

The University of North Carolina at Pembroke



Bachelor of Social Work (BSW) Program Student Handbook 2019-2020

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MISSION AND GOALS

Mission of the Department of Social Work

The mission of the Department of Social Work at The University of North Carolina at Pembroke is to prepare students to become leaders in enhancing the quality of life and seeking solutions to rural problems. It is particularly concerned with the consequences of injustice, and thus focuses on the empowerment of populations-at-risk and the advancement of economic, political and social justice in all communities.

Goals of the BSW Program

The goals of Bachelor of Social Work (BSW) Program are derived from the mission and core values of the University, which include social inclusion, appreciation of its American Indian history, teaching and learning excellence, intellectual curiosity and creativity, commitment to local region, responsible leadership and stewardship to the world. Specifically, the goals of the

UNCP Social Work Program are to:

- prepare students for professional entry-level social work practice within a generalist model and to become leaders in enhancing the quality of life;
- teaches students the skills necessary to empower populations-at-risk and advance economic, political and social justice, with particular emphasis on rural communities;
- help meet the immediate and growing need in public, private and social service agencies in North Carolina for generalist social work professionals;
- offer a generalist program that emphasizes work with rural and Native American indigenous populations;
- prepare students who will demonstrate the ability to appreciate human diversity and issues of social and economic justice;
- To prepare students to understand the role of the social worker in our region and a changing society;
- To instill in students a commitment for continued personal and professional growth

Objectives of the BSW Program

The mission and goals of the BSW Program are linked with the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS). BSW students are prepared for entry-level social work practice through mastery of the nine CSWE 2015 EPAS core competencies. Upon completion of the BSW program students will:

Competency 1: Demonstrate Ethical and Professional Behavior

- Behavior 1.1: 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;
- Behavior 1.2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

- Behavior 1.3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Behavior 1.4: Use technology ethically and appropriately to facilitate practice outcomes; and
- Behavior 1.5: Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

- Behavior 2.1: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Behavior 2.2: Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Behavior 2.3: 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

- Behavior 3.1: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Behavior 3.2: Engage in practices that advance social, economic, and environmental justice.

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

- Behavior 4.1: Use practice experience and theory to inform scientific inquiry and research;
- Behavior 4.2: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Behavior 4.3: Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

- Behavior 5.1: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Behavior 5.2: Assess how social welfare and economic policies impact the delivery of and access to social services;
- Behavior 5.3: 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

- Behavior 6.1: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Behavior 6.2: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

- Behavior 7.1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Behavior 7.2: 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;
- Behavior 7.3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Behavior 7.4: 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

- Behavior 8.1: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Behavior 8.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Behavior 8.3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Behavior 8.4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Behavior 8.5: Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

- Behavior 9.1: Select and use appropriate methods for evaluation of outcomes;
- Behavior 9.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Behavior 9.3: Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Behavior 9.4: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

BSW CURRICULA

The BSW program is divided into foundation or pre-social work major and professional or social work major curricula. The foundation or pre-social work major curriculum, which includes all the Junior Year First Semester courses, is open to all students who have met the prerequisites for those courses, regardless of major. The professional or the social major curriculum includes the Junior Year Second Semester, and both Senior Year courses. To take any course from the social work major curriculum, a student must apply to and be accepted into the BSW program. The BSW program courses are clustered and must be taken in the sequence provided below. All the courses within a cluster or sequence must be completed successfully before proceeding to the next sequence. However, students may take SWK 3810 and social work elective courses at any time.

Full-Time Course Sequence-Starting in Junior Year

This is the most frequently chosen course sequence. To ensure a smooth transition through the plan of study students must take courses in this sequence. Prior to beginning pre-social work courses as a first semester junior, students should have completed 60 or more credit hours including ENG 1050 and 1060 and a majority of their prerequisite courses. As a guide: out of 24 courses (66 hours) in general education which include general program electives and university-wide electives, a student beginning the BSW program in their junior semester should have completed around 90% of their general education requirements or 22 out of 24 courses.

Junior Year: 1st Semester (Pre-Social Work)		Junior Year: 2nd Semester (Social Work Majors only)	
<ul style="list-style-type: none"> ● SWK 2000: Introduction to Social Work ● SWK 2450: Human Diversity & Population-at-Risk ● SWK 3050: Success and Professionalism in Social Work ● SWK 3800: Social Work Practice I ● ENG 3700: Advanced Composition ● SWK Elective* ● General Education*; final BSW prerequisite(s) must be taken this semester <p><i>While these courses can be split up, it is strongly recommended that <u>no SWK</u> courses be taken prior to a student's 2nd sophomore semester.</i></p>	3 3 3 3	<ul style="list-style-type: none"> ● SWK 3450: Human Behavior in the Social Environment (HBSE) I ● SWK 3480: Social Welfare Policies and Programs ● SWK 3810: Statistics for Social Workers and Helping Professionals ● SWK 3850: Social Work Practice II ● SWK Elective* ● General Education if needed* 	3 3 3 3
Senior Year: 1st Semester (Social Work Majors only)		Senior Year: 2nd Semester (Social Work Majors only)	
<ul style="list-style-type: none"> ● SWK 3910: Understanding Social Research ● SWK 4450: Human Behavior in the Social Environment (HBSE) II ● SWK 4800: Social Work Practice III ● SWK 4600: Social Justice & Practice Ethics ● SW Elective* ● General Education if needed* 	3 3 3 3	<ul style="list-style-type: none"> ● SWK 4900: Field Work ● SWK 4910: Field Seminar 	9 3

* Students may take this course at any time except final semester

Full-Time Course Sequence-Starting in Sophomore Year

Students may choose to take pre-social work courses prior to their junior year, however it is strongly recommended that that no SWK courses be taken prior to a student's 2nd sophomore semester. To ensure a smooth transition through the plan of study students must take courses in this sequence. Prior to beginning the pre-social work courses in Sophomore semester two, students should have completed a minimum of 45 credit hours of General Education requirements including ENG 1050 and 1060.

Sophomore Year: 1 st Semester		Sophomore Year: 2 nd Semester	
General Education (15-18 hours) At the end of this semester students should have a minimum of 45 credit hours and should have completed ENG 1050 and 1060		<ul style="list-style-type: none"> ● SWK 2000: Introduction to Social Work 3 ● SWK 2450: Human Diversity & Population-at-Risk 3 ● SWK Elective* ● General Education (6-9 hours) ENG 3700 recommended 	
Junior Year: 1st Semester (Pre-Social Work)		Junior Year: 2 nd Semester (Social Work Majors only)	
<ul style="list-style-type: none"> ● SWK 3050: Success and Professionalism in Social Work 3 ● SWK 3800: Social Work Practice I 3 ● SWK Elective* ● General Education (6-9 hours) At the end of this semester students should have completed a minimum of 75 credit hours with an overall GPA of 2.5, including all social work prerequisite courses; including ENG 3700		<ul style="list-style-type: none"> ● SWK 3450: Human Behavior in the Social Environment (HBSE) I 3 ● SWK 3480: Social Welfare Policies and Programs 3 ● SWK 3810: Statistics for Social Workers and Helping Professionals 3 ● SWK 3850: Social Work Practice II 3 ● SWK Elective* ● General Education if needed* 	
Senior Year: 1st Semester (Social Work Majors only)		Senior Year: 2nd Semester (Social Work Majors only)	
<ul style="list-style-type: none"> ● SWK 3910: Understanding Social Research 3 ● SWK 4450: Human Behavior in the Social Environment (HBSE) II 3 ● SWK 4800: Social Work Practice III 3 ● SWK 4600: Social Justice & Practice Ethics ● SW Elective* ● General Education if needed* 		<ul style="list-style-type: none"> ● SWK 4900: Field Work 9 ● SWK 4910: Field Seminar 3 	

* Students may take this course at any time except final semester

Part-Time Course Sequence

Students may choose a part-time course sequence, taking up to seven semesters to complete the social work curricula. To ensure a smooth transition through the plan of study students must take courses in this sequence. Prior to beginning the pre-social work courses, students should have completed at least 75% of General Education requirements, including all social work prerequisites and most of their prerequisite courses.

Year 1: 1st Semester (Pre-Social Work)		Year 1: 2nd Semester (Pre-Social Work)	
<ul style="list-style-type: none"> ● SWK 2000: Introduction to Social Work ● SWK 2450: Human Diversity & Pops-at-Risk ● General Education if needed (including any remaining BSW Program prerequisites such as ENG 3700)* 	3 3	<ul style="list-style-type: none"> ● SWK 3050: Success and Professionalism in Social Work ● SWK 3800: Social Work Practice I ● General Education if needed (including any remaining BSW Program prerequisites)* 	3 3
Year 2: 1st Semester (Social Work Majors Only)		Year 2: 2nd Semester (Social Work Majors Only)	
<ul style="list-style-type: none"> ● SWK 3450: Human Behavior in the Social Environment (HBSE) I ● SWK 3480: Social Welfare Policies & Programs ● SWK Elective* 	3 3	<ul style="list-style-type: none"> ● SWK 3850: Social Work Practice II ● SWK 3810: Statistics for Social Workers and Helping Professionals ● SWK Elective* 	3 3
Year 3: 1st Semester (Social Work Majors Only)		Year 3: 2nd Semester (Social Work Majors Only)	
<ul style="list-style-type: none"> ● SWK 4450: Human Behavior in the Social Environment (HBSE) II ● SWK 3910: Understanding Social Research ● SWK Elective* 	3 3	<ul style="list-style-type: none"> ● SWK 4600: Social Justice & Practice Ethics ● SWK 4800: Social Work Practice III ● SWK Elective* 	3 3
Year 4: 1st Semester (Social Work Majors Only)			
<ul style="list-style-type: none"> ● SWK 4900: Field Work ● SWK 4910: Field Seminar 	9 3		

* Students may take this course at any time except in final semester

Requirements for a BSW Degree

To graduate with a BSW degree from UNCP you need a minimum of 120 credit hours from several courses in five main areas:

Area	Courses	Total Credit
Freshman Seminar (UNIV 1000)	See university catalog and advisement guidelines	1
General Education	See university catalog and advisement guidelines	47
University-Wide Electives	See university catalog and advisement guidelines	18-21
Social Work (Required)	SWK 2000, SWK 2450, SWK 3050, SWK 3800, SWK 3450, SWK 3480, SWK 3810, SWK 3850, SWK 3910, SWK 4450, SWK 4600, SWK 4800, SWK 4900, SWK 4910	48
Social Work (Electives)	See university catalog and advisement guideline	6
	TOTAL	120
<ul style="list-style-type: none"> ▪ Nine out of a student's 120 minimum credit hours required for graduation must be Writing Intensive courses (Writing Enriched or Writing in the Discipline). ▪ One of the writing intensive courses must be a Writing in the Discipline course. ▪ Social work majors must complete all social work required courses with a grade C or better. 		

BSW PROGRAM ADMISSION

The BSW Program operates under a selective admissions policy. All students who intend to major in social work start as pre-social work majors. Pre-social work majors enroll in general education courses and social work foundation courses. After completing all the general education courses that are prerequisites for social work courses, and the social work foundation courses, pre-majors who meet the social work admission criteria may apply to the social work major. To take any social work course beyond the foundation or pre-social work major courses, students must apply to and be accepted into the BSW program.

BSW Program Admission Requirements

To be admitted into the BSW Program, students must:

1. Be admitted to The University of North Carolina at Pembroke
2. Successfully complete all the general education courses listed below (these courses are prerequisites for various social work courses):
 - ENG 1050
 - ENG 1060
 - ENG 3700
 - PLS 1000 or 1010
 - SOC 1020 or SOC (AIS) 1050 or 2010
 - ECN 1000 or 2020 or 2030 or GGY 2060
 - PSY 1010
 - MAT 1050 or 1070 or 1080 or 1090 or 2150 or 2210
 - BIO 1030 or EXPH 2100 or equivalent
3. Successfully complete 75% of the liberal arts curriculum with a minimum 2.50 GPA
4. Successfully complete all social work foundation or pre-social work major courses listed below with a minimum grade of C:
 - SWK 2000 (Introduction to Social Work)
 - SWK 2450 (Human Diversity and Populations-at-Risk)
 - SWK 3050 (Success and Professionalism in Social Work)
 - SWK 3800 (Social Work Practice I)
5. Submit a BSW Program application. Application should be submitted during the semester a student is enrolled in SWK 3050. Application submission deadline: Fall Semester: November 15; Spring Semester: April 15
6. Submit two reference letters.
7. Satisfactory Completed Volunteer Experience (completed in SWK 3050).
8. Essay

After review of applications, applicants will be notified in writing of the BSW Admission Committee's decision. Admission decision options include unconditional admission, conditional admission, or denial of admission. Students denied admission may appeal to the BSW Admission Committee for review.

Transfer Students and Credit

Two aspects of transfer credit are important to understand: 1) Liberal Arts and 2) Social Work Professional Courses. ***Liberal Arts Requirements:*** Students who transfer need to review the Undergraduate Admissions transfer student policy in the UNCP academic catalog.

Social Work Professional Courses: Students who apply to the Social Work Program as a transfer student must still meet all the social work prerequisites and admission requirement.

Social work courses may be accepted for transfer by the Department of Social Work if:

- The course or courses were taken at a Council on Social Work Education (CSWE) accredited program,
- The description of the course syllabus is consistent with a UNCP social work course,
- The student completed the course with at least a C or better grade.

It is recommended that Social Work Majors declare a Minor. However, a declaration of a minor is not required.

Academic Credit for Life Experience

The BSW Program does not grant credit for life experience or previous work experience in lieu of the field education or social work courses.

Academic Advisement

Advising is essential to academic progress and student success. Students are assigned a Social Work faculty advisor when they declare social work as their major. It is important to note that academic advisement is a shared responsibility between students and their academic advisors. Students may initiate a meeting with their academic advisor anytime during a semester.

However, it is anticipated that each student will meet with his or her advisor during the Advisement Week in person to discuss the student's academic progress and future classes to take. See Appendix C for advisement guide.

Each faculty posts office hours on his or her office door. Check your advisor's office hours. It is recommended that students contact their assigned academic advisors for all issues related to their program of study, course registration, academic problems, career plans, and other matters relevant to their success at UNCP. However, if an academic advisor is unavailable and a student needs immediate assistance, he or she you may contact chair, program director, or the program coordinator for assistance.

During field education, students will be assigned to the BSW Field Director. Any changes to a student's course of study must be approved by the Advisor. Additional information is available in the BSW Field Handbook.

Although your academic advisor will strive to assist you in many ways, note that **you are ultimately responsible for following all university policies and academic regulations that are applicable to your course of study.** This includes general education requirements, prerequisites, and major/minor requirements.

Academic Standards

To be retained in the BSW Program, students must comply with both academic and non-academic standards. Students may be placed on academic probation, suspension or dismissal from the BSW work program for the following reasons:

- a. GPA below 2.5
- b. Violation of the UNCP Student Honor Code
- c. Violation of the National Association of Social Workers' Code of Ethics
- d. Violation of the Campus Association of Social Workers' Code of Ethics
- e. Violation of course pre or co-requisite requirements
- f. Violation of Policies for Repeating Courses
- g. Earning a grade less than C in any Social Work course

Grades

All BSW Program faculty use the same grading scale. Final grades will be based on the following scale:

A 92-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A- 90-91	B 82-86	C 72-76	D 62-66	
	B- 80-81	C- 70-71	D- 60-61	

If a student feels that he/she has been treated unfairly regarding a grade, an appeal procedure is available. Please note that students have only one semester to appeal a grade change.

Incomplete Grade, Course Withdrawal and Repeating Courses

1. Students who need to repeat a major course must write a plan in concert with their academic advisor. The plan must be endorsed by the academic advisor and approved by the BSW Program Director.
2. Students can repeat a major course one time. The student must submit a written rationale for repeating a course. The rationale must include: 1) a reason for receiving a C- or below, and 2) a plan that demonstrates the course will be successfully completed.
3. Students who need to repeat multiple major courses (two or more) across the major core curriculum (during different semesters) will be withdrawn from the Program. Students who fall into this category are invited to pursue the Program's appeals process.

Academic Performance and Honesty Standards

Student concerns related to academic performance may arise in instances of missing prerequisite courses, when substandard academic performance occurs in which a student's overall GPA falls below a 2.5 or less than a C is earned in a social work course, or when alleged academic dishonesty occurs. When a concern arises pertaining to a student's academic [or non-academic performance], as outlined in the *Academic Performance and Honesty Standards*, the *Non-Academic/Professional Performance Standards*, and the *Student Academic and Non-Academic Review Conference (SARC) policy* (See Appendix G for the SARC policy), a student academic

review conference may be held by the Academic Review Faculty Committee, which is charged with making a recommendation for resolution to the Program Director and Department Chair.

Academic Standards

Students are expected to make adequate academic progress. Students enrolled in social work courses and accepted into the social work program are expected to maintain an overall 2.5 GPA and complete all social work courses with a C or better.

Student Academic Review Conference (SARC)

When a concern related to academic performance or professional performance occurs, students, academic advisors, field supervisor/task instructor, field liaisons, or other members of the full-time or part-time social work faculty may request, in writing, that the Department Chair request that the Academic Review Faculty Committee initiate a Student Academic Review Conference (SARC) process. The statement shall set forth the reasons for the request, describe the general nature of the problem in sufficient detail for the understanding of the Department Chair and conference members, and list any specific questions to be addressed by the Academic Review Faculty Committee (ARFC).

Academic Dishonesty

Cheating is a violation of the CASW Code of Ethics, UNCP Student Honor Code and the National Association of Social Workers' Code of Ethics. All instances of academic dishonesty will automatically be subject to any policies outlined through a course syllabus, a referral for a Student Academic Review Conference (SARC) and referral for academic dishonesty to the Office of Academic Affairs.

When academic dishonesty (including plagiarism) is alleged the student will initially be subject to any academic dishonesty policies within the course syllabus. The following procedures for handling alleged violations are available: 1) resolution between the faculty member and student, including the Settlement of Academic Dishonesty and those available in the UNCP Academic Honor Code policy, 2) referral to the BSW Program Director and Department Chair so that a SARC may be initiated and held by Academic Review Faculty Committee (ARFC) and further recommendations made and 3) those allowed for in the UNCP Academic Honor Code.

When the UNC-P Honor Code Committee has adjudicated a student guilty of cheating, the individual automatically loses his/her right to plea before the Student Academic Review Conference (SARC) Committee. Otherwise, students who are accused of cheating are permitted to appear before the SARC Committee. The BSW Program will not retain a student who has been adjudicated guilty of cheating. Two aspects of cheating are confusing to some students. The first is the process of "giving and taking help." The second is "plagiarism".

Non-Academic/Professional Performance Standards

Nonacademic standards are presented in the Professional Performance Standards. This document outlines behavior to be expected from students as they prepare for a professional career in social

work. This document also references the following codes of conduct which should be followed by all students participating in classes and activities in the Department:

- CASW Code of Ethics - The CASW Code was established by a committee of students and ratified by the Campus Association of Social Workers in 1999.
- UNCP Student Honor Code
- National Association of Social Workers' Code of Ethics

The Program recognizes that preparation for professional practice requires more than scholastic achievement. The Program expects students to exhibit behavior that is consistent with professional performance. Such behavior is expected not only in the classroom but throughout the University and larger community.

Professional performance encompasses a commitment to social work mission and values as found in the NASW Code of Ethics. Signs of such professional performance include: productive work with others; acceptance of supervision and criticism; respect for colleagues, supervisors, instructors and clients; advocacy for oneself in a responsible and respectful manner; and behaviors in accordance with Program and University policies and the laws of society.

Elements of Professional Performance

Specifically, professional performance includes the following elements:

1. Communication Skills
2. Interpersonal Skills
3. Cognitive Skills
4. Self-Awareness and Judgment of Abilities and Limitations
5. Stress Management
6. Skills in Safeguarding Mental and Emotional Functioning
7. Ethical Behavior

1.0 Communication Skills

Students shall demonstrate sufficient skills in writing and speaking the English language to understand content presented in the program and complete assignments.

- a. Students shall produce written documents that communicate clearly, demonstrate correct grammar and spelling, and adhere to the American Psychological Association (APA) style.
- b. Students shall communicate orally in such manner as to clearly express their ideas and feelings to others.
- c. This expectation shall allow on a case-by-case basis for any reasonable accommodations approved for a student by the University Disability Support Services.

2.0 Interpersonal Skills

Students shall demonstrate the interpersonal skills necessary to relate effectively to other students, faculty, staff, clients, and professionals.

Students are expected to initiate and sustain working relationships with others, both one-to-one and in groups. In doing so, students shall:

- a. Demonstrate empathy for others. This skill includes the ability to detect and interpret nonverbal cues.
- b. Communicate thoughts, feelings and intentions clearly, respectfully, and with congruence of verbal and non-verbal behaviors.
- c. Listen to and understand the thoughts, feelings and intentions of others.
- d. Work effectively with others regardless of their level of authority.
- e. Advocate for themselves in an appropriate and responsible manner and use proper channels to resolve conflicts.
- f. Accept feedback in a constructive manner and in a way that furthers professional performance.
- g. Accept responsibility for their behavior and be aware of the effect of his or her behavior upon others.

3.0 Cognitive Skills

Students are expected to conceptualize and integrate knowledge. At minimum students shall demonstrate the ability to process information and apply information appropriately. In the course of their studies and training, students are expected to accumulate relevant knowledge from the social, behavioral and biological sciences and apply that knowledge to professional practice.

4.0 Self Awareness and Judgment of Abilities and Limitations

Students are expected to exhibit knowledge of how their values, beliefs, behavior and experiences affect their academic and professional performance. Students shall assess how they are perceived by others and be willing to modify their behavior when such behavior interferes in working with clients and other professionals. In addition, students shall demonstrate an ability to accurately assess their strengths and limitations in engaging in specific efforts of professional practice. Students are further expected to seek and accept supervision and advice when necessary for their academic and professional performance.

5.0 Stress Management Skills

Students shall demonstrate an ability to cope with life stressors so as not to impede scholastic achievement and professional performance. Such ability includes use of the following skills:

- a. Awareness of one's stress and how it might affect interpersonal relations and professional judgment.
- b. Constructive management and alleviation of stress. This includes the use of collegiate or supervisory relationships when necessary to support such efforts.

6.0 Skills in Safeguarding Emotional and Mental Functioning

Students are expected to sustain mental and emotional functioning necessary for scholastic achievement and professional performance. Students shall seek help and support if psychosocial distress, substance abuse, or mental health issues affect such achievement or performance, or

compromise the best interests of those to whom students have a professional or collegiate responsibility.

7.0 Ethical Behavior

Students are expected to exhibit a strong commitment to the goals and values of social work and to the ethical standards of the profession. Students shall be familiar with ethical values and behaviors appropriate for professional performance as set forth in the following:

- a. The NASW Code of Ethics
- b. The UNCP Student Honor Code
- c. The Campus Association of Social Workers' Code of Ethics

In addition, students are expected to present or demonstrate:

- a. A history free of convictions for offenses contrary to professional practice.
- b. An ability to systematically evaluate clients and their situations in an unbiased, factual way and suspend personal biases during interactions with others. This shall include a comprehension of another's values and beliefs.
- c. Appreciation of the value of diversity. This includes an effective and nonjudgmental relationship with others. Students in the course of their professional training shall strive to deliver appropriate service to all clients regardless of the client's age, religious beliefs, gender, disability, sexual orientation, or value system. The student shall not impose personal, religious, or cultural values on others, including clients, colleagues and other professionals.
- d. Respect for the rights of others. Students shall demonstrate commitment to clients' rights of freedom of choice, self-determination and other rights as set forth in the NASW Code of Ethics.
- e. Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- f. Honesty and integrity. Students shall be truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials in all assignments.
- g. Clear, appropriate and culturally sensitive boundaries. Students shall not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist. In this regard students shall adhere to the Campus Association of Social Workers' Code of Ethics. and the NASW Code of Ethics.

Appeals for Academic and Nonacademic Probation, Suspension and Dismissal

When a student receives notification of probation, suspension or removal from the Program Director, the student is given an opportunity to appeal the decision through the Student Academic Review Conference process as held by the Academic Review Faculty Committee.

Five categories for removal exist:

- a) Classroom and program policies including but not limited to failure to maintain the: minimum GPA, prerequisite requirements, attendance requirements, repeating courses requirements
- b) violations of the Professional Performance Standards;
- c) violations of The NASW Code of Ethics
- d) violations of the UNCP Student Honor Code
- e) violations of the CASW Code of Ethics

Students are entitled to appeal the Academic Review Faculty Committee decision. Students may choose to initiate an appeal and follow a formal grievance process in accordance with the student grievance policy of the University of North Carolina at Pembroke. For students who are seeking an appeal should read about the process at: <https://studentaffairs.uncp.edu/student-conduct/resources/undergraduate-grade-appeal-process/>

BSW PROGRAM POLICIES

Prerequisite Waivers

The BSW Program presents its curriculum based on logically connected learning steps. These learning steps are translated into course prerequisites. The faculty agrees that these prerequisites are imperative for effective learning of social work theory and skills. When Council on Social Work Education conducts audits of students' transcripts and discovers that some students are out of compliance with prerequisites, the Program's accreditation faces jeopardy. Thus, the Academic Review Faculty Committee has the authority to make recommendation for resolution related to student violation of prerequisites, as outlined in *The UNCP Catalog* and *The Social Work Student Handbook* (see Academic Standards for the policy statement). If a student feels that she/he faces an urgent issue that should entitle her/him to special consideration of a prerequisite exception, the student is encouraged to speak with the BSW Program Director.

BSW Program Attendance Policy

The BSW program is accredited by the Council of Social Work Education (CSWE). Prior to graduation, social work students must show mastery in the nine CSWE Accreditation Standards (EPAS) core competencies. The social work program provides sequential topics and experiential activities within a collaborative learning environment that offer students opportunities for knowledge building, skill acquisition, and self-awareness. Courses are designed to draw on assigned readings and personal experiences to build knowledge and to learn the values, skills, and behaviors necessary for social work practice. Experiential activities give students opportunities to practice skills learned and demonstrate appropriate professional behavior. Within this learning context, instructor-student and student-student intellectual exchanges, and peer observation and insights are critical for learning. Therefore, attendance and/or active participation is required (or mandatory) for all social work classes, unless an accommodation is provided to a student with a disability as determined under the ADA. (Contact the Accessibility Resource Center at 910-521-6695 for eligibility for services.)

Attendance is defined as presence during the entire period of a scheduled class or course activity or until student has completed a specified course activity. For online courses, students are considered to be absent if they fail to participate in or complete scheduled course activities. The following are reasons for which an excused absence is allowed (instructor may verify or require documentation from appropriate sources):

- 1) Religious holidays (must meet the conditions specified in the Religious Holiday Policy)
- 2) Required appearance in a court of law
- 3) Required military duty
- 4) Participation in a University-sponsored activity (prior approval of instructor is required)
- 5) ADA accommodation

Course instructors may at their own discretion allow other excused absences but are under no obligation to do so. In case of an excused absence, students are responsible for all course materials covered. The format of any make-up course activity, including examination will be at the discretion of the course instructor. In pursuance of UNCP Academic Policy, each course instructor establishes how many points (or how much credit) will be lost if a student is not in attendance/fails to complete a scheduled course activity.

It is paramount that students master the social work practice behaviors required to successfully complete their social work program. Any absence in a course, whether excused or unexcused, should not exceed 6 total course hours. The social work faculty believes that absences beyond 6 course hours (or equivalent online activities) will impede a student from successfully acquiring the required set of social work practice behaviors. **As a result, a student may be given grade F in a course if more than 6 course hours are missed.** Students are strongly encouraged to use any absences in a well-determined manner. Absences for a student with a documented disability (through the Accessibility Resource Center or Title IX Office) will be considered on a case-by-case basis.

Americans with Disabilities Act (ADA) Statement

Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities. In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <https://www.uncp.edu/academics/academic-resources/accessibility-resource-center>

Absences for University-Sanctioned Events

If a student is representing the University in an official capacity (e.g.: academic conference, student government, course field trips, ROTC events, athletics, band) at an official University sanctioned event, that absence shall be excused. Students are responsible for all coursework

missed and must make up the work within three university business days after the student returns to campus. Any student who anticipates missing more than 15% of the course should not enroll in the course without prior approval from the instructor.

It is the responsibility of the student to communicate with the professor or instructor about classes missed for any reason, including University sanctioned events. Students must provide official documentation of proposed University-sanctioned events that will result in excused absences during the first week of each semester. Prior written documentation must be provided for each excused absence.

Religious Holiday Policy Statement

Students are allowed two excused absences each semester from class or other scheduled academic activity to observe a religious holy day of their faith. Students must submit written notification of the absences to their instructors within two weeks of the beginning of the semester. Students should not be penalized for these absences and shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance. A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

Academic Honor Code

Academic honor and integrity are essential to the existence of a university community and students are important members of that community. All UNCP students expected to abide by the policies and procedures of the Academic Honor Code, available here:

<https://www.uncp.edu/pr/pol-020505-academic-honor-code-policy>

Alternative Format Statement

All university publications, including syllabi, are available in alternative formats upon request.

Student-Created Materials on Canvas

The instructor may require students to post their own work (i.e. papers) or, with the student's permission, may post a student's work on the online course site. Student work will be retained in the course site beyond the duration of the term until expiration from the Canvas site. As the site will eventually expire, students are encouraged to save any copies of their work.

APA Writing Expectations and Academic Integrity

Written assignments for this course will require APA format, especially when quoting material and summarizing or paraphrasing articles. All students enrolled in social work courses are required to use the APA citation style. Students will lose points on assignments if the APA citation style is not used. APA manuals can be purchased in the bookstore. There is a copy on closed reserve in the library. Also refer to the [Library resource for APA](#).

According to the APA Manual, professionals "...do not claim the words and ideas of another as their own; they give credit where credit is due" (APA Ethics Code Standard 8.11, Plagiarism).

Quotation marks should be used to indicate the exact words of another author in addition to proper APA in-text citation and reference page citation. Paraphrasing and summarizing requires putting someone else's ideas in your own words in addition to proper APA in-text citation and reference page citation. Cut and paste from articles is an unethical behavior that will not be accepted. The BSW Program does not permit plagiarism. Plagiarized work receives zero points and possible Academic Honor Code charges.

To further explicate, the following is a quote from UNCP's Teaching and Learning Center (2018):

Generally defined, plagiarism is fraudulently using someone else's ideas or work as one's own. However, educators agree that plagiarism is cheating, whether it is intentional or unintentional. The examples of plagiarism below should provide a better understanding.

- failing to properly cite a resource used in a paper
- failing to assign quotations to information used verbatim from another source
- improperly paraphrasing information from another source
- copying and pasting information verbatim from another resource without proper citation
- handing in someone else's work as one's own
- downloading a paper, free or fee-based, from the Internet and using it as your own

Guests in Class

Students are not to bring anyone who is not a registered student (i.e. children, friends, etc.) in the course to participate (or sit in) during class sessions. Persons scheduled to be guest speakers or contributors to the course must be approved by the course instructor.

STUDENT RESOURCES

Academic Resource Mentoring

Academic Resource Mentoring in the Center for Student Success supports the UNV 1100 course and provides mentoring to any student, addressing their unique academic concerns to guide them in achieving their personal academic goals; contact ian.stroud@uncp.edu or 910-775- 4391.

Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) offers a range of clinical mental health options including individual, group and couples counseling. Learning disability and psychological assessment is available through appointment, we work closely with the Accessibility Resource Center to advocate for and support students' academic success. We offer advocacy for survivors of sexual assault and those accused through both our Case Manager and our Sexual Assault Advocate. We have an Alcohol and Other Drug (AOD) specialist on staff to work with students struggling with issues of addiction.

Interpersonal Violence Resources

Students who have been impacted by interpersonal violence (dating violence, domestic violence, stalking, and sexual assault) and are in danger should call Campus Police at x6235 or dial 911.

Students needing immediate medical attention should go to the nearest ER. Students may also file a complaint with the university Title IX Coordinator. This complaint can be filed in person in the Health Sciences Building, Room 337, by phone (910) 521-6281, or by completing the reporting form found here:

https://cm.maxient.com/reportingform.php?UNCPembroke&layout_id=3

Counseling and Psychological Services (CAPS) provides students with confidential counseling and advocacy services free of charge. CAPS is located in the Brave Health Center and students may walk-in Monday through Friday from 9:00AM - 4:00PM to consult with a counselor. Students may also utilize the Southeastern Family Violence Center 24-hour crisis line by calling (910) 739-8622 or the Robeson County Rape Crisis line by calling (910) 739-6278.

Health Careers Access Program (NC-HCAP)

Located in Jacobs Hall Suite F, the Health Careers Access Program offers assistance to students seeking to be employed in healthcare through test preparation workshops, course tutoring, guidance during the application process for healthcare programs, job shadowing, internships, and advisement; contact hcp@uncp.edu or 910-521-6673.

Resource Learning Lab

The Resource Learning Lab in the Center for Student Success offers 1) computer based, self-paced tutoring in basic writing skills, basic reading comprehension, and word problem dissection; 2) DVDs such as Note Taking, Critical Thinking, Problem-Solving and Time Management, which are free and available to all students; contact mark.hunt@uncp.edu or 910-775-4393.

TRIO Programs

This federally-funded office provides eligible students with one-on-one and group tutoring, personal counseling, and assistance with applying for financial aid, in Jacobs Hall; contact trio@uncp.edu or 910-521-6242.

Tutoring

The tutoring program of the Center for Student Success helps students achieve their academic goals by offering group or individual tutoring in all General Education and many upper-level courses. Students can sign up at Tutoring Program Sign-up or contact De-Wain Brown at de-wain.brown@uncp.edu or 910-775-4408.

The University Writing Center

The University Writing Center, located in D.F. Lowry 308 and available online at www.uncp.edu/writing, is a peer-to-peer tutoring service where UNCP students can seek assistance with written assignments at any stage during the writing process, from brainstorming ideas to drafting, revising, and editing.

Responsible Employee

As a member of The University of North Carolina at Pembroke faculty, I am concerned about the well-being and development of our students and am available to discuss any concerns. However, I want you to know that faculty members are legally obligated to share certain information with the university's Title IX coordinator. This is to ensure the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual discrimination and harassment, sexual assault, relational/domestic violence, and stalking.

A Note about Self-Disclosure

The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon through exercises, written assignments, and/or class discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effect on future worker/client interactions. *Although students are encouraged, assisted, and expected to engage in the process of self-exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.*

THE SOCIAL WORK COMMUNITY

Campus Association of Social Workers

The faculty and students feel that participation in the Campus Association of Social Workers is an important part of the student's professional and academic growth. All students are encouraged to be an active part and maintain the development of the CASW through various avenues of volunteering, and community outreach.

1. Upon admission to the BSW Program, each student is told about the Campus Association of Social Workers and encouraged to join.
2. Elections are held at the end of the academic year. At which time all students in good standing with the university and CASW can campaign to fill a position. As a result, students are well informed about the performance of the candidates.
3. Students are notified of meeting times through posted flyers and email communications. Announcements and reminders about the Campus Association are made in classes as requested by students to faculty.
4. The Department of Social Work assigns a faculty advisor for the Campus Association of Social Workers.

5. The advisor is responsible for organizing the first meeting of the academic year and monitoring elections and attending all meetings.
6. Social work faculty recognizes curriculum input from the Campus Association of Social Workers with a member from this organization sitting in on department faculty meetings.

UNCP's Phi Alpha Chapter

The UNC-P Chapter of Phi Alpha was established in 2014. The purposes of the Chapter are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership, those who have attained excellence in scholarships and achievement in social work.

Student Participation in BSW Program and Policy Formation

The BSW Program has a long history of taking a proactive stance in gaining student input for policy development and implementation. The Program uses the following strategies to assure student participation.

- Meetings of the Campus Association of Social Workers (our student organization) have been held for formal input.
- Students are invited to be a part of Department of Social Work faculty meetings.
- Focus groups are held each semester in which we encourage students to express concerns in an open forum.
- Upon graduation, we ask for student input through an exit survey. This information assists us in modifying and improving our Program.
- Students receive communications regarding the department and program(s) through the social work information course on Canvas.
- With approval of the Program Director, students may select their academic advisor.

If social work majors have questions regarding the issue of participation in policy decisions, they are encouraged to seek out their academic advisor or the BSW Program Director.

SCHOLARSHIP INFORMATION

The BSW Program offers several scholarships for social work majors. Applications for scholarships are required to be completed and submitted using the UNCP Brave ASSIST platform. The link to Brave ASSIST can be found on the UNCP homepage, quicklinks.