



FLORIDA
GULF COAST
UNIVERSITY

DEPARTMENT OF
SOCIAL WORK

BACHELOR OF SOCIAL WORK (BSW)
STUDENT HANDBOOK

Policies and Procedures

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Contents

Foreword	4
Faculty and Staff Directory	6
Introduction.....	7
Mission Statements	7
Florida Gulf Coast University.....	7
University Guiding Principles.....	8
Marieb College of Health & Human Services	9
Department of Social Work.....	9
Bachelor of Social Work (BSW) Program.....	9
BSW Program Goals.....	10
Council on Social Work Education Generalist Competencies	11
Structure of the BSW Program.....	15
BSW Degree Requirements	15
BSW Program Plan of Study	16
Elective Courses.....	17
Independent Study.....	18
Minimum Academic Standards	18
Grading Policy.....	19
Incomplete Grades	19
Academic and Professional Advising	20
Students’ Rights & Responsibilities	22
Social Work Policies.....	22
Academic and Scholarly Guidelines.....	22
Policy on Student Misconduct.....	23
Social Media Policy	24
Policy on Student Continuation, Review, and Dismissal	25
Educational Requirements	25
Policy on Student Performance Review	25
Criteria for Review.....	26
Procedures for Social Work Student Performance Review.....	26
Appeal Procedures	27
Students and Governance	28
Faculty Responsibilities	28
Course Syllabi	28

Course/Instructor Evaluations.....	28
Criteria for Evaluating Academic Work	29
Policy Concerning Confidentiality	29
Social Work Organizations.....	30
Social Work Student Association (SWSA)	30
Social Work Honor Society	30
National Association of Social Workers (NASW)	31
University Policies	31
Non-Discrimination, Equal Opportunity, Anti-Harassment, and Sexual Misconduct Statement	31
University Notices	31
Anti-Drug Abuse Act	31
Drug-Free Campus Policy	32
Academic Dishonesty/Cheating Policy	32
NASW Code of Ethics.....	32

Foreword

This handbook has been designed to supplement FGCU materials already provided to students. It is organized to provide an overview of the Department of Social Work at FGCU, including: its history and mission; the NASW Code of Ethics to which the Department subscribes; information regarding the BSW Program; the Field Curriculum and requirements; and services and opportunities available to BSW students.

Every effort possible is made to keep the information accurate and up to date. However, policies and procedures do undergo development and revision from time to time. Therefore, we reserve the right to alter or change any policy or procedure contained in this manual at any time. Every possible effort will be made to inform students and other constituents (i.e., field instructors, faculty, etc.) of any changes made in a timely manner.

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Introduction

Florida Gulf Coast University (FGCU), located in the rapidly developing area of Southwest Florida, is the tenth university in the Florida Higher Education System; established in 1991 and opened for classes in 1997. FGCU accepts the leadership challenge and obligation to meet the educational needs of a diverse and rapidly growing region. As a public institution, FGCU pursues regional and community based public service activities and projects.

The University's primary service area consists of Lee, Collier, Charlotte, Hendry, and Glades counties. Just under half of the student population is from these counties. On-campus offerings, distance education, and public and private organizational partnerships enable the university to collaborate with its various constituencies, build on the intellectual heritage of the past, and plan its evolution systematically for the twenty-first century. Each academic unit develops technological, environmental, and international perspectives. Excellence is expected in teaching, research and scholarship, and professional service.

Florida Gulf Coast University's enrollment exceeds 14,800 students, which includes approximately 13,500 undergraduate and 1,300 graduate students. The university offers 53 undergraduate degree programs, 23 graduate degree program, 3 doctoral programs, and 10 certificate programs. More than 500 faculty members share a commitment to the university's teaching mission. Although they spend the majority of their time in the classroom, faculty members also advance the knowledge in their fields through service, research, and scholarly work.

The University integrates technology into every aspect of the institution: All students are given an e-mail account, providing direct communication with faculty and classmates. All classes have a web page with course description, syllabus, assignments, and other information. Most classrooms feature a multimedia teaching podium, which enables instructors to integrate computer presentations, surf the Internet, view videotapes, and run CD ROMs. FGCU provides many courses via distance learning, which offers maximum flexibility for students.

Mission Statements

Florida Gulf Coast University

Florida Gulf Coast University, a regional comprehensive institution of higher education, offers undergraduate and graduate degree programs of strategic importance to Southwest Florida and beyond. FGCU seeks academic excellence in the development of selected programs and centers of excellence in science, technology, engineering and mathematics (STEM) disciplines, health professions, business, and marine and environmental sciences. Outstanding faculty and staff supported by a strong community of advisors prepare students for gainful employment and successful lives as responsible, productive and engaged citizens. FGCU emphasizes innovative, student-centered teaching and learning, promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, and cultivates habits of lifelong learning and the discovery of new knowledge. (<https://www2.fgcu.edu/info/mission.asp>)

University Guiding Principles

FGCU is guided by the following principles:

- 1) Student success is at the center of all University endeavors. The University is dedicated to the highest quality education that develops the whole person for success in life and work. Learner needs, rather than institutional preferences, determine priorities for academic planning, policies, and programs. Acceleration methods and assessment of prior and current learning are used to reduce time to degree. Quality teaching is demanded, recognized, and rewarded.
- 2) Academic freedom is the foundation for the transmission and advancement of knowledge. The University vigorously protects freedom of inquiry and expression and categorically expects civility and mutual respect to be practiced in all deliberations.
- 3) Diversity is a source of renewal and vitality. The University is committed to developing capacities for living together in a democracy whose hallmark is individual, social, cultural, and intellectual diversity. It fosters a climate and models a condition of openness in which students, faculty, and staff engage multiplicity and difference with tolerance and equity.
- 4) Informed and engaged citizens are essential to the creation of a civil and sustainable society. The University values the development of the responsible self-grounded in honesty, courage, and compassion, and committed to advancing democratic ideals. Through service learning requirements, the University engages students in community involvement with time for formal reflection on their experiences. Integral to the University's philosophy is instilling in students an environmental consciousness that balances their economic and social aspirations with the imperative for ecological sustainability.
- 5) Service to Southwest Florida, including access to the University, is a public trust. The University is committed to forging partnerships and being responsive to its region. It strives to make available its knowledge resources, services, and educational offerings at times, place, in forms and by methods that will meet the needs of all its constituents. Access means not only admittance to buildings and programs, but also entrance into the spirit of intellectual and cultural community that the University creates and nourishes.
- 6) Technology is a fundamental tool in achieving educational quality, efficiency, and distribution. The University employs information technology in creative, experimental, and practical ways for delivery of instruction, for administrative and information management, and for student access and support. It promotes and provides distance and time free learning. It requires and cultivates technological literacy in its students and employees.
- 7) Connected knowing and collaborative learning are basic to being well educated. The University structures interdisciplinary learning experiences throughout the curriculum to endow students with the ability to think in whole systems and to understand the interrelatedness of knowledge across disciplines. Emphasis is placed on the development of teamwork skills through collaborative opportunities. Overall, the University practices the art of collective learning and collaboration in governance, operations, and planning.

- 8) Assessment of all functions is necessary for improvement and continual renewal. The University is committed to accounting for its effectiveness through the use of comprehensive and systematic assessment. Tradition is challenged; the status-quo is questioned; change is implemented.

Marieb College of Health & Human Services

The Marieb College of Health & Human Services provides students with health and human services professions education, which is grounded in academic excellence, critical thinking, ethical practice, and interdisciplinary collaboration. The College facilitates active learning, emphasizes evidence-based practice, uses multiple delivery systems, develops interdisciplinary relationships, and cooperates with community partners to prepare competent and caring health and human service professionals who recognize, and demonstrate an understanding of the importance of diversity.

Department of Social Work

The mission of the Department of Social Work at FGCU is to prepare students with knowledge, skills, and values of professional social work practice. Graduates will demonstrate competence in strengths-based generalist practice and advanced clinical practice with diverse individuals, families, groups, organizations, and communities.

Bachelor of Social Work (BSW) Program

The mission of the BSW Program at Florida Gulf Coast University is to prepare competent and effective entry-level generalist social work professionals, to develop social work knowledge, and provide leadership in the development of service delivery systems appropriate to the entry level of professional generalist social work. Generalist social work education is grounded in social work history, purposes, and philosophy. It is based on accepted generalist social work knowledge, social work values and ethics, and generalist social work practice with systems of all sizes. This education ensures integration of the knowledge, values, and skills necessary for competent entry-level generalist social work practice.

The Bachelor of Social Work (BSW) Program, in accord with the mission of FGCU and the values and ethics of the social work profession, seeks to prepare competent, reflective, and proactive graduates who will promote social welfare and social justice locally, regionally, nationally, and internationally. Southwest Florida represents tremendous economic disparity, cultural diversity, and political inequity. Graduates will know, respect, and build upon the strengths of diverse groups with priority placed on service to the most vulnerable. The BSW Program empowers graduates to become practitioners and critical thinkers who develop, evaluate, and use knowledge selectively. They will use relevant information and communication technologies and social work traditions, methods, values, and ethics to promote a more just social order.

The curriculum rests firmly upon a generalist framework of social work practice, grounded in the liberal arts, and professional practice that is an integral part of the mission of the Department of Social Work, the Marieb College of Health and Human Services, and Florida Gulf Coast University. The explicit curriculum provides the knowledge base required for demonstration of the core competencies promulgated by the Council of Social Work Education. Field education provides opportunities for students to demonstrate competence under the supervision of a practicing social worker who formally evaluates the student mid-way and upon completion of the field experience. The goal of generalist social work education is to graduate women and men who are able to practice autonomously, knowing when to seek supervision and consultation.

Given the mission of FGCU and the diversity of the five counties surrounding the university, the Department of Social Work is committed to recruiting and educating a diverse student body for work in ethnically, culturally, economically, socially, and racially varied communities in Southwest Florida. In addition, the Department is committed to educating students for agency-based practice, with special attention to services in the public and not-for-profit sectors. Emphasis is given to faculty and students forging partnerships with vulnerable communities through training, research, and community-based projects to expand knowledge and skills within the field of social work in response to changing social conditions. Furthermore, all Departmental activities seek to provide leadership to enhance the well-being of populations-at-risk including people of color, women, lesbians, gay men, bi-sexual and transgendered individuals, people with disabilities, the poor, and other vulnerable and stigmatized populations in our society.

BSW Program Goals

The BSW Program is housed in the Department of Social Work, which is in the Marieb College of Health & Human Services at FGCU. The presence of the BSW Program within the University permits FGCU to address in a more comprehensive fashion rapidly expanding social service needs of Southwest Florida while emphasizing the importance of community involvement for both faculty and students.

The BSW Program at FGCU is the only undergraduate social work program in Southwest Florida and is committed to providing professional social work education to those who otherwise might not have access to social work education. The BSW Program seeks to prepare individuals who have a solid foundation in the liberal arts to become professional competent generalist practitioners. The Program promotes an understanding of the social functioning needs of people, particularly vulnerable populations such as the poor, racial and ethnic minorities, women, gays and lesbians, the elderly, and people with disabilities.

The goals of the BSW Program are consistent with the mission of the Department of Social Work, the Marieb College of Health & Human Services, FGCU, and the needs of the five counties it serves. The goals are infused in the program and are consistent with the knowledge, skills, values, and ethics for social work practice in the Curriculum Policy Statement of the Council on Social Work Education (CSWE) and with the National Association of Social Work (NASW).

Specifically, the goals of the BSW Program are:

- 1) To prepare students to use social work values and ethics in working with diverse client populations to enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- 2) To prepare students to practice with individuals, families, groups, organizations, and communities in their environments, from a strengths-based perspective, using generalist, evidence-based social work practice skills in order to enhance the social functioning and interactions for client systems of all sizes.
- 3) To promote policies, services, and resources, that meet basic human needs and support the

- 4) development of human capacities, through advocacy and social or political actions, that advance social and economic justice.
- 5) To apply research knowledge and findings to practice to enhance interventions and to evaluate practice.
- 6) To encourage students to pursue advanced studies, professional development, and a commitment to life-long learning.

These goals are infused throughout the program. The educational program for clinical social work is implemented through the generalist and concentration curricula that incorporate content of the knowledge, skills, values, and ethics required for competent professional practice. Students are prepared to practice as professional social workers in a variety of settings including, but not limited to, mental health agencies, health care facilities (i.e., clinics, hospitals, and hospices), family service and child welfare agencies, schools, adult and juvenile justice agencies, and residential care facilities.

Students are taught a range of theories and methods such as ecological systems theory and person-in-environment theory for integrating clinical practice with empowerment and clinical activism, in preparation for agency-based practice. Critical appraisal and application of theories for practice are encouraged. Examination of personal values and professional ethics are promoted. Throughout their course of study, students are expected to demonstrate an increasing cultural competency and capacity to understand and work with diverse populations. This includes an understanding of discrimination and oppression; the promotion of social and economic justice; human diversity; the needs and strengths for the economically disadvantaged, women, ethnic and racial minorities, gays and lesbians, people with alternative abilities, the elderly, and others. The Practice Seminar in the final semester of study provides students with a special opportunity to integrate theory and practice while addressing a particular professional social work issue of interest to them and of importance to the profession.

Council on Social Work Education Generalist Competencies

From a liberal arts and person-in-environment perspective, the BSW program at FGCU introduces students to the knowledge, values, and skills of the social work profession. Focusing on systems of all sizes students learn a variety of theoretical and practice concepts that are demonstrated in practice behaviors observed in the classroom and especially in their field placement. Ultimately, the objective is to prepare competent, entry level social workers who are ready to specialize in the concentration of clinical social work. In order to assure this objective, students are placed in a 500 clock hour field placement at a social service agency under the supervision of a MSW-level social worker who is their Field Instructor. In collaboration with the Field Instructor and the Faculty Liaison, the student creates a learning plan for field education by which s/he is able to demonstrate the ten core competencies of social work practice through performance of specific practice behaviors.

FGCU has chosen to use the core competencies and the accompanying practice behaviors required for accreditation by the Council of Social Work Education. Students completing the first year (generalist) of the BSW program at FGCU shall demonstrate the ability to:

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 2:** Engage Diversity and Difference in Practice
- **Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice
- **Competency 4:** Engage In Practice-informed Research and Research-informed Practice
- **Competency 5:** Engage in Policy Practice

- **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities
- **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities
- **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities
- **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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.

Structure of the BSW Program

The Bachelor of Social Work (BSW) prepares students for professional generalist social work practice through the acquisition of specialized knowledge and the necessary skills for generalist social work. This forms the base of the empowerment orientation of the curriculum. The curriculum in the BSW Program is delivered through a full-time, cohort program. It is not offered on a part-time basis.

BSW Degree Requirements

BSW students will be enrolled for the appropriate number of credit hours each semester as provided in the Plan of Study. The program is demanding, with required reading assignments, papers, presentations, class projects, as well as 16 hours a week of field education during the Senior Year.

The Department of Social Work requires 60 credit hours for the BSW degree, consisting of:

- 48 hours of classroom work in which students must earn a grade of ‘C’ or better in each core social work course;
- 12 credit hours of field placement with an “S” for satisfactory performance; and
- Recommendations of the faculty of the Department of Social Work to the President/Provost of FGCU that the Bachelor’s degree be granted.

The following courses are limited to students accepted into the BSW program:

- SOW 3101: Human Behavior & the Social Environment I (HBSE I)
- SOW 3102: Human Behavior & the Social Environment II (HBSE II)
- SOW 3232: Social Policy
- SOW 3322: Practice II: Groups
- SOW 3300: Practice I: Individuals and Families

- SOW 4332: Practice III: Communities and Organizations
- SOW 4401: Social Work Research
- SOW 4521: BSW Field Seminar
- SOW 4522: BSW Integrative Senior Seminar
- SOW 4060: BSW Field Education I
- SOW 4061: BSW Field Education II

To graduate from the BSW program, a student must have a program grade point average (GPA) of at least 2.50. A student with a program GPA below 2.50 in any semester will be placed on academic probation. A student who does not have a program GPA of at least 2.50 at the completion of the first year will be dismissed from the program. If reinstated following an appeal, a student must repeat all required courses in which they have received a grade lower than a 'C'.

A student who receives a grade of Unsatisfactory (U) for any field education course will be dismissed from the program.

The BSW program is offered on a full-time basis only. Students work through the plan of study as a cohort as the core social work courses are only offered once per academic year. Deviating from the plan of study in any way will result in the student being delayed in the program by at least one year. A student who is not registered in any given semester must request a leave of absence in order to maintain her/his status as an active student in the program. A letter requesting a leave of absence must include a tentative date of return and plan for completion of the program. The letter is to be provided to the student's Academic Advisor in the Department of Social Work and to the Department Chair.

BSW Program Plan of Study

Through the full-time program, students complete the 60 credit hours required for the BSW degree in a period of two academic years (four semesters): 30 credit hours in the Junior Year and 30 credit hours in the Senior Year.

By the end of the Senior Year, students demonstrate the competencies of a beginning generalist social work practitioner. They will be able to assist in the empowerment of client systems of all sizes in situations of varying complexity. They will be comfortable in situations of cultural diversity and seek to alleviate human oppression and enact social justice along with their client groups.

Junior Year		
<i>Fall Semester</i>		
SOW 2031*	Introduction to Social Work	3 credit hours
SOW 3101	Human Behavior & the Social Environment I (HBSE I)	3 credit hours
SOW 3300	Practice I: Individuals and Families	3 credit hours
SOW 4401	Social Work Research	3 credit hours

<i>Spring Semester</i>		
SOW 3102	Human Behavior & the Social Environment II (HBSE II)	3 credit hours
SOW 3322	Practice II: Groups	3 credit hours
SOW**	Social Work Elective	3 credit hours
Senior Year		
<i>Fall Semester</i>		
SOW 4332	Practice III: Communities and Organizations	3 credit hours
SOW 4060	BSW Field Education I	6 credit hours
SOW 4521	BSW Field Seminar	3 credit hours
SOW**	Social Work Elective	3 credit hours
<i>Spring Semester</i>		
SOW 3232	Social Policy	3 credit hours
SOW 4061	BSW Field Education II	6 credit hours
SOW 4522	BSW Integrative Senior Seminar	3 credit hours

*Course may be taken prior to being formally admitted to the BSW program.

**Social work electives may be taken during any semester including summer terms.

Elective Courses

Students must take three (3) 4000-level social work electives (9 credit hours) while in the BSW program. These provide a further opportunity to learn generalist and advanced clinical practice with special populations: older adults, children and families, people with mental and physical challenges, trauma, international social work, and spirituality.

Students may enroll in an elective course during any semester, including summer terms, after having been officially admitted to the BSW program.

A selection of elective courses is offered each year depending on student interest and faculty availability. The elective courses offered by faculty are not all offered in any one academic year. Topical electives may be added as faculty are willing and able to do so. An elective course will not be offered, and may be cancelled, if fewer than 10 students enroll in the course.

Under certain circumstances, a student may request permission from the Department of Social Work to substitute a course offered by another graduate program for an BSW elective. Students may be motivated to make such a request because an elective course offered through another school or department (in this or another university), may be especially applicable to the student's professional social work career goals. The student **must** receive formal approval **prior** to enrolling in the course. In addition to a completed course substitution form, the student should also include a detailed description of the course – preferably a syllabus.

Permission to complete an external course, as a substitute for an FGCU elective, must be approved by the student's Academic Advisor in the Department of Social Work as well as by the Department Chair. Credit is granted for an outside elective course provided:

- 1) The course is the appropriate academic level and is offered by an accredited college or university.
- 2) The course bears direct relevance to generalist social work education.
- 3) The student's Academic Advisor in the Department of Social Work approves the course description and confirms that the rationale for taking the course in another program is pedagogically sound.
- 4) The course is not similar to courses being actively offered in the Department of Social Work.
- 5) The course is not used to meet requirements for another degree.
- 6) The student earns a grade of 'B' or better and provides an official transcript attesting to that fact.

Independent Study

BSW students may seek permission from their faculty advisor to substitute a course of Independent Study under the direction of a member of the graduate faculty of the Department of Social Work for a BSW elective. Independent study affords a student the opportunity to explore a topic not addressed in classroom courses or to examine a subject in greater depth. When the independent study involves research of human subjects, the proposed research project must receive formal approval of the Institutional Review Board (IRB) of FGCU prior to course registration (see below).

The student must submit a signed and completed request to the Coordinator of the BSW Program and receive formal approval prior to registering for the course. The student must also attach to the completed Independent Study Proposal form an outline of the proposed course of study. The outline should follow the format described in the Independent Study Proposal form.

Permission to undertake a course of independent study, as a substitute for an BSW elective, must be approved by the Chair of the Department of Social Work and credit is granted provided:

- The proposed course of independent study bears a direct relationship to professional social work and requires graduate level scholarship.
- A Department of Social Work professor formally agrees to serve as the instructor of the course of independent study.
- The student's academic advisor approves the proposal.
- The course of independent study does not duplicate work done in another independent study course or in classroom courses already part of the BSW curriculum.
- The course of independent study is not to be used to meet requirements for another degree.
- The student earns a grade of 'B' or better for the independent study course.

Minimum Academic Standards

Students must receive a grade of 'C' or higher in all core social work courses. A grade of 'C-' is not adequate. If a student withdraws from or receives a grade lower than a 'C' in any core social work course, the student will be placed on academic probation. Probationary status limits the social work courses for which a student can register. While on academic probation, the student will not be able to continue with advanced core social work courses in the FGCU BSW program until such a time that the failed course has been successfully completed. The student may retake the failed course one additional time. The retaking of a course offering should be completed

in the FGCU BSW program though students may retake the course at another BSW program that is accredited by the Council on Social Work Education (CSWE) with the permission of the BSW Program Coordinator. If the second attempt also results in a failing grade ('C-' or lower), the student will be dismissed from the FGCU BSW Program.

To be in good standing in the BSW Program, a student must maintain a grade point average (GPA) of 2.5 or better in all social work credit courses and must maintain reasonable progress toward BSW program requirements.

FGCU will place any student whose cumulative grade point average falls below 2.0 on probation until such time that the grade point average meets the acceptable minimum. Further academic action may be taken at the end of the following semester of enrollment on the basis of the student's progress.

Grading Policy

Assignments are graded with attention given to: mastery of content, organization; quality and depth of the written work with emphasis on fluidity and clarity of expression; completeness, and following directions; use of scholarly literature; evidence of critical thinking; grammar, punctuation, and sentence structure; neatness and presentation; timeliness of submission; and, adherence to APA style.

A	= 100-93	B	= 86-83	C	= 76-73	D	= 66-63
A-	= 92-90	B-	= 82-80	C-	= 72-70	D-	= 62-60
B+	= 89-87	C+	= 79-77	D+	= 69-67	F	= 59 or less

- A = Work Exceeds Expectations. Work of distinction that covers all of the above categories in a thorough, articulate, and **outstanding** fashion.
- B = Work Meets Expectations. Work of good quality that reflects all of the above categories in an **adequate** manner.
- C = Work Marginal/Minimally Meets Expectations. Work below the expected standard of a graduate student and **minimally** reflects the above criteria.
- D/F = Work Fails to Meet Minimal Expectations. Work reflects an inability to articulate an understanding of the major content of the assignment/course.

A final course grade of "A" for the course means that assignments, participation and attendance requirements for the class have been surpassed.

A grade of "A" on a paper reflects mastery of content, organization with emphasis on clarity and following directions, use of literature, quality and depth of the written work, quality of practice analysis, creativity, and correctness of grammar, punctuation, and sentence structure. A "B" paper is a work of above average quality and reflects all of the above categories in a more than adequate manner. A "C" paper meets the minimum requirements of the assignment. A "D/F" paper reflects an inability to articulate an understanding of the major content of the covered assignment.

Incomplete Grades

The process to implement a plan concerning an incomplete grade for a course must be initiated by the student

prior to the end of the course offering. A student who has not completed all of the required coursework by the end of the term may, with the permission of the instructor, be assigned a grade of "I" (Incomplete). A grade of "I" is not computed in a student's GPA.

An incomplete grade cannot be assigned to a course if the student fails to attend the course, drops the course after the drop/add period, or withdraws from the university. A student, who registers for a course but fails to meet the course requirements, without officially dropping the course, will receive a grade of "F" in the course.

To initiate consideration for a grade of "I", a student must contact the instructor before grades are reported. The decision to allow an "I" is solely at the instructor's discretion. Should a professor decide to assign the incomplete grade, both the student and the professor must complete an Incomplete Grade Agreement form. A copy of this form must be on file in the Office of Registration and Records and should be submitted by the instructor with the final grade roster.

Academic and Professional Advising

Immediately upon acceptance into the BSW Program, students are assigned a faculty advisor from the faculty of the Department of Social Work. The faculty advisor assists students as they prepare to become competent social workers. The advisor monitors student progress, provides consultation in planning a course of study, and assists in problem solving with regard to both classroom and field education. The faculty advisor serves as *point person* with whom the student may confer regarding any academic issue or concern.

The student's advisor will:

- 1) Help the student identify and clarify personal career goals in the context of realistic professional opportunities and socialization into the social work profession;
- 2) Assist the student to develop a plan of study, and evaluate academic progress in the context of an educational experience to ensure a sufficient number of credits each semester congruent with degree completion requirements, and for maintenance of required GPA and individual social work course grades;
- 3) Assist the student to develop a plan of study, evaluate academic progress, and monitor GPA to ensure the requirements for graduation are met;
- 4) Help the student identify and use campus and community services when needed for financial aid, personal counseling, academic skill enhancement, and professional performance;
- 5) Facilitate grievance and appeal processes for a student who is failing to meet the program's academic and professional requirements; and
- 6) Assist student with grievance and appeal procedures for academic and non-academic reasons.

It is strongly encouraged that students meet with their assigned faculty advisor from the Department of Social Work each semester to ensure that they are on track for successful completion of the BSW program in a timely manner. Faculty advisors will contact their assigned advisees to arrange meetings at set times during the course of the BSW program. However, students should feel that they could contact their assigned faculty advisor from the Department of Social Work whenever they have questions about their status or progress in the BSW

program.

Students' Rights & Responsibilities

BSW students are viewed as competent adults who have not only the right but also the responsibility to participate in the decision-making process about the educational program in which they have enrolled. Students regularly contribute to the continued development and growth of programs in the Department. Student input is highly valued across the continuum of the program. For example:

- All students enrolled at FGCU have an opportunity at the end of each course to evaluate their instructors. Students are given standardized faculty evaluation forms to complete. These evaluations are confidential. Results are provided to the faculty to use in strengthening content, teaching, and learning methods to facilitate more effective instruction.
- Through their elected and volunteer representatives, BSW students provide input to and learn from each of the following committees: Curriculum, Student Affairs and Education Review, Department Meetings, and various others which might be convened throughout the year. Student representatives are viewed as especially valuable members of these committees.
- Students have the opportunity to meet both informally and formally with any candidates being considered for faculty positions. Additionally, a student representative is selected to be a member of any screening committee commissioned in the hiring of new faculty. Students are asked to provide written assessments of each candidate to be included as a part of the recommendation package prepared by the Department for employment purposes

Social Work Policies

Academic and Scholarly Guidelines

Students should be familiar and comfortable with high academic and scholarly standards. Students are expected to attend classroom and practicum course meetings. Regular attendance is viewed as the personal and professional responsibility of each BSW student. Active participation in course activities is expected. In participating, students are expected to display interest in and respect for their colleagues in a manner that is congruent with the values, ethics, and skills of the profession.

In written assignments, students are expected to prepare documents in a scholarly and professional manner. Submissions should be typewritten in double-space format and carefully edited for spelling and grammar. All direct quotations, paraphrases, empirical research findings and other restatements of the research, scholarship, or creative work of others must be appropriately documented using the standard bibliographic citation methods set out in the Sixth Edition of the *Publication Manual of the American Psychological Association (2009)*. **The APA Manual serves as the guide for style and form for all papers submitted in the BSW program.**

Competent and effective social work practice requires well-developed and refined communication skills, including the use of the written word. Writing well helps social workers communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing

assignments in social work courses will be evaluated on both the basis of the quality of the scholarly content as well as the quality of its presentation.

Policy on Student Misconduct

The FGCU, Department of Social Work may discipline a student for academic misconduct which is defined as any action which could compromise the academic integrity of the University and undermine the educational process.

Academic misconduct includes, but not exclusively, the following:

- *Cheating*
 - The use of external assistance on any in-class or take-home examination, unless the instructor specifically has authorized such assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
 - Having another person as a substitute in the taking of an examination or quiz.
 - Collaborating with other persons on a particular project and submitting a copy of a written report that is represented explicitly or implicitly as the student's own individual work.
 - Stealing examinations or other course materials.
 - Allowing others to conduct research or to prepare any work for him or her without advance authorization from the instructor to whom the work is being submitted.
 - Making unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons. Stealing examinations or other course materials
 - Using any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
 - Submitting substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.
 - Altering a grade or score in any way.

- *Fabrication*
 - To falsify or invent any information or data in an academic exercise including, but not limited to:
 - Records or reports, laboratory results, and citations to the sources of information.

- *Plagiarism*
 - To adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgement. A student must give due credit to creativity of others and acknowledge an indebtedness whenever he or she does any of the following:
 - Quotes another person's actual words, either oral or written.
 - Paraphrases another person's words, either oral or written.
 - Uses another person's idea, opinion, or theory.
 - Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

- *Interference*
 - To steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
 - To give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

- *Violation of Course Rules*
 - To violate course rules as contained in a course syllabus or other information provided to the student.

- *Facilitating Academic Dishonesty*
 - To intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

The faculty of the BSW Program reserves the right to dismiss from the program a student who does not meet academic requirements, behavioral expectations, or professional conduct as defined by this Handbook, the NASW Code of Ethics, or both.

A student dismissed from the BSW program may appeal the dismissal following the Student Conduct Grievance process found online at <http://www.fgcu.edu/studentguidebook/grievance-procedures.html>.

When a student is dismissed from the program, the Department will make reasonable effort to notify the student in writing.

Social Media Policy

The FGCU BSW Program adheres to the social media policy outlined by the FGCU Marieb College of Health & Human Services. If students have questions concerning this policy, they may contact the BSW Program Coordinator for clarity. The policy is provided here for your convenience:

Social media is defined as web-based and mobile technology used for interactive communication. Regardless of the type of social media, students are responsible for content they post, text, and promote. Examples of social media may include (but are not limited to) the following:

- Blogs – Blogger, LiveJournal, Xanga
- Microblogs – Dailybooth, Foursquare, Google Buzz, Posterous, Tumblr, Twitter
- Podcasts – Blubrry
- Social networks – Allnurses.com, Bebo, Facebook, Google+, LinkedIn, MySpace, Orkut, Second Life
- Social news sharing – Digg, Flickr, Instagram, Reddit, Snapchat
- Social bookmarks/social tags – Delicious, Diigo, Google Reader, StumbleUpon
- Video hosts – Vimeo, YouTube

Students in the Marieb College of Health & Human Services have a responsibility to understand the benefits and consequences of participating in social media. Students must consider important concepts and a number of principles when functioning within the virtual world of social media in order to maintain their own reputation and the reputation of the MCHHS and FGCU. This policy encompasses personal and professional social media use.

Students should represent Florida Gulf Coast University (FGCU) and the Marieb College of Health & Human Services in a fair, accurate, ethical, and legal manner while engaging in all social media activities. Official electronic communication regarding FGCU and MCHHS business, academic schedules, and academic classes will occur through University sanctioned channels such as FGCU email, Canvas, listservs, and FGCU websites.

When interacting on social media, students must be cognizant that information may be public for anyone to see and can be traced back to you as the individual. **Students are prohibited from disclosing through social media information such as (but not limited to) the following:**

- Clinical discussions for the purpose of education that include any identifiable information related to patients or clinical institutions and employees.
- Confidential or non-public proprietary information including photos or videos of patients, patient families, students, faculty, staff, and clinical institutions and employees.
- Comments that are damaging to FGCU, other students, faculty, staff, and clinical institutions and employees.
- Comments that are threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.
- Postings that are in violation of any state or federal laws.

Improper use of social media may violate state and federal laws established to protect patient privacy and confidentiality and can result in both civil and criminal penalties. Inadvertently or unintentionally breaching privacy and confidentiality may result in disciplinary action including:

- Failure in a course
- Report/Notification to the Dean of Student Affairs
- Student Conduct Hearing
- Dismissal from the program
- Suspension from the University

Students are legally responsible for any and all communications on social media websites. If you make a mistake, admit it immediately. Faculty and staff can assist you in finding a solution, potentially avoiding any harmful implications.

Policy on Student Continuation, Review, and Dismissal

Educational Requirements

For continuation in and graduation from the program, students are required to:

- Earn at least a “C” in each social work course.
- Earn a grade of “Satisfactory” in Field Education I and II.
- Maintain a 2.5 cumulative GPA in required social work courses and 2.0 overall GPA.
- Carry out professional activity in conformity with the values and ethics of the profession and comply with any Corrective Action Contract that may have been entered into (see below).

Policy on Student Performance Review

All students are admitted on the assumption that they have the potential academic ability and personal suitability for completing the professional program in which they are enrolled. All students in the BSW Program are expected to maintain the standards established by the Department of Social Work and those held by the social work profession. In order to identify possible academic problems, the Department periodically reviews

individual student performance.

Criteria for Review

Conduct that is not congruent with the values and ethics of the social work profession (e.g., NASW, CSWE) and the Academic Code of Conduct for Students at FGCU constitutes grounds for review. This includes behavior in the student's fieldwork and the classroom that does not conform to the profession's values and ethics such as:

- Behavior that interferes with the student's functioning, or jeopardizes the welfare of those to whom the student has responsibility, such as clients and co-workers, or both.
- Failure to communicate effectively, both verbally and in written form, including interviewing skills and interpersonal skills that permit comfortable interaction with other people.
- Failure to adhere to internship agency policies and professional standards.
- Failure to use sound judgment, both in work with clients and in regard to oneself, such as failure to seek professional help for physical or emotional problems which interfere with professional functioning.
- Having more than one Incomplete at a time in course work, or having received more than two grades of Incomplete in any course after admission to the program.
- Academic dishonesty such as cheating on examinations or plagiarism or otherwise presenting the work of someone else as one's own.
- Grade Point Average falls below 2.50.
- A request by a faculty member for a review due to student's poor course work performance
- Procedures for Social Work Student Performance Review

Procedures for Social Work Student Performance Review

The Department has established mechanisms to respond to requests for students' performance reviews. At the beginning of the academic year, a Performance Review Committee, composed of a Chair and a faculty member, shall be formed. The Chair will be responsible for convening the meeting for the review process. The performance review committee is conceptualized as a mechanism to identify and resolve as early as possible any developing problems with students' academic and/or professional performance. The functions of the Student Performance Review Committee will be to:

- Review those students who fall under "Criteria for Review by Performance Review Committee."
- Receive faculty requests for student performance review.
- Receive student requests for a student performance review.

When a student's performance is evaluated as deficient, the Committee can recommend the following:

- 1) *Corrective Action Contract*. In situations where such action is feasible and desirable, a Corrective Action Contract will be created.
 - The contract will set forth problems to be solved, actions to be taken to solve said problems, and a time period for completion of designated actions and re-evaluation of student performance.
 - Consequences for non-performance will also be included in the contract.
 - The Committee will work together with the student, her/his advisor, and other relevant parties.
 - If the student fails to fulfill the contract, or, while working on the contract some serious impropriety or failing academic performance occurs, the Committee may decide that the student cannot continue in the

BSW program.

- Dismissal can occur during any semester of enrollment in the BSW Program, including the last semester of enrollment.

2) *Automatic Probation.* The following circumstances will result in automatic probationary status:

- Failure to maintain a 2.5 grade-point average
- Receiving a grade of “C-” or below in any social work course.
- Receiving two incompletes in one semester.
- Incomplete in Field.

In the event of automatic probation, the following notification procedures are followed:

- The Committee will notify the instructor for the course, the faculty advisor, and the Department Chair
- Within five (5) working days of receiving the Automatic Probation Notification, the Department Chair will send, by certified mail, a written statement to the student indicating that she/he has been dismissed from the program and invite the student to meet with the College Student Affairs Committee to discuss her/his academic plans. A copy of the letter will also be forwarded to the College Student Affairs Committee.
- The Department Performance Review Committee and faculty advisor will meet with the student, should s/he wish to discuss options and reinstatement procedures.

3) *Automatic Dismissal.*

Automatic dismissal will occur as a result of the following:

Failure in any Field course.

Violation of confidentiality as defined below in the Policy Regarding Confidentiality.

In the event of an automatic dismissal, the following notification procedures are followed:

- The Committee will notify the instructor for the course, the faculty advisor, and the Department Chair
 - Within five (5) working days of receiving the Dismissal Notification, the Department Chair will send, by certified mail, a written statement to the student indicating that she/he has been dismissed from the program and invite the student to meet with the College Student Affairs Committee to discuss her/his academic plans. A copy of the letter will also be forwarded to the College Student Affairs Committee.
 - The Department Performance Review Committee and faculty advisor will meet with the student, should s/he wish to discuss options and reinstatement procedures.

Appeal Procedures

Decisions rendered by the Department Performance Review Committee may be appealed by following the Grievance Procedure outline in the FGCU Student Guidebook

<http://www.fgcu.edu/studentguidebook/grievance-procedures.html>

Individual decisions regarding a student's grade may be appealed to the Marieb College of Health & Human Services Grade Appeals Committee by following the procedure outline by the Office of Student Conduct (<http://www.fgcu.edu/studentguidebook/grade-appeals.html>).

In any instance in which a student wishes to file a formal appeal, the student's academic advisor will assist in the procedure and process.

Students and Governance

The following Meetings and Committees in the Department are comprised of both faculty and student members:

- Curriculum Committee. Reviews issues pertaining to the curriculum and practicum of the program.
- Student Affairs and Educational Review Committee. Makes formal recommendation after consultation regarding the academic status of students whose performance in either class or field is being questioned.
- Department Meetings. Primary governing body for policy changes within the Department.
- Faculty Search Committees. Screens candidates for faculty positions and makes formal recommendations to the Chairperson regarding hiring.

Chairs of the various Department committees will recruit student members every Fall semester via the social work student organization and by posting openings in the Department. Students interested in serving on any of these Department committees may also communicate their interest to their advisor who will forward this information to the appropriate committee chair.

Faculty Responsibilities

Course Syllabi

The Faculty of Florida Gulf Coast University, Department of Social Work subscribes to the principle that a course syllabus represents a "contract with students." Therefore, learning activities, experiences, assignments, and evaluation procedures are expected to relate logically to the course objectives described in the syllabus. Significant variations in course content from what is described in the course syllabus would necessarily occur only with full understanding and consent of the students enrolled in the course.

Course/Instructor Evaluations

Faculty members and instructors regularly seek evaluative feedback from students concerning classroom or field instructional learning activities. Toward the end of the semester, formal course/instructor evaluations are distributed to all students. When completed, these evaluations are forwarded to the Administration for aggregation, review, and analysis before being forwarded to each instructor. These formal course/instructor evaluations are used for numerous purposes, including promotion and contract renewal decisions, merit raises, and various faculty development activities.

Criteria for Evaluating Academic Work

Written Work: Quality writing is essential for social work practice. Generally, papers must begin with an introductory statement of purpose and an overview of the ideas to be presented. Each aspect of the assignment must be thoroughly addressed and *adherence to guidelines provided by individual instructors is expected*. Citations and references in the *Publication Manual of the American Psychological Association* (APA) format, according to the most recent edition of the publication manual (currently 6th), must be included. APA style resources can be accessed at: <http://owl.english.purdue.edu/owl/resource/560/01/>.

Students must carefully proofread their papers for typographical, grammatical, sentence structure, spelling, and other mechanical errors.

Class Presentations: Presentations are an important part of study. The purposes of the presentation should be clear in the syllabus. Presentations should be well organized and articulately delivered. The presentation should demonstrate practice insights and skills and ample integration of theoretical material from the readings and class discussions. A skillful presenter involves the audience in the presentation. Handouts should be written clearly and include all reference material used to construct the presentation. Use of audio-visual technology (i.e., PowerPoint) can greatly enhance a presentation and is often required by the instructor. As with the use of any technology, it is advisable that training be obtained in developing PowerPoint presentations to enhance their effectiveness.

Attendance and Class Participation: Students in the BSW program are expected to demonstrate performance and behavior appropriate to a social work professional. This includes attending each class session, preparing for class and arriving on time. A student who must be late or absent (because of illness, for example), is expected to make a concerted effort to notify the instructor and is solely responsible to ascertain what work was missed.

Oral participation should demonstrate:

- An ability to make conscious, purposeful use of self in interactions within the classroom;
- Self-awareness (feelings as well as behaviors);
- Receptivity to feedback and an ability to integrate feedback into behavioral change;
- Respect for difference and for others' feelings, including, but not limited to a nonjudgmental attitude, sensitivity to ethnic diversity and oppressed groups, respect for confidentiality and client self-determination;
- An ability to contribute comments that are clearly stated and immediately germane to the focal issues under discussion; and
- An ability to use the group to meet own needs, while respecting and without infringing upon the needs of others.

Policy Concerning Confidentiality

The faculty of the Department of Social Work recognizes the value and importance of each student's right to confidentiality. Students may request that specific information shared with individual members of the faculty, field instructors, and/or academic administrators be kept confidential. Although confidentiality cannot be guaranteed, such information will be kept confidential to the extent permitted by law, Department of Social Work, the NASW Code of Ethics, and FGCU policies. The Department of Social Work regards faculty, faculty advisors, field instructors, and Department administrators as members of each student's educational team who

may be consulted periodically to discuss student progress. Information shared confidentially by a student will be shared with their team members only when a team member deems it necessary to address a student's educational needs.

The faculty of the Department of Social Work acknowledges the value and importance of free and open classroom discussion. Students are encouraged to express opinions relevant to course content. In sharing information about others (e.g., clients in their practice), students are expected to protect the confidentiality of others in the classroom, to the extent possible under the law and college/department policy. Students are expected to refrain from divulging to others outside of the classroom confidential information shared within the classroom. The confidentiality of classroom discussion cannot be guaranteed because of "duty to protect" and "mandatory reporting" laws and/or policies which may require disclosure.

Students are expected to protect the right to confidentiality of the clients that they meet in field. Therefore, ALL identifiers must be removed when presenting case studies for class assignments. This includes names, addresses and any other demographic information that may disclose the identity of the client. Under **NO** circumstances may a student remove a record from an agency setting, photocopy a record or transcribe any identifying information from a record. **Violations of confidentiality are grounds for immediate dismissal from the BSW program.**

Social Work Organizations

The Department of Social Work recognizes that a significant part of a student's professional education is gained outside the classroom. This aspect of education includes not only class-related activities such as study and library research, but also the broader dimensions of professional associations. Participation in any of the following organizations will make a meaningful contribution to the student's professional development.

Social Work Student Association (SWSA)

All declared social work majors are eligible to become members of the SWSA. This organization provides a format for student discussion of issues, both professional and academic, as well as socialization. The SWSA allows students to come together in the mutual interest of the community and the Department of Social Work. You are strongly encouraged to become involved in this organization.

Social Work Honor Society

Phi Alpha is the national social work honor society. FGCU hosts a chapter of the honor society - Phi Alpha Omicron Iota. The honor society offers social work majors who excel in their academic performances the opportunity to enhance their knowledge and skill through participation in extracurricular learning experiences and community service projects. An undergraduate student is eligible for membership after achieving the following national requirements and meeting local chapter requirements:

- Declared Social Work as a Major
- Completed 9 semester hours of required social work courses.
- Achieved an overall GPA in the top 35% of all upper-level BSW students formally admitted to the BSW program.

To learn more about Phi Alpha, please visit their website at: <http://www.phialpha.org/>

National Association of Social Workers (NASW)

NASW is the professional organization for social workers. Undergraduate students are eligible for associate membership in NASW at reduced rates. This membership entitles the student to national, state, and local NASW publications as well as admission to workshop, lectures, and or seminars at a reduced rate. Applications for NASW membership are available in the Department of Social Work.

To learn more about NASW, please visit their website at: <http://socialworkers.org/>

University Policies

Non-Discrimination, Equal Opportunity, Anti-Harassment, and Sexual Misconduct Statement

The Florida Gulf Coast University Department of Social Work adheres to the university 'Non- Discrimination and Equal Opportunity Statement' (<http://www.fgcu.edu/equity/files/non-discrimination.pdf>) as affirmed on July 1, 2015 and reads:

Florida Gulf Coast University is committed to ensuring equity and fairness for all University employees, students, visitors, vendors, contractors and other third parties. Our commitment to these principles is essential to fostering a campus community that values diversity and inclusion. As such, the University does not discriminate on the bases of race, color, national origin, ethnicity, religion, age, disability, sex (including sexual harassment/assault), gender identity/expression, marital status, sexual orientation, veteran status or genetic predisposition with regard to admissions, employment, programs or other activities operated by the University. This prohibition extends to enforcement of Title IX of the Education Amendments of 1972 and the Genetic Information Non-Discrimination Act.

The University's policies cover access and equity in the administration of education, programs, services and activities throughout all divisions, departments and units of the University.

Questions regarding the University's nondiscrimination statement or compliance with the laws applicable thereto should be directed to person and office identified below:

Precious Gunter

Director and Title IX Coordinator Office of Institutional Equity and Compliance 10501 FGCU Boulevard South Fort Myers, Florida 33965-6565 (239)745-4366

or TTY: 711

email: pgunter@fgcu.edu

Further, the Florida Gulf Coast University Department of Social Work adheres to the 'Non- Discrimination, Anti-Harassment, and Sexual Misconduct Regulation and Policy' that can be located on the FGCU website at - <http://www.fgcu.edu/equity/non-discrimination.html>

University Notices

Anti-Drug Abuse Act

Students convicted of drug felonies may lose their eligibility for federal financial aid programs. The Omnibus

Drug Initiative Act of 1988 gives courts the authority to suspend eligibility for federal student aid when sentencing an individual convicted of possession or distribution of a controlled substance. For a drug possession conviction, eligibility is suspended for one year for the first offense, two years for the second offense, and indefinitely for the third offense. For a drug sale conviction, eligibility is suspended two years for the first offense, and indefinitely for the second offense.

Drug-Free Campus Policy

Federal legislation mandates every individual's right to work and learn in a drug-free environment. Florida Gulf Coast University firmly supports this right in policy and practice. Information regarding university policy is available from the Office of the Dean of Student Services and the Office of Human Resources.

Academic Dishonesty/Cheating Policy

The following statement is included on all university student-oriented materials: all students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found under the student code of conduct. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. This statement and all of the student code of conduct apply to students in field placements; there are no exceptions. Any questions should be directed to the Field Education Coordinator, Lori D. Carroll, BSW, LCSW.

The student is also referred to the document academic policies at a glance which is produced by the office of registration and records, and to the student handbook for the year in which they matriculate. All policies are applicable to students in field courses and field placements.

NASW Code of Ethics

The Department of Social Work adheres to the NASW Code of Ethics and students enrolled in the BSW Program are expected to adhere to the Code in their interactions with clients, colleagues, the community, and the profession-at-large. The full-text of the NASW Code of Ethics can be accessed at:
<http://www.socialworkers.org/pubs/codeweb/code.asp>.