachelor of Social Work Program welcome you. The NAU Department of Social Work offers a Bachelor of Social Work (BSW), as well as a Master of Social Work (MSW), with Online Campus and Flagstaff Mountain Campus options.

You have chosen not only a major, but a professional journey that hopefully will bring you profound satisfaction, an enhanced capacity for responsible citizenship, and a heightened sense of commitment and dedication to social justice in the service of others. Professional social work requires a high level of emotional and intellectual resources, as well as an acceptance of the values and ethics of the profession. Social work is a challenging and very rewarding profession for those interested in others and is willing to give of themselves.

The purpose of the **Social Work Department BSW Handbook** is to educate, share knowledge, and inform students, faculty, staff, alumni, advisory board, and field representatives about the Northern Arizona University Bachelor of Social Work (BSW) Program in a consistent and uniform manner. Program policies, procedures and information for planning and engaging in the professional social work educational experience at NAU are centralized and standardized in this handbook. Please read this manual thoroughly, along with the BSW Field Manual and utilize the information to make your role as a BSW student easier. We are available to assist you along the way.

Department of Social Work Faculty/Staff

CHAIR and BSW PROGRAM COORDINATOR

Natalie Cawood, Ph. D., MSW, Associate Professor

ONLINE PROGRAM COORDINATOR

Pamela Bishop, Ph. D., MSW, Assistant Clinical Professor

MSW PROGRAM COORDINATOR

Anne Medill, Ph. D., MSW, Associate Professor

ADMINISTRATIVE ASSOCIATE

Kendra Garland, M.Ed.

FACULTY

Pamela Bishop, Ph. D., MSW, Assistant Clinical Professor

Courtney Carver, MSW, Lecturer

Natalie Cawood, Ph. D., MSW, Associate Professor

Timothy Corvidae, MSW, Lecturer

Mary Damskey, MSW, Associate Professor

Julie Fritzler, MSW, Assistant Clinical Professor

Anne Medill, Ph. D., MSW, Associate Professor

Michael McCarthy, Ph.D., MSW, Associate Professor

Katie Mommaerts, MSW, LCSW, Assistant Clinical Professor

Katy Montoya, MSW, Assistant Clinical Professor

Natalie Randolph, DBH, MSW, Assistant Clinical Professor

Rita Wright, MSW, Assistant Clinical Professor

FIELD EDUCATION

Julie Fritzler, MSW, Field Education Director

Katie Mommaerts, MSW, Online Field Education Coordinator

TITLE IV-E CHILD WELFARE TRAINING PROJECT

Rita Wright, MSW, Coordinator

Dani O'Connell, MSW, Unit Supervisor

Tracey Grantham, BSW, CPS Specialist

Kelly Wells, BSW, CPS Specialist

Farrah Tsosie, BSW, Child Advocate

PROFESSOR EMERITI

Sara Aleman, Ph.D., MSW

Becky Garrison, Ph.D., MSSW

Charlotte Goodluck, Ph.D., MSW

Dave McKell, MSW

Phyllis Schiller, Ph.D., MSW

Northern Arizona University's BSW Program is firmly rooted in, consistent with, informed, and shaped by 1) The purpose and values of the Social Work Profession; 2) The mission and purpose of Northern Arizona University and College of Social and Behavioral Sciences, and 3) Its regional context.

BSW Program History

The Bachelor of Social Work (BSW) degree program at Northern Arizona University, accredited initially in 1991 retroactive to 1988, is one of 18 accredited professional degree programs at Northern Arizona University and is the only BSW degree program serving the rural northern high plateau and far southwestern areas of Arizona. The NAU Bachelor of Social Work Program has a long-standing tradition of community service and preparing competent professional social workers for generalist practice with Native Americans, Latinos, and disenfranchised and vulnerable populations of the southwest.

BSW Program Mission

The profession of Social Work is dedicated to promoting: 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. (Council on Social Work Education, 2015, p. 5).

The mission of Northern Arizona University's BSW Program, aligned with the mission of the NAU Social Work Department and grounded in the history, purpose, and values of the profession, is to educate competent generalist social workers for practice with diverse populations and multi-level social systems in local, regional and global contexts.

Our generalist focus across all program options is grounded in social work knowledge, values, skills, and cognitive and affective processes; geared to practice with rural and Indigenous populations of the Southwest; and, focused on addressing poverty, structural racism, and oppression; providing leadership in promoting human rights and social, economic, and environmental justice; and service with vulnerable and underserved populations locally, regionally, and globally.

Purpose and Values of Social Work

As reflected in the Social Work Department mission statement, the purpose and values of the profession of social work, provide the foundation of our program. Social workers' professional practice is built on regard for the worth and dignity of all people, and advanced by honoring the significance of the relationship, mutual participation, non-judgmental positive regard, confidentiality and privacy, honesty, genuineness, and responsible handling of conflict. Social workers demonstrate respect for and appreciation of the unique characteristics of diverse populations. Social workers respect the person's right to make independent decisions and to participate actively in the planned change process. Inherent in the right to self-determination is the right to information necessary to make informed decisions and choices. Social workers are committed to assisting client systems in obtaining needed resources and promoting social institutions that are more just and responsive to human needs. This reflects a belief in social justice and that society is obligated to provide opportunities and safeguards for promoting the well-being of its members.

Social workers are committed to the belief that, concurrent with the right to dignity, worth, respect, self-determination, and social justice is social responsibility. Members of society have a responsibility to each other. Inherent in this value is the commitment and responsibility of the professional social worker to society and to integrity, competence, ethical conduct in practice, scientific inquiry and research-informed practice, care of self, and doing no harm. Social Workers have a professional obligation to seek ways to use professional knowledge, values, and skills as responsible citizens and to promote social, economic, and environmental sustainability. Content regarding the purpose and values of social work is infused throughout the BSW curriculum across all program options.

The Northern Arizona University BSW Program is committed to a social work practice model with diverse individuals and rural client well-being. The Program incorporates theoretical perspectives or approaches that make-up a strengths-based framework which is used to elaborate on the Program's mission and to develop the Program's goals. Developing a strengths-based framework must include knowledge of culturally competent practice. Embracing the need to give voice to marginalized communities, NAU's BSW curriculum addresses ways for students to learn and practice ways of working with diverse groups of clients that best enable members of those communities to achieve their goals. To ground the strengths-based paradigm in practice, resilience theory is used as the system of understanding that shapes the strengths perspective. To utilize the strengths based perspective in social work practice, then, is to work to enhance the resilience of client systems.

A strengths-based perspective views communities as important human associations based on kinship, relationship, and shared experiences in which individuals voluntarily attempt to provide meaning in their lives, meet individual needs, and accomplish personal goals. Communities are social systems that may take on various forms, including religious institutions, ethnic and cultural organizations, neighborhoods, and kinship networks. Social workers grounded in a strengths-based approach are cognizant of the interrelatedness of clients' well-being and the conditions in and of the larger community. There is an emphasis on building on the natural resources that already exist in communities. This perspective helps social workers understand behavior in context and illustrates how systems have an impact on individual social functioning. Strengths-based social work practice stresses that practitioners must be involved in strategies aimed at changing the social environments of clients and building on community resources. These strategies include advocacy, empowerment, policy development, and change implementation.

A strengths-based approach to practice recognizes the importance of natural helping networks and family systems. Systems theory combined with a strengths perspective focuses on linkages that connect individuals with each other. The strengths perspective is an overall approach to thinking and practice that addresses both individual suffering and social justice. Social justice is an organizing value of social work. A commitment to human rights and social justice provide the moral grounding for social work practice and research. Social workers contribute to a just society by helping to create the structural arrangements and social processes in which these fundamental rights are honored and resources are obtained and distributed in an equitable manner. The valuing of social justice and human rights and the implications of that valuing for the profession underlies the Northern Arizona University BSW Program and its efforts to enlighten and empower social workers to be active change agents on behalf of those

who face adversity or are oppressed. Knowledge and skills related to social justice are fundamental to the curriculum.

Integrating a bio-psycho-social approach and the ecological perspective enhances students' insights and knowledge about the human condition. Knowledge of biological influences, psychological perspectives, and social theories on family dynamics, ethnicity and culture, social movements, socioeconomic class, and social institutions are introduced in the generalist year curriculum. The ecological perspective complements the bio-psycho-social approach, emphasizing the interactions between people and their multiple environments. The ecological approach provides concepts that help social workers understand people's transactions and allow social workers and clients to identify and address those processes that undermine human dignity, self-actualization, and fulfillment.

The above philosophy defines the conceptual parameters and commitments of the NAU BSW Program. It articulates the assumptions that grounds our curriculum and outlines our vision of professional social work. This framework further refines the BSW Program's mission and is a basis for forming the program goals.

Council on Social Work Education (CSWE) EPAS 2015

The following nine competencies correspond to the 2015 CSWE Educational Policy and Accreditation Standards (EPAS) and competencies of baccalaureate-level graduates in social work.

Competency 1: Demonstrate Ethical and Professional Behavior

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

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

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

Social workers:

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

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

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

Social workers:

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

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

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

Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers

understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

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

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

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

Social workers:

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

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

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

Social workers:

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

BSW Program Goals

The goals of the Northern Arizona University BSW program are:

1. To prepare competent generalist social workers with the knowledge, values, skills, and cognitive and affective processes for engaging in individual, family, group, organization, and community planned change processes with diverse rural, vulnerable, disenfranchised, and underserved populations locally, regionally, and globally. **(Competencies 2, 6, 7, 8, and 9)**
2. To promote identification with the profession, continued professional development, and development of knowledge and skills for generalist social work practice. **(Competency 1)**
3. To provide service to the community and promote human rights, social, economic, and environmental justice. **(Competency 3)**
4. To prepare competent generalist social workers to engage in practice-informed research and research-informed practice and to promote multiple ways of knowing. **(Competency 4)**
5. To provide students with the knowledge and skills to understand, engage, and assess policy practice from a strengths-based perspective. **(Competency 5)**

Program Goals	Competencies
1. To prepare competent generalist social workers with the knowledge, values, skills, and cognitive and affective processes for engaging in individual, family, group, organization, and community planned change processes with diverse rural, vulnerable, disenfranchised, and underserved	C2: Engage Diversity and Difference in Practice C6: Engage with Individuals, Families, Groups, Organizations, and Communities

Program Goals	Competencies
<p>populations locally, regionally, and globally.</p>	<p>C7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>C8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>
<p>2. To promote identification with the profession, continued professional development, and development of knowledge and skills for generalist social work practice.</p>	<p>C1: Demonstrate Ethical and Professional Behavior</p>
<p>3. To provide service to the community and promote human rights, social, economic, and environmental justice.</p>	<p>C3: Advance Human Rights and Social, Economic, and Environmental Justice</p>
<p>4. To prepare competent generalist social workers to engage in practice-informed research and research-informed practice and to promote multiple ways of knowing.</p>	<p>C4: Engage In Practice-informed Research and Research-informed Practice</p>
<p>5. To provide students with the knowledge and skills to understand, engage, and assess policy practice from a strengths-based perspective.</p>	<p>C5: Engage in Policy Practice</p>

Four Year Degree Plan

Go to www.nau.edu/catalog to view the BSW degree progression plan and pre-requisite and co-requisite requirements.

Log in to www.my.nau.edu to use your Jacks Planner to complete multi-term course planning.

Work with your Academic Adviser to develop your plan of study.

Bachelor of Social Work 2017-2018 Undergraduate Catalog Progression Plan-Classic

Year 1 - Fall	
SW 220 People To People	3
Foundation English	4
PSY 101 Introduction To Psychology	3
General Elective Course	3
General Elective Course	3

Year 1 - Spring	
Foundation Math	3
SW Cognate Placeholder	3
Liberal Studies Science Lecture	3
Liberal Studies Science Lab	1
Liberal Studies and/or Diversity	3
General Elective Course	1

Year 2 - Fall	
SW Cognate Placeholder	3
PSY 240 Developmental Psychology	3
Liberal Studies and/or Diversity	3
Liberal Studies and/or Diversity	3
General Elective Course	3
Apply to Social Work Program	

Year 2 - Spring	
SW Cognate Placeholder	3
ISM 120 Introduction To Computer Information Systems	3
SW 295 Social Justice and Diversity in Social Work	3
Liberal Studies and/or Diversity	3
General Elective Course	3

Year 3 - Fall	
SW Cognate Placeholder	3
SW Cognate Placeholder	3
SOC 365 or PSY 230	3
SW 401 Crisis Intervention Methods	3
General Elective Course	3

Year 3 - Spring	
SW 320W Social Policy And Legislation	3
SW 321 Generalist Practice I	3
SW 355 Social Work Research	3
General Elective Course	3
SW 450 Contemporary Topics In SW	3

Year 4 - Fall	
SW 408 Field Placement	6
SW 422 Generalist Practice II	3
SW 423 Generalist Practice III	3
SW 427 Social Work Assessment	3

Year 4 - Spring	
SW 408 Field Placement	6
SW 420 Social Welfare Policy Practice	3
SW 450 Contemporary Topics In SW	3
SW 498C Senior Seminar	3

Major Requirements

Take the following 75 units:

Professional Courses (60-61 units)

SW 220 (3 units)

Research (6-7 units):

Statistics: SOC 365 or PSY 230 (3-4 units)

Research Methods: SW 355 (3 units)

Policy: SW 320W, SW 420 (6 units)

Human Behavior and the Social Environment: PSY 240, SW 295 and SW 427 (9 units)

Information Technology Literacy: ISM 120 (3 units)

Generalist Practice: SW 321, SW 422, SW 423 (9 units)

Crisis Intervention: SW 401 (3 units)

Contemporary Topics in Social Work: SW 450 topics (6 units)

SW 450 must be repeated, with different content, for at least 6 units

SW 418 may be used to fulfill one of the required Topics Courses.

Field Education: SW 408 (12 units)

Senior Seminar: SW 498C (3 units)

Only one grade of "D" in the professional core courses is permitted.

Behavioral Science Cognates (15 units)

Select one course from each of the following areas:

- **Ethnicity**, select one from: SOC 215, SOC 360, ES 300 (3 units)
- **Gender**, select one from: HIS 295, POS 355, SOC 204, CCJ 360, PSY 491, or any WGS course (3 units)
- **Human Biology**, select one from: BIO 310, SW 310 (3 units)
- **Indigenous Populations of the Southwest**, select one from: SOC 315, ANT 306, ES 160, HIS 396 (3 units)
- **Social and Economic Justice**, select one from: ECO 280, ECO 285, SOC 210, or SOC 353 (3 units)

A Social Work advisor's approval, in consultation with the Chair/BSW Coordinator/Online Coordinator is necessary for any courses not listed above.

General Electives:

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

Additional Information

Be aware that some courses may have prerequisites that you must also take. For prerequisite information click on the course or see your advisor.

BSW Course Descriptions

SW 220: People to People: Social Welfare and Social Work

This course is an examination of the forces that have influenced the evolution of social welfare and the demand for social workers and their services. The exploration of the evolution of societies' responses to human needs identified as basic to the well-being of the members of society emphasizes a critical analysis of the impact of poverty on society, the people who live in poverty, and the effectiveness of social response to address and eliminate poverty. It is a Liberal Studies course in the Social and Political Worlds distribution block with a focus on developing and assessing the Essential Skill of effective writing. Students participate in a service learning experience as part of the course. **(3 credits)**

SW 295 Social Justice and Diversity in Social Work

The purpose of this course is to better understand the nature of social justice and human rights within the framework of social work practice, values, and ethics. The course content also addresses social justice issues within sociopolitical patterns of power and privilege. **(3 credits)**

SW 320W Social Policy and Legislation

This course will familiarize students with the historical and legislative development of social welfare policy and social work. It will examine society's values and response to social concerns throughout history and relate them to the specific political, economic, and social structures of different periods. How these factors influenced the development of the profession of social work and promotion of social and economic justice will also be discussed. This course serves as the Junior Level Writing Requirement for the Social Work major. As such, the emphasis is on learning about social welfare policy and legislation through a series of writing assignments, to improve thinking and writing skills. **(3 credits)**

SW 321 Generalist Practice I

Course content and service learning requirements provide students with the knowledge (theoretical and conceptual frameworks of ecological systems, strengths perspective, communication theory, evidence-based, planned change processes), values (NASW Code of Ethics), and skills (cultural competence, interviewing, issue and strengths identification, and information gathering) for generalist social work practice across client systems. The engagement in the service-learning requirement fosters and facilitates application of the knowledge, values, and skills developing through the course. **(3 credits)**

SW 355 Social Work Research

The focus of SW 355 is the application of scientific inquiry in generalist social work practice to develop competence in the use of evidence to inform practice and the use of practice processes to inform research. Course content includes question formulation and hypothesis development, literature review, variable operationalization, qualitative and quantitative methodology, research design, data collection and analysis, and systematic evaluation of practice within the ethical, political, social, economic, and locality (local to global) contexts in which research is conducted. **(3 credits)**

SW 401 Crisis Intervention

Events and perception of crises are part of the human experience. The focus of this course is the preparation of social workers and other helping professionals for working with individuals, families, groups, communities, and organizations through the experience of crisis to enable return to balance and social functioning. Students learn about crisis theory, types and kinds of crises from developmental to catastrophic, the elements of a crisis situation and crisis intervention, the principles and processes of crisis intervention, and the skills for responding to people in crisis within the context of professional values and ethical standards for practice and an appreciation and respect for age, gender, gender identification, physical and mental condition, sexual orientation, ethnic, cultural, social, political, economic, belief, and environmental diversity. As part of this course, students will participate in a ride-along experience with a first responder service, and engage in self-reflection and identification of mechanisms for managing stress and preventing compassion fatigue. **(3 credits)**

SW 408 Field Placement

Field education is the 480 clock hour component of the social work curriculum designed to make real the behavioral incorporation of knowledge, values and skills resulting in the acceptance and expression of responsibility and conscious use of self in professional practice. It is through field placement that student academic learning becomes operationalized and actualized. Field placement makes learning direct, immediate, and personal. With this service learning experience, students grow in self-awareness and develop a sense of professional identity and competence. **(12 credits)**

SW 420 Social Welfare Policy Practice

The purpose of this course is to provide students with social policy practice skills for culturally competent generalist social work practice. Students examine, analyze, and engage in action activities associated with current social welfare policy. **(3 credits)**

SW 422: Generalist Practice II

Professional social work practice requires skill in assessing and intervening in social concerns at a variety of client system levels (individual, family, group, organization, community). The planned change process (engagement, assessment, planning, intervention, evaluation, disengagement) can be applied to each system level. However, effective practice at each level also requires knowledge about and application of skills specific to that level. The goals of this course are to: 1) examine and apply ecosystems, strengths perspective, and evidence-based planned change processes when the focus of the intervention is determined to be at the individual, group, and family level, 2) develop specific skills and knowledge (practice frameworks) used by social workers in initiating planned change at the individual, family, and group levels, and 3) integrate mechanisms for measuring the effectiveness of intervention strategies and processes. **(3 credits)**

SW 423: Generalist Practice III

Course content will provide the student with the opportunity to explore sources and develop knowledge, skills, and values of generalist social work practice in macro settings including organizations and communities. Students will learn to apply evidenced-based practice, assessment, social policy, and technology principles with macro level client systems. **(3 credits)**

SW 427 Social Work Assessment

Assessment is a core component of the planned change process for generalist social work practice. In this course, students apply the knowledge and skills learned from university liberal studies, diversity, and social work behavioral science cognate requirements to assessment with individuals, families, small groups, organizations, and communities within the context of social work values and ethical standards for practice, and human, cultural, and locality diversity. As indicated in the learning outcomes specified for this course, students learn to identify the interface between human behavior and the social environment, examine elements of human diversity and social structures that support or inhibit development and social functioning, utilize ecological system and strengths perspectives, human behavior and social theory, research, and evidence in the assessment process, and apply principles and processes of assessment to inform practice decisions and intervention strategies. Students engage with an older adult in a service learning experience for the purpose of life review/reminiscence assessment processes. **(3 credits)**

SW 498C Senior Seminar

This seminar offers students the opportunity to integrate the various strands of learning drawn from their liberal arts, behavioral science cognate, and professional core course work into a model or conceptual framework of generalist social work practice. While it is acknowledged that the process of integration is primarily an internal process and has been required and demonstrated in earlier course work, this course provides the opportunity to synthesize and crystallize holistically the components (knowledge, values, and skills) of competent generalist social work. **(3 credits)**

Social Work Academic Advising

In fall 2011, the BSW program joined the rest of NAU and made the transition to using NAU professional academic advisors to support students in their degree planning. The BSW Coordinator, Online Coordinator, and Field faculty work closely with the Social Work-assigned academic advisors. We provide periodic trainings for the advisors, as new advisors are assigned to our major, and we actively collaborate on enrollment needs, transfer course equivalencies, and student degree planning issues. The social work advisors are valued members of the Social Work Department team, assisting us with program orientation processes and providing support in determining enrollment projections/capacity needs. Our ability to work together allows for a seamless and speedy resolution to student questions and enrollment needs. Faculty members are designated as mentors, supporting students in their professional planning and development. Individual faculty members regularly meet with students to discuss the various arenas of social work practice, graduate school options, and offer professional guidance. The Social Work Phi Alpha Honor Society faculty mentor works with other faculty to provide a graduate school information session each year, bringing in program alumni to discuss the lessons they have learned in going on to various MSW programs.

Students who identify interest in social work as their major may meet initially with a Social Work-designated professional Academic Advisor who will begin the academic planning process with the student and/or meet with the BSW Coordinator or other social work faculty member to discuss their interest in the field of social work. Social Work majors work with a social work academic advisor, but are also automatically matched through the NAU LOUIE system with a social work faculty mentor. However, students may choose to meet with any Social Work faculty member for professional mentoring. Students are expected to maintain regular contact with their professional academic advisor, and during early enrollment periods, make an appointment to discuss, review, and plan their academic program for the upcoming semesters. The social work academic advisors assist seniors in completing their graduation application, while the faculty mentors provide information about employment and/or graduate schools, and write letters of recommendation, if requested, for the students.

University Academic Advising

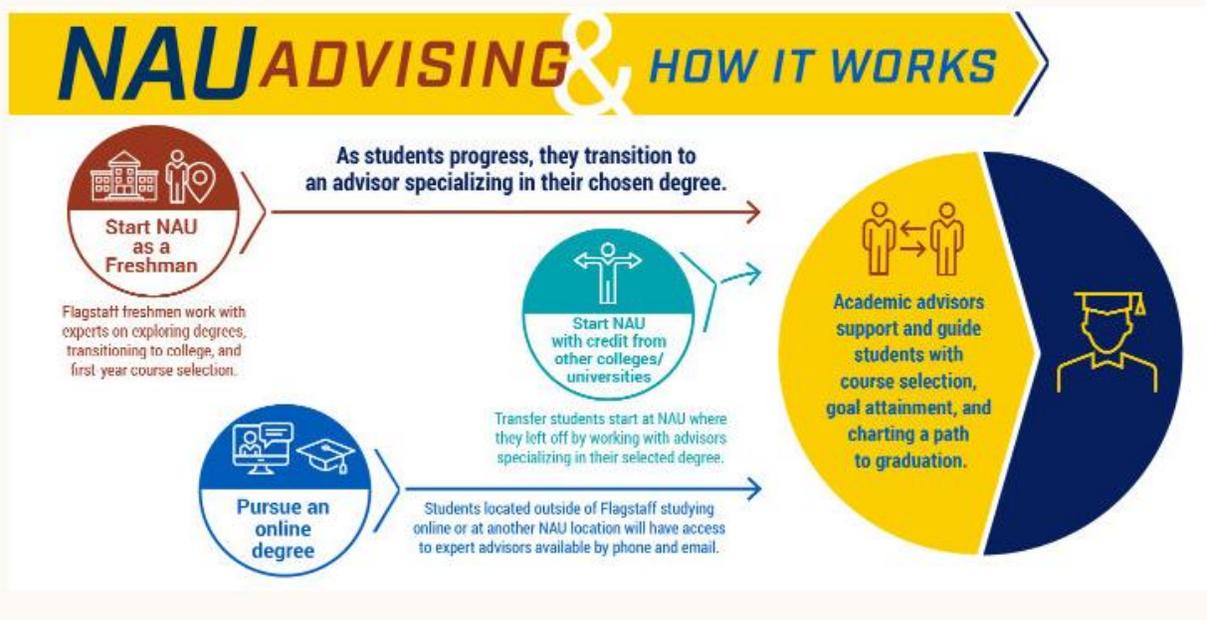
The University Advising team's purpose is to guide and support students as they progress through their academic careers. Advisors assist with academic plan and sub-plan selection, course selection and sequencing, resource and tool referral, enrollment, policy interpretation, and coach students through their academic requirements and challenges. The NAU academic advising philosophy combines intrusive and appreciative advising. Using various academic advising strategies, advisors promote student growth in establishing and attaining near and long-term goals, teach and model problem solving, and help students appreciate their strengths and address their weaknesses. Admitted students can see their assigned advisor by logging into LOUIE or my.nau.edu. Current NAU Students can schedule an appointment with their assigned academic advisor at: appointments.nau.edu.

Mountain Campus Social & Behavioral Science Office of Advising and Career Services

Academic advising is an active process; a partnership involving the student, the academic adviser, and NAU which assists students in developing academic plans to further their career and life goals. Academic advising in the College of Social and Behavioral Sciences addresses three objectives.

1. Developmental advising allows students to derive the greatest possible benefit from their university experience. Developmental advising helps students learn to solve problems and confront issues standing between themselves and academic success.
2. Career advising provides information, advice, and resources about career options and opportunities. Students are encouraged to select both career and life goals to enrich their university experience.
3. Curricular, technical, and programmatic advising help students choose courses, plan programs of study, complete degree requirements, and select career or graduate study paths.

NAU Academic Advising



Academic Advisors for Flagstaff Mountain Campus Social Work Students

Advisor	Phone	Email	Advising Area
Desiree Hopkins	523-9558	Desiree.Hopkins@nau.edu	PSY, SOC, SW, WGS
Ashley Morrison	523-1644	Ashley.Morrison@nau.edu	PIA, PSY, SOC, SW, WGS
Rubi Rivera	523-1025	Rubi.Rivera@nau.edu	ANT, CCJ, SOC, SW

NAU Online Campus Advising Resources

Similar to the advising services for on-campus students, NAU has well-developed advising services for online students. Social Work has social work-designated professional academic advisors that are assigned to our BSW program. We work regularly and actively with the advisors for our online students. Communication with the online academic advisors is typically more frequent than with our on-campus advisors. There is sometimes daily communication between the online advisors and the BSW Program Coordinator, as there are many students transferring into the online BSW program and transfer credits must be analyzed regularly for equivalency to our BSW degree plan requirements. Whether it is Skype, instant message, e-mail or telephone, the Social Work Chair/BSW Coordinator, Online Coordinator, and Field faculty work very closely with the online advisors, allowing our online BSW students to have a well-coordinated advising experience. Faculty mentoring with online students happens via phone, e-mail, and Skype. It is both formal and informal, as students progress through the BSW program. Online students have opportunities to participate in program orientation and graduate school information sessions through the use of a variety of technological options.

Academic Advisors for Online Campus Social Work Students

Academic Plan	Advisor	Advisor Phone	Advisor Email
Social Work	Dana Flanagan - OOS	928 523-9226	Dana.Flanagan@nau.edu
	Eric Calderon - PHX	602 298-4003	Eric.Calderon@nau.edu

Admission Application and Deadlines

Application deadlines:

To start in the spring semester: October 1st

To start in the fall semester: January 25th

*Online Campus students have an additional opportunity to apply: June 1st

To apply go to the web-based application at: <https://nau.edu/social-work/bsw-apply-now/>



Apply now to the BSW program

Earn your Bachelor of Social Work at Northern Arizona University

Do you want a career dedicated to enhancing the well-being of all people, and supporting the empowerment of vulnerable, oppressed, and impoverished populations? Social workers approach their work from the strengths perspective, while also looking at the individual within their environment. Social workers advocate for social change, and become involved in the political process.

With our accredited BSW degree program, you can become a licensed generalist social worker in many states. Demand for social workers is [projected to grow significantly](#), and diverse opportunities are available to qualified social workers.

Contact Social Work

✉ Kendra.Garland@nau.edu
☎ 928-523-6569

Apply to the BSW



Admission Requirements

All admission criteria for the BSW Program are identified in the NAU Course Catalog and the application. The admissions process to the Social Work Program serves three primary functions:

- 1) tracking and monitoring student involvement and progress;
- 2) gate keeping to the social work profession; and,
- 3) professional socialization.

Decisions regarding admission to the social work major are made by the BSW Program Admissions Committee comprised of full-time social work faculty. A clearly defined scoring system is used to evaluate applicants based on specific criteria. The criteria established for evaluation of students is comprehensive with academic, professional, and personal factors considered. Members of the Admissions Committee first individually review and score each application according to these criteria. The committee then meets as a group to compare and discuss scores and to apply and interpret the criteria should differences between scores be significant.

Academic Preparation and Readiness

- 1) Completion of SW 220 (People to People) or its equivalent transfer course with a "B" or better.
- 2) Completion of 24 college credit hours with a minimum overall GPA of 2.25 (based on 4.0 = A).

Admission Requirements

- 1) Social Work Admission Application Form <https://nau.edu/social-work/bsw-apply-now/>
- 2) Copies of Official Transcripts*
- 3) Personal Statement**
- 4) Two Letters of Recommendation***

*Transcripts are automatically pulled into student applications. However, students are responsible for submitting any transcripts for transfer courses from other institutions to their Academic Advisors.

**The personal statement includes five (5) essay questions that are found in the application.

***References DO NOT need to write actual letters. Students submit reference contact information in the application and referees are sent a link to the web-based Reference Form via e-mail.

A personal interview with the Social Work Admissions Committee may be requested. The Personal Statement reveals the most information about the student's interest and motivations toward the profession of social work. Students share personal experiences that informed their decisions to become social workers. These experiences may include relationships with other social work students, positive role models in their lives, or experiences in which they were listened to by a worker; their life experiences, feelings of compassion toward others, experiences with helping people in former situations; and desire to "make a difference" in their communities through social work. We profoundly appreciate the fact that many people want to help others and work toward ending social, economic, and environmental injustice. The Personal Statement is used as a mechanism for evaluation of applicant writing skills enabling program faculty to direct students to additional academic support services for a more successful university experience.

Transfer Credits

Course work transferred from other social work programs is evaluated on a case-by-case basis by the Chair/BSW Program Coordinator or Online Program Coordinator to determine if content is equivalent to that required in our program.

This process is completed in collaboration with professional NAU Academic Advisors assigned to our program. Students frequently transfer the SW 220, PSY 240, ISM 120, and Behavioral Science Cognate courses from other colleges and universities. To ensure course equivalency of transfer between Arizona colleges and universities, Arizona Universities and Colleges participate in the Arizona Course Equivalency Tracking System (ACETS). As mentioned previously, the Transfer Articulation Task Force for the social work major meets annually in early November. The Chair/BSW Program Coordinator is our program representative on this task force and reviews all syllabi submitted by Arizona universities and community colleges for equivalency with our social work courses.

To complete a transfer evaluation for courses that are not taken at an Arizona university or college, the student is expected to provide a course description and/or syllabus for the transfer course that includes the degree(s) of the instructor, course text(s), course objectives, course assignments, and course content topic areas. The Social Work Department Chair is available for consultation in decisions regarding acceptance of transfer credit for social work major requirements and has final authority if there are disagreements about transfer credit decisions.

Credit for Life Experience Policy

To ensure that students receive a consistent, comprehensive educational experience leading to competence as generalist social workers, the Social Work Program does not grant credit for either life or work experience in lieu of any required social work courses or the internship. Students who have completed social work courses at other CSWE accredited programs will have their materials reviewed on a case-by-case basis by the Registrar and the Chair/BSW Program Coordinator or Online Program Coordinator to determine comparability with CSWE social work requirements.

Field Education

The purpose of the field education program is to provide an educationally focused and directed practice experience that enables students to discover, develop, and enhance their capacities as advanced generalist social workers. Field education is the 480 clock hour component of the social work curriculum designed to make real the behavioral incorporation of knowledge, values, skills, and cognitive and affective processes resulting in the acceptance and expression of responsibility and conscious use of self in professional practice. It is through field placement that student academic learning becomes operationalized and actualized.

Field placement makes learning direct, immediate, and personal. Students' learning about their own feelings and attitudes is encouraged, for a part of the experience involves exploration of feelings and emotions to a greater extent than is possible in the classroom. With this field placement experience, students grow in self-awareness and develop a sense of professional identity and competence.

Students can view the BSW Field Manual at <https://nau.edu/social-work/field-education/>

Student Academic and Professional Performance Policies

Academic Performance Standards for Admission, Retention, and Graduation

Because of the responsible positions of authority that social workers hold, and the potential to do harm in those positions, academic requirements in a social work program are by necessity comprehensive. In addition to student scholastic requirements for completion of courses at certain grade levels, social work students are expected to behave in a manner that is consistent with the values, ethics, and conduct requirements of the profession of social work in their three primary roles in the program: as learners, as students in a professional program, and as future professional helpers. Comprehensive academic performance standards in the Social Work Department include cognitive, skill, scholastic, behavioral, and professional components and are primary indicators of professional readiness for practice in the field of social work.

The Academic Performance Standards for the NAU BSW Program fall into seven (7) categories: Scholastic, Professional Values and Ethics, Self-Awareness, Interpersonal Relationship Skills, Responsibility and Professional Readiness, Critical Thinking and Decision-Making Abilities, and Communication Skills.

The BSW Program's academic performance standards and examples of essential behavior for each standard are developed to ensure clarity on expectations for student behavior and achievement, and to ensure that students from our program are well-suited for the demands, roles, and responsibilities of professional social workers. Evidence of meeting academic performance standards may include, but are not limited to: reference letters from faculty, work/volunteer supervisors, and/or field instructors; feedback from faculty, field instructors, students, staff/university personnel, and/or community professionals; observation of classroom, volunteer, or field behaviors; oral and written assignments,

examinations; personal statements or self-assessments; interviews with faculty or other professionals; and/or taped interview situations (audio or video).

Every effort is made to be responsive to student learning needs. If a student has special needs, please discuss these needs with course instructors early in the semester. Students with a learning or physical disability are encouraged to make arrangements for class assignments/exams so their academic performance will not suffer due to the disability. For questions about special provisions for students with disabilities, contact the office of Disability Support Services [928-523-8773 (voice) or 928-523-6906 (TTY)]. It is the student's responsibility to register with the office of Disability Support Services. Applications for receiving services for students with disabilities should be made at least eight weeks prior to the start of the semester. If Disability Support Services verifies a student's eligibility for special services, the student is encouraged to consult with course instructors during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services or the Affirmative Action Office (928-523-3312).

Students who are unable to achieve or to demonstrate the essential behavior identified in this document will come before the BSW Academic Performance Review Committee, in accordance with the program policies and procedures that govern how issues of student continuation in and termination from the program are handled.

Scholastic Standard: Includes overall GPA, GPA in required social work courses, and course grades.

Essential Student Behavior:

- Achieve/ maintain an overall GPA of 2.25
- Earn a C or better in required Social Work Core courses. Grades of a B or better are required in the introduction to social work course for admission into the social work major and a B or better is required in the SW 321, Generalist Practice I for admission into the SW 408 Field Placement course. Only one D is permitted for the Social Work Core courses. **Successfully complete SW 408 Field Placement the first time it is taken.**

Professional Values and Ethics Standard: Students demonstrate adherence to ethical, legal, and professional directives and expectations.

Essential Student Behavior:

- Judgment and conduct are consistent with the values and ethics of the profession as advanced in the NASW *Code of Ethics*, as well as with established laws, policies, and professional standards of care.
- Adheres to ethical expectations and obligations in working with diverse populations, validating the dignity and worth of all people.
- Demonstrates professional and academic integrity in meeting the competencies of the social work program and in fulfilling all program requirements. Students are expected to remain aware of and abide by Social Work Department and Northern Arizona University Academic and Student Conduct Policies detailed in the NAU and BSW Student Handbooks.
- Respects the rights of others and upholds the ethical standards of privacy and confidentiality at all times.

Self-Awareness Standard: Students demonstrate self-awareness through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting client systems, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance difficulties and unprofessional behavior.

Essential Student Behavior:

- Engages in self-reflection and awareness of self and her or his impact on interpersonal and professional relationships.
- Examines and assesses the relationship between his or her personal values and their fit with expected professional behavior, as well as growing toward professionalism by responsibly reconciling differences, as required by the *NASW Code of Ethics*.
- Assesses her/his suitability for professional practice throughout the program of study.
- Acknowledges, seeks help to resolve, and ultimately resolves personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with judgment, academic performance, and/or interactions with client systems, peers, supervisors, faculty, and other relevant parties.
- Advocates for himself/herself in a responsible manner.
- Prepares for supervision and other forms of professional advisement and mentorship.
- Shows a willingness to receive and accept feedback and/or supervision, and to use the feedback to enhance his/her professional development.
- Takes an active role in the learning process.
- Demonstrates a realistic and accurate self-awareness of his/her own strengths, limitations, values, and performance.

Interpersonal Relationship Skills Standard: Interactions with peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as a clear understanding of professional roles and appropriate boundaries.

Essential Student Behavior:

- Relates interpersonally in a manner that is respectful, affirming of human rights, collaborative, valuing of diversity, and characterized by maturity.
- Demonstrates interpersonal skills that would indicate an ability to form and sustain effective helping relationships.
- Uses proper channels for conflict resolution.
- Maintains appropriate boundaries in all relevant relationships and arenas.
- Demonstrates appropriate use of self in professional roles and responsibilities.

Responsibility and Professional Readiness Standard: Responsibility and professional readiness are demonstrated over the course of the program of study through self-directed and accountable behavior, and adherence to professional, program, and university codes of conduct.

Essential Student Behavior:

- Demonstrates responsible and self-directed behavior in adherence to the plan of study and the proper sequencing of courses for program completion.
- Demonstrates responsible and accountable behavior by observing advisement deadlines, keeping appointments or canceling appointments if unable to keep them, attending class regularly and on time, and observing assignment due dates.
- Demonstrates ability to adhere to agency protocols and policies, dress codes, and documentation requirements.

- Demonstrates behaviors on campus, in the classroom, in the field placement, in the community, and with peers that are in compliance with program policies, institutional policies, and professional ethical standards.
- Refrains from illegal drug use and demonstrates behavior that is consistent with NAU's Alcohol and Drug policies as outlined in the NAU Student Handbook.
- Passes drug screens, as may be required by the program or field placement agency.
- Qualifies for a Fingerprint card.
- Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion, tardiness, or late submission of assignments and identifies appropriate alternatives when a change in plans is necessary.
- Demonstrates ability to function within the structure of organizations and service delivery systems, as a member of a team and of an agency.
- Demonstrates application of effective workload management strategies in completing all professional and academic responsibilities and activities.
- Responds in a timely and appropriate manner to communication from faculty, supervisors, field instruction personnel, team members, and client systems.

Critical Thinking and Decision-Making Abilities Standard: Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence.

Essential Student Behavior:

- Demonstrates ability to gather, assess, and analyze information to reach well-reasoned conclusions and/or resolutions; to think open-mindedly about alternative viewpoints, recognizing underlying assumptions, implications, and practical consequences of various perspectives.
- Demonstrates the ability to identify and incorporate classroom learning in assessments and interventions with client systems.
- Demonstrates ability to engage in reflective thinking to overcome personal beliefs rooted in prejudices, sweeping generalizations, stereotypes, and oversimplifications.

Communication Skills Standard: All verbal, nonverbal, and written communication exchanges are in accordance with professional standards.

Essential Student Behavior:

- Speaks with dignity, respect, and cultural sensitivity to peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors.
- Shows skill in building rapport and engagement, applying principles of sound communication.
- Demonstrates empathic and attending skills in interactions.
- Demonstrates mastery of the English language in written form in keeping with University proficiency requirements.
- Prepares written products that reflect mastery of the conventions of written English in clarity, accuracy, completeness, as well as evidence of correct grammar and syntax, proper diction, accurate reasoning, and APA formatting.
- Follows agency guidelines for recordkeeping.

Academic Performance Review Guidelines for Retention and Termination

The Social Work Department Academic Performance Review Guidelines for Retention and Termination and Policy Exception Procedures can be accessed on the NAU Social Work Department home page.

Social work education serves the function of assuring that competent persons enter the social work profession, and NAU's Social Work Department is committed to ensuring that students from our program are well suited for the professional demands, roles, and responsibilities of social workers. Consequently, at times social work faculty may find it necessary to assess or reassess a student's motivation and/or suitability for a career in social work, and thus for continuation in the program. To fulfill this obligation, the social work faculty has defined herein the policies and procedures that govern how issues of student continuation in and termination from the Social Work major are handled when a concern is raised about a student's performance.

Given the nature and scope of professional social work practice, academic performance standards, as defined in the program's Academic Performance Standards for Admission, Retention, and Graduation, are comprehensive. Students are introduced to these standards when they first interface with the program and their student file is established. When offered admission to the BSW Program, they are provided with a copy of the NAU Social Work Department BSW Program Academic Performance Standards. Each student has the responsibility for discussing academic performance difficulties with his/her instructors, faculty field liaison, and advisor as appropriate to the situation.

Below is an illustrative but not exhaustive list of conditions that might result in an Academic Performance Review, based on the program's Academic Performance Standards. Students are seen as violating the NAU Social Work Department's Academic Performance Standards and might be subject to performance review when they

- ◆ fail to demonstrate professional integrity in meeting the competencies of the social work program and in fulfilling all program requirements.
- ◆ perform at levels of D and below in BSW course and/or field work.
- ◆ breach the standards for academic conduct, including but not limited to plagiarism, the giving or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work. NAU's policy on academic and classroom conduct is defined in the NAU student handbook and course syllabi.
- ◆ are consistently unable to meet classroom and program requirements; for example, they are involved in a high frequency of tardiness and absences in classes, absences on exam days, assignments are turned in late, required field experiences or group meetings to prepare for group projects are missed.
- ◆ do not meet the grade-point requirements that have been established at different points in the program or earn a failing grade in the SW 408 course.

Students are required to have a minimum 2.25 overall GPA and a B or better in the introduction to social work course for admission to the major and maintain a 2.25 overall GPA for retention in the major. Students are allowed only one D in the Social Work Core courses. A grade of B or better is required in SW 321 Generalist Practice I to be eligible for enrollment in SW 408 Field Placement. Students are expected to pass field placement (SW 408) the first time enrolled.

- ◆ reject social work values as they proceed through the program or do not comply with the *NASW Code of Ethics*.
- ◆ fail to engage in ethical behavior in the community commensurate with professional practice.
- ◆ are found to be in serious violation of NAU Academic and Student Conduct policies, as determined by the NAU System.
- ◆ are convicted of a violent crime or other felony during enrollment as a social work student.
- ◆ are under the influence of alcohol or drugs in the classroom or field settings, which causes them to function in an impaired manner, exhibit inappropriate behavior, or demonstrate negligence or unprofessional conduct, as defined in the *NASW Code of Ethics*.
- ◆ are unable to pass a drug screen, as required by the program or the field placement agency.
- ◆ behave in ways that are inappropriate to the field of social work, as defined in the *NASW Code of Ethics* or NAU and Social Work Department policies.
- ◆ are unable to demonstrate willingness to grow toward professionalism by responsibly and satisfactorily reconciling differences between personal and professional values/ethics in order to practice in an ethical and a professional manner, as required by the *NASW Code of Ethics*.
- ◆ interact inappropriately with faculty, staff, peers, field instructors, or in other collegial relationships.

Composition of the Committee

The Performance Review Committee will be a committee of the whole (including all full time social work faculty) with a quorum of one over half of that group needed in order for the committee to convene as a group to address the matter at hand. The BSW Program Coordinator or Online Coordinator will serve as chair of the committee.

Responsibility of the Committee

The Performance Review Committee will review and make decisions about academic performance standard violation allegations as presented in writing to the BSW Program Coordinator and copied to the Social Work Department Chair. The committee chair shall see that all necessary information is compiled and available for committee use in deliberations.

Roles of Committee Chair and Complainant(s)

The committee chair is responsible for convening the committee, informing the student in writing (email or hard copy) that a complaint has come forward, gathering information, recording the review process, and communicating information to the student regarding committee action and decisions. The

complainant is viewed as the person(s) most knowledgeable about the situation under review and is therefore responsible for presenting pertinent information on the nature of and facts about the academic performance under review.

Initiating a Performance Review

Any faculty member or field instructor who has a special concern about any aspect of a student's performance may bring the concern before the Performance Review Committee. The concern must be forwarded in writing by the complainant to the BSW Program Coordinator or Online Program Coordinator who chairs the committee. A student who has a concern about another student's compliance with the Social Work Program Academic Performance Standards may present the concern in writing to the BSW Program Coordinator. If the BSW Program Coordinator initiates a complaint against a student or there is another conflict of interest, another faculty member will be designated as chair of the committee.

Student Privacy and Confidentiality

All procedures relating to the performance review shall be carried out in a manner that will protect the student's right to privacy consistent with federal and state privacy law. Members of the committee and all other persons who appear at the review meeting are expected to observe the confidential nature of the information made available to them, as well as any discussion held during the meeting. Actions and recommendations of the committee are to be confidential and shared only with those persons involved with the student in an educational capacity or University personnel on a need-to-know basis.

The faculty operates under the professional concept of a **"circle of confidentiality,"** which means that departmental personnel and field instructors have a right and an obligation to exchange information on students as this impacts the operation of any part of the program, the integrity of the program in meeting its goals and competencies, the performance status of a student in the program, and the safety and well-being of any NAU personnel, other students, or field agency personnel and populations served.

Procedures and Process

A review meeting will be scheduled as soon as possible following the emergence of a concern or complaint. The committee chair shall notify the student, the complainant, the committee, and the Social Work Department Chair of the meeting time and place, as well as the nature of the academic performance issue(s) to be considered by the committee.

Attendance at the review meeting will be governed as follows.

- 1) The student whose performance will be reviewed is expected to attend the performance review meeting. However, if the student has been contacted but refuses to attend, the review will be conducted in his/her absence. Prior to the meeting date, the student is responsible for contacting the chair to confirm his/her intent to attend the meeting. The student (and silent observer if one is present) may remain in the meeting until the point at which the committee begins its deliberations.
- 2) The student may invite a support adult to attend, as a silent observer, the Performance Review Committee meeting. It is the student's responsibility to notify the chair of the committee ahead of time regarding who is being invited to attend.
- 3) Other persons who have significant knowledge of the issue or of the student's academic performance also may be invited by either the student or the committee chair. The

committee chair may invite additional administrative resources from within the institution, as appropriate.

- 4) The committee chair has the authority to limit the number of people who will be attending the review.

In all cases, the program shall follow procedures insuring student due process which requires the following:

- 1) The student shall be advised of the time and place of the hearing.
- 2) The student shall be advised of the breach of regulations of which she/he is charged.
- 3) The student shall be advised of the following rights:
 - a. The right to present his or her case.
 - b. The right to be accompanied by an adult silent observer.
 - c. The right to call witnesses in his or her behalf.
 - d. The right to confront witnesses against him or her.
- 4) The student shall be advised of the method of appeal.

Meeting Agenda

- 1) Fact Finding
 - a. Presentation of facts leading to the performance review (chair)
 - b. Presentation of additional facts or clarification of facts related to investigation (student; witnesses or others called to the meeting)
 - c. Summation of Facts (chair)
- 2) Deliberation and Recommendation—Only the committee members, as well as additional administrative resources from within the institution, shall be present for this part of the meeting.

Recommendations of or actions taken by the committee shall be forwarded in writing (email or hard copy) to the student within 10 business days following the meeting of the committee. See *“Possible Outcomes of Performance Review,” below, for illustrative recommendations.*

The chair will keep copies of all materials prepared for the committee in advance of the meeting and generated by the committee during the meeting. A copy of the letter outlining the committee’s recommendations and actions will be placed in the student’s folder that is maintained by the Social Work Department.

The student may put in writing his or her opinions about or reactions to the review process and/or the committee’s recommendations/actions. This written response should be sent to the chair of the committee, who will place a copy in the student’s folder.

Possible Outcomes of Performance Review

The following are some possible outcomes of a performance review, applied as appropriate to the severity of the offense. This list is to be seen as illustrative rather than exhaustive.

- Mutually agreed upon counseling
- Mandatory participation in, and satisfactory completion of, an alcohol or drug rehabilitation program
- Mandated sobriety while completing all degree requirements and drug/alcohol testing while in the program

- Authorization to release all information and records related to treatment, including test results of blood/urine samples for alcohol and drugs
- Responsibility for payment of any required alcohol and drug screens
- A written performance plan
- Required human service activity
- Extra coursework or educational experiences
- A program probationary period during which specified criteria must be met
- Referral to a university disciplinary committee
- Suspension or expulsion from the social work major

Appeal

The student has the right to appeal the committee's decision. Since an Academic Performance Review is not a student disciplinary hearing, the level of appeal shall be to the Social Work Department Chair and then to the Dean, College of Social and Behavioral Sciences.

Policy Exception Procedures

The NAU Social Work Department recognizes there may be exceptional circumstances that impact a student's ability to meet a program policy. This policy outlines the process and procedures to be used by a student requesting an exception to a BSW Program policy.

Initiating a Policy Exception Review

Any student who has a special circumstance that prevents compliance with a BSW Program Policy may bring the exception before the Policy Committee. The student submits an electronic statement with supporting documentation to the Social Work Department Chair. Supporting documentation that is not electronic will be submitted to the Department of Social Work office for distribution to the Social Work Department Chair.

The statement must clearly identify the policy being appealed and why the appeal is being filed. Supporting documentation includes **statements by relevant parties in support of the appeal** and/or **documents that verify circumstances** cited in the appeal as reasons for the waiver.

Responsibility of the Committee

The Policy Committee will be concerned with consideration of the circumstances for the exception and responsible for determination of the status of the request. The committee chair shall see that all necessary information is compiled and available for committee use in deliberations.

Composition of the Committee

The Social Work Program Policy Committee will be a committee of the whole (including all full time social work faculty and student representatives) with a quorum of one over half of that group needed in order for the committee to convene as a group to address the matter at hand. The Social Work Department Chair will serve as chair of the committee.

Roles of Committee Chair

The committee chair is responsible for convening the committee, collecting information, recording the review process, and communicating information to the student regarding committee action and decisions.

Student Privacy and Confidentiality

All procedures relating to the exception review shall be carried out in a manner that will protect the student's right to privacy consistent with federal and state privacy law. Members of the committee and all other persons who appear at the review meeting are expected to observe the confidential nature of the information made available to them, as well as any discussion held during the meeting. Actions and recommendations of the committee are to be confidential and shared only with those persons involved with the student in an educational capacity or University personnel on a need-to-know basis.

Procedures and Process

Policy exception statements and documentation are due September 30 for the October and February 28 for the March review meetings. Actions taken by the committee shall be forwarded in writing (email or hard copy) to the student within 10 business days following the meeting of the committee. The Committee evaluates each appeal based upon the written record provided. Personal appearances are not permitted.

The chair will keep copies of all materials prepared for the committee in advance of the meeting and generated by the committee during the meeting. A copy of the letter outlining the committee's recommendations and actions will be placed in the student's folder that is maintained in the Social Work Department.

The student may put in writing his or her opinions about or reactions to the review process and/or the committee's recommendations/actions. This written response should be sent to the chair of the committee, who will place a copy in the student's folder.

Appeal

The student has the right to appeal the committee's decision. Since a Policy Review is not a student disciplinary hearing, the level of appeal shall be to the Chair, Department of Social Work and then to the Dean, College of Social and Behavioral Sciences.

Student Grievance/Appeal Policy and Procedures

While the university and Social Work Department endeavor to maintain a congenial and responsive atmosphere for its students conducive with the educational purposes of the university, they recognize that from time to time misunderstandings and disagreements may arise during the course of a student's enrollment. On occasion, social work students may disagree with faculty decisions about credit received for assignments, grades given, decisions regarding their acceptance or rejection to the program, or other program policies and procedures. The following procedures are a guide for resolving such disagreements. Students are encouraged to discuss their complaint with their social work instructor or advisor before taking formal action, especially if the disagreement is about admission or retention. The advisor may choose to become an advocate for the student. Issues related to the BSW program are specified below. Issues that are extra-social work program related are discussed in the NAU Student Handbook.

A. GRIEVANCE INVOLVING ONE INSTRUCTOR

- STEP I. Students first attempt to resolve the issue informally through discussion with the instructor. They should be prepared to present copies of their assignments,

tests, and other course materials with the grades or credit they received for them. Students also should keep a record of the dates and content of email communications and meeting(s) with the instructor.

STEP II. If the issue remains unsettled, students may appeal within five class days to the Social Work Department Chair or his/her designee (NOTE: if the instructor involved is the Department Chair, the appeal may be made directly to the Dean of the College). Within 10 class days of receipt of the student's request, the Department Chair will meet with the student(s) and the instructor involved in an attempt to resolve the differences. In the event that the issue remains unresolved, students may proceed immediately to the steps listed in Section B, below.

**B. GRIEVANCE REGARDING ADMISSION OR RETENTION or CONTINUATION OF APPEALS
PROCESS REGARDING ONE INSTRUCTOR**

STEP I. Within five (5) class days of receipt of the decision, the grievance may be forwarded in writing to the program coordinator or his/her designee. The written statement should indicate that the student(s) is (are) proceeding with a grievance, include an outline of the grievance itself (documenting, if applicable, past efforts to resolve it) and the resolution requested. Within ten (10) class days of receipt of this material, the program coordinator or his/her designee will convene a meeting of the faculty not included in the grievance to review the appeal. The student(s) will be notified in writing of the date and time of the meeting and may choose to attend. The student(s) is (are) entitled to an advocate to attend as a silent observer or who may be called to provide information on behalf of the student. Since this review is an internal procedure and not a formal legal one, legal representation is not permitted. The decision of the appeals committee will be provided to the student(s) in writing within ten (10) class days of the review.

STEP II. If the student(s) believes that the faculty decision was made in an arbitrary or capricious manner, she/he (they) have a right to bring the grievance first to the Department Chair then to the Dean of the college for review.

STEP III. If the student has pursued all of these channels and the issue remains unresolved, a formal appeal of the grievance can be made to the Associated Students Executive Board of Grievances as described in the NAU Student Handbook.

Meetings with Online Campus students are held via phone or Skype. Some Online Campus Students choose to come to the Flagstaff campus for such meetings, but it is not required.

Students Rights and Responsibilities

NAU BSW students have the right to:

- respect and affirmation of worth and dignity from all members of the learning community;
- a voice in program planning, policy development, and implementation of program policies and procedures;
- organize on own behalf;
- a learning environment that supports civil discourse, dissent, creativity, excellence, and diversity of thoughts and beliefs;
- competent, knowledgeable instruction that includes constructive feedback, evaluation, and supportive resources;
- due process;
- a planned and structured learning experience that provides the opportunity to learn generalist social work with individuals, families, small groups, organizations, and the community;
- clear statements of learning and performance expectations from NAU Social Work Program; and
- the opportunity for diverse learning experiences to enable application, integration, and internalization of curriculum content.

In concert with student rights are student responsibilities. Student responsibilities are detailed in the Social Work Program Academic Performance Standards for Admission, Retention, and Graduation and include responsibilities to:

- maintain program scholastic standards;
- adhere to University and social work professional values, ethics, and policies;
- commit to process of self-reflection and self-critique, and assume full responsibility for professional growth and for protecting client systems, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance difficulties and unprofessional behavior;
- maintain Interactions with peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors that reflect integrity, honesty, and cooperation, as well as a clear understanding of professional roles and appropriate boundaries;
- demonstrate critical thinking reflecting a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence; and
- demonstrate verbal, nonverbal, and written communication exchanges in accordance with professional standards.

Adapted from Schneck, 1994

University Policies

SAFE ENVIRONMENT POLICY

NAU's Safe Working and Learning Environment Policy prohibits sexual harassment and assault, and discrimination and harassment on the basis of sex, race, color, age, national origin, religion, sexual orientation, gender, gender identity, disability, or veteran status by anyone at this university. Retaliation of any kind as a result of making a complaint under the policy or participating in an investigation is also prohibited. The Director of the Equity and Access Office (EAO) serves as the university's compliance officer for affirmative action, civil rights, and Title IX, and is the ADA/504 Coordinator. EAO also assists with religious accommodations. You may obtain a copy of this policy from the college dean's office or from NAU's Equity and Access Office website nau.edu/diversity/. If you have questions or concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Equity and Access Office (928) 523-3312 (voice), (928) 523-9977 (fax), (928) 523-1006 (TTD) or equityandaccess@nau.edu.

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

ACADEMIC CONTACT HOUR POLICY

Based on the Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, studying.

ACADEMIC INTEGRITY

Integrity is expected of every member of the NAU community in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. An NAU student's submission of work is an implicit declaration that the work is the student's own. All outside assistance should be acknowledged, and the student's academic contribution truthfully reported at all times. In addition, NAU students have a right to expect academic integrity from each of their peers. Individual students and faculty members are responsible for identifying potential violations of the university's academic integrity policy. Instances of potential violations are adjudicated using the process found in the university Academic Integrity Policy.

RESEARCH INTEGRITY

The Responsible Conduct of Research policy is intended to ensure that NAU personnel including NAU students engaged in research are adequately trained in the basic principles of ethics in research. Additionally, this policy assists NAU in meeting the RCR training and compliance requirements of the

National Science Foundation (NSF)-The America COMPETES Act (Creating Opportunities to Meaningfully Promote Excellence in Technology, Education and Science); 42 U.S.C 18620-1, Section 7009, and the National Institutes of Health (NIH) policy on the instruction of the RCR (NOT-OD-10-019; “Update on the Requirement for Instruction in the Responsible Conduct of Research”). For more information on the policy and the training activities required for personnel and students conducting research, at NAU, visit: <http://nau.edu/Research/Compliance/Research-Integrity/>

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

CLASSROOM DISRUPTION POLICY

Membership in the academic community places a special obligation on all participants to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. Instructors have the authority and the responsibility to manage their classes in accordance with University regulations. Instructors have the right and obligation to confront disruptive behavior thereby promoting and enforcing standards of behavior necessary for maintaining an atmosphere conducive to teaching and learning. Instructors are responsible for establishing, communicating, and enforcing reasonable expectations and rules of classroom behavior. These expectations are to be communicated to students in the syllabus and in class discussions and activities at the outset of the course. Each student is responsible for behaving in a manner that supports a positive learning environment and that does not interrupt nor disrupt the delivery of education by instructors or receipt of education by students, within or outside a class. The complete classroom disruption policy is in Appendices of NAU’s Student Handbook.

Student Associations

Social Work Student Association

Social Work Student Association (SWSA): "People to People" is a service organization that serves the campus and community while providing hands on-experience and an opportunity for personal growth to its members, SWSA might fit the bill. The association offers the opportunity pursue public service projects that will benefit the social work program, campus and community.

Membership in SWSA is open to any student interested in the study of social work or SWSA's programs, events, or plan.

Phi Alpha Honor Society

The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship achievement in social work.

Membership in the Phi Alpha Honor Society is open to any students enrolled in the social work program with at least 3.5 GPA

Social Work Scholarships

For information on Social Work scholarships go to:

<https://nau.edu/SBS/Student-Resources/Financing/>

NASW Code of Ethics

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- **service**
- **social justice**
- **dignity and worth of the person**
- **importance of human relationships**
- **integrity**
- **competence**

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

For a full copy of the Code of Ethics, please go to <https://www.socialworkers.org/about/ethics/code-of-ethics>

CSWE Educational Policy and Accreditation Standards

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS stipulates four features of an integrated curriculum design: 1) program mission and goals 2) explicit curriculum 3) implicit curriculum a 4) assessment. As an accredited social work program, we follow the EPAS standards and are periodically reviewed by CSWE for compliance. The EPAS requirements can be read in full on the CSWE web site: www.cswe.org