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| **College of Health Sciences and Professions**  **Department of Social Work** |
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| [**https://www.ohio.edu/chsp/social-work**](https://www.ohio.edu/chsp/social-work)    **Dr. Warren Galbreath**  **Undergraduate Social Work Coordinator**  **galbreat@ohio.edu**  **Dr. Jenny Shadik**  **Coordinator, Athens Undergraduate Social Work Programs**  [**shadik@ohio.edu**](mailto:shadik@ohio.edu)      **Morton Hall 416**  **740-593-1269**        **Ohio University Social Work** |
| Rev. 2023 |

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| Undergraduate Handbook |  | |
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*Welcome to the Department of Social Work*

*Undergraduate Program at Ohio University!*

The undergraduate program in social work prepares students for beginning generalist social work practice, which involves the capacity to apply knowledge, skills, and values to assess a range of situations and the ability to work with individuals, groups, organizations, and communities, from a wide variety of perspectives.

Our program is fully accredited by the Council on Social Work Education (CSWE).

The pages that follow will walk you through the Social Services minor, becoming a social work pre-major, and applying to the Social Work major. Also feel free to visit our website at the following link to learn more: [Social Work Major | Ohio University](https://www.ohio.edu/chsp/social-work/undergraduate)

Please don’t hesitate to contact us if you have any additional questions. Our main office number is 740.593.1269.

We appreciate your interest in our program.

# Dr. Warren Galbreath

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INTRODUCTION

This is the Social Work Program’s *Undergraduate Handbook.* It provides useful information for students considering undergraduate study in social work at Ohio University and for those already enrolled in the program. The handbook is not intended to substitute for *Ohio University’s Bulletin*. Instead, the purpose of this handbook is twofold: 1) To act as a resource and reference book for students interested in applying to the Ohio University Social Work Program Bachelor of Arts in Social Work (BASW) or the Bachelor of Social Work (BSW) Programs; and 2) To provide important information on policies and other matters related to the general functioning of the Social Work Program. This handbook is also available on-line. Inquiries regarding matters in this handbook are welcomed and should be directed to the Undergraduate Program Director.

If admitted into the program, students will receive an electronic version of the program’s *Field Education Manual*, also found on-line, which will provide specific information about the field placement and field instruction process.

**PLEASE NOTE**: Policies, procedures, and programmatic components, including but not limited to curriculum, admissions and stipends, are subject to change to conform with CSWE guidelines, university mandates, educational priorities and budgetary constraints. Attempts will be made to notify all current students, incoming students and applicants of such changes as early as possible, but it is the responsibility of the student to keep abreast of changes to the program.

## HISTORICAL OVERVIEW

Ohio University has had a longstanding commitment to undergraduate social work education and extensive involvement in gaining recognition for this level of education in the preparation of social workers. More than a half century ago, via the Department of Sociology, the university instituted courses related to the provision of professional social services. Included in the curriculum was the opportunity for a hands-on field experience. Students and their professors established “centers” in mining and rural poverty areas to provide recreation, counseling, referrals, and other services to people with a variety of human needs. By 1939, the program had expanded to include not only courses related to almost every social service but also supportive courses in sociology, psychology, economics, government, and home economics. These were required courses designed to prepare students to function as social workers in public and private agencies.

For a brief period, the Department of Sociology offered an M.A. degree in social work. This was soon combined with the sociology master's degree. The Department of Sociology was among the first members of the National Association of Schools of Social Work.

In 1952, the Department of Sociology hired its first social worker to direct the Social Work Program. In 1954, the department became a member of the Council on Social Work Education. In 1968 the university established the Social Work Program as a separate department within the College of Arts and Sciences. The first social work majors were graduated in 1969. In 1970, the department was awarded Constituent Membership status in the Council on Social Work Education.

In 1968, the university established the Department of Social Work as a separate undergraduate department within the College of Arts and Sciences. The first undergraduate social work majors were graduated in 1969. In 1970, the department was awarded Constituent Membership status in CSWE. The following year, it achieved approved status under the newly effective *Standards for Approval of Undergraduate Programs* and was reaffirmed annually until 1974. In 1974 the CSWE was granted accrediting authority for baccalaureate social work programs by the Council on Post-Secondary Accreditation. The Ohio University Department of Social Work was among the first programs to be accredited by the CSWE under these standards and has maintained this status to the present time.

In 2011, the Social Work Programs moved from the College of Arts and Sciences to the College of Health Sciences and Professions (CHSP). With the move to CHSP social work was able to add a second social work degree, a Bachelor of Social Work (BSW). This gave students the option of earning a BSW or a Bachelor of Arts in Social Work (BASW).

Also, in 2012 the social work degree began to be offered on Ohio University’s regional campuses. The Eastern and Zanesville campuses began offering the junior level classes in the fall of 2011. Chillicothe began in the fall of 2012. The Lancaster campus began in 2013, and the Southern campus began in 2014. The programs are identical to the program on Athens’ campus and the students on the regional campuses follow the guidelines as presented in this undergraduate handbook.

## UNIVERSITY AND PROGRAM MISSION STATEMENTS, COMPETENCIES AND PRACTICE BEHAVIORS

**Ohio University Mission Statement:**

Ohio University holds as its central purpose the intellectual and personal development of its students. Distinguished by its rich history, diverse campus, international community, and beautiful Appalachian setting, Ohio University is also known as well for its outstanding faculty of accomplished teachers whose research and creative activity advance knowledge across many disciplines.

**College of Health Sciences and Professions Vision and Mission Statement:**

Our experiential and interdisciplinary philosophy means CHSP students learn to treat and optimize health through many lenses, readying them for a career path as tomorrow’s best nurses, social workers, nutritionists, sports trainers, physical therapists, hospital administrators and more. As a leader in population health, we embrace community partnerships to build collaborative, scalable solutions capable of meeting the era’s biggest crises and challenges. We **SERVE** our communities (big and small). We **SOLVE** the world’s greatest health issues. We **SUCCEED** in training the next generation of health care professionals.

**Department of Social Work Mission Statement:**

To prepare students for careers in human services and social work, emphasizing social, economic, environmental, and racial justice and the core values of the social work profession. To increase the availability of professional social workers and partnerships in rural or underserved areas through teaching, research and service.

**Undergraduate Program Mission Statement:**

Our mission is to prepare students to serve ethically and competently as generalist social workers. We aim to educate students to utilize critical thinking and scientific inquiry to inform practice with individuals, families, groups, organizations, and communities. We emphasize a person-in-environment framework, respecting human diversity and human rights while advocating for social, economic, racial, and environmental justice in underserved communities. Our focus includes a commitment to the core values of the social work profession and enhancing human relationships locally, nationally, and globally.

**Graduate Program Mission Statement:**

Our mission is to prepare students to serve ethically and competently as clinical social workers practicing in rural environments.  We aim to educate students to utilize critical thinking and scientific inquiry to inform practice with individuals, families, groups, organizations, and communities.  We emphasize a person-in-environment framework, respecting human diversity and human rights while advocating for social, economic, racial, and environmental justice in underserved communities.  Our focus includes a commitment to the core values of the social work profession and enhancing human relationships locally, nationally, and globally.

**Undergraduate Goals:**

1. Students will be able to apply the standards of the National Association of Social Workers (NASW) Code of Ethics to make ethical decisions and resolve ethical dilemmas.
2. Students will be able to apply knowledge of social welfare policy in advancing and advocating for social, economic, racial, and environmental justice.
3. Students will be able to incorporate research and evidence-informed practices in addressing social problems affecting individuals, families, groups, organizations, and communities.
4. Students will be able to apply knowledge of human behavior in the social environment to guide prevention, assessment, treatment planning, and intervention and evaluation.
5. Students will be able to assist clients and constituencies develop mutually agreed upon goals and intervention strategies.
6. Students will be able to identify and implement evidence-informed interventions to help clients and constituencies meet their goals.
7. Students will be able to demonstrate understanding pf the role of evaluation in improving practice outcomes.
8. Students will be able to intervene with individuals, families, organizations, and communities.
9. Students will be able to evaluate practices with individuals, families, organizations, and communities.

**Competencies and Practice Behaviors:**

**Competency 1: Demonstrate Ethical and Professional Behavior**

1. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
2. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
3. use technology ethically and appropriately to facilitate practice outcomes; and
4. use supervision and consultation to guide professional judgment and behavior

**Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

1. advocate for human rights at the individual, family, group, organizational, and community system levels; and
2. engage in practices that advance human rights to promote social, racial, economic, and environmental justice

**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

1. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
2. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

1. apply research findings to inform and improve practice, policy, and programs; and
2. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work

**Competency 5: Engage in Policy Practice**

1. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
2. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

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

1. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
2. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies

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

1. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
2. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

1. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
2. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

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

1. select and use culturally responsive methods for evaluation of outcomes; and
2. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

**Please Note:** The department complies with all Council on Social Work Education (CSWE) programmatic requirements. Copies of the complete *Educational Policy and Accreditation Standards* of CSWE, are available in the Social Work Department office, and online at <http://www.cswe.org/>– follow the link to Accreditation Documents.

**DEGREE REQUIREMENTS**

**COLLEGE OF HEALTH SCIENCES AND PROFESSIONS**

## BACHELOR OF ARTS IN SOCIAL WORK (BASW) AND BACHELOR OF SOCIAL WORK (BSW)

**Requirements for Graduation:**

General requirements for the B.A. degree in social work (BASW) and a bachelor’s degree in social work (BSW) are a minimum of 120 semester hours including:

1. 50 hours of Arts and Sciences coursework at or above the 2000 level;
2. A minimum of college level foreign language at the 2120 level (BASW degree only);
3. At least 9 semester hours each of humanities, social sciences, and natural sciences coursework for a total of 33 semester hours;
4. General Education Requirements – Bricks Foundations, Pillars, Arches, Bridges, and Capstone;\*
5. An Interprofessional education course;
6. All requirements stipulated by the program for the chosen major.

**\*NOTE:** SW 4802 counts as a Capstone course (social work majors are not required to take another Capstone).

Minors are optional and must meet the specific requirements of the department offering the minor.

A number of Ohio University classes are offered as “Credit Only.” A maximum of 12 “Credit Only” hours are accepted to meet graduation requirements. The senior field practicum courses **(SW 4923 and 4924)** are taken as “Credit Only” courses. These field practicum courses total 12 “Credit Only” hours (**6 credit hours for SW 4923 and 6 credit hours for SW 4924)**. Therefore, be aware in calculating your total hours for graduation that no additional “Credit Only” course credit hours will count toward graduation.

To receive a degree from the College of Health Sciences and Professions, you must have a minimum grade point average (GPA) of 2.0 on all of the following:

1. All hours attempted at the college level.
2. All hours attempted at the college level in the major.
3. All hours attempted at Ohio University.
4. All hours attempted at Ohio University in the major.

The graduation GPA is computed after deductions for repeated and noncredit courses have been made. See the “Grading” section of the *Ohio University Undergraduate Catalog* for information about repeated course removal and other grading questions. This information is available at [http://www.catalogs.ohio.edu/.](http://www.catalogs.ohio.edu/)

Graduation requirements are defined by your catalog of entry and remain in effect for five years from your date of admission to Ohio University. The catalog in effect for the semester in which you first complete coursework at Ohio University becomes your university and major “catalog of entry.”. An average course load of 15 hours per semester is necessary to graduate in four years. Five years after entry, graduation requirements become redefined by the current catalog. (Refer to *Ohio University Undergraduate Catalog* online section “Graduation Requirements – University-wide” for specific information for catalog of entry; also click on “College of Health Sciences and Professions” for graduation requirements.)

All departments in the College of Health Sciences and Professions have an undergraduate advising coordinator who, with the help of other faculty in the department, ensures that every student is assigned an advisor for academic counseling. **(It is not the advisor's responsibility, however, to decide the semester’s schedule or to guarantee that program requirements are being met. This is each student's responsibility).**

The Office of Undergraduate Student Affairs assists Health Sciences and Professions students in administrative matters related to academics, maintains records of academic progress, and approves candidates for graduation. The Office of Undergraduate Student Affairs is located on the third floor of Grover Hall, College of Health Sciences and Professions, telephone: (740) 593-9336. Students on regional campuses will find Undergraduate Student Affairs in Student Services.

All students should visit their advisor during fall semester of the senior year to request that their transcripts be reviewed, based on the goal of completing all credit-hour requirements to graduate by the end of spring semester.

COURSE OF STUDY FOR THE SOCIAL WORK MAJOR

**Course Requirements for an Undergraduate Degree in Social Work:**

Generalist social work practice at the undergraduate level involves the capacity to apply knowledge, skills, and values to assess a range of situations and the ability to work with individuals, families, groups, organizations, and communities from a wide variety of perspectives, with supervision. A liberal arts perspective integrates with the social work curriculum content areas of human behavior in the social environment, social welfare policy, research, social work methods, and field education. Completion of the university’s general education requirements (BRICKS) and the requirements of the College of Health Sciences and Professions ensures that the student obtains a liberal arts background. The following list represents an overview of the requirements for an undergraduate degree in social work:

1. The university’s general education requirements (BRICKS Foundations, Pillars, Arches, Bridges, and Capstone)
2. The College of Health Sciences and Professions requirements
3. The liberal arts distribution requirement
4. Foreign language requirements (BASW only)
5. An Interprofessional Education course
6. The Social Work Program’s requirements as outlined below

(Refer to the *Ohio University Undergraduate Catalog* for details on the requirements for (a) and (b) above. This catalog is available online at [**http://www.catalogs.ohio.edu**/](http://www.catalogs.ohio.edu/). To graduate, students are required to complete all three of the above areas of study (a, b, & c). Progress on meeting these requirements can be tracked via the Degree Auditing Reporting System (DARS) and should be reviewed each semester in conjunction with your advisor.)

It is important to become familiar with the Social Work Program’s required courses, as they will be referred to in subsequent sections of this document. The following is a complete list of courses required by the Social Work Program:

**Required Courses in the Social Work Program:**

|  |  |  |
| --- | --- | --- |
| **COURSE** |  | **HOURS** |
| **SW 1000** | INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE\* | 3 |
| **SW 2601C** | SOCIAL WELFARE OVERVIEW AND TRENDS\* | 3 |
| **SW 3602** | SOCIAL WELFARE POLICY | 3 |
| **SW 3701** | DYNAMICS OF HUMAN BEHAVIOR | 3 |
| **SW 3801** | INTRODUCTION TO SOCIAL WORK PRACTICE METHODS | 3 |
| **SW 3870** | RESEARCH METHODS IN SOCIAL WORK | 3 |
| **SW 4801** | SOCIAL WORK PRACTICE I | 3 |
| **SW 4921** | FIELD SEMINAR I | 2 |
| **SW 4923** | FIELD PRACTICUM I | 6 |
| **SW 4802** | SOCIAL WORK PRACTICE II | 3 |
| **SW 4922** | FIELD SEMINAR II | 2 |
| **SW 4924** | FIELD PRACTICUM II | 6 |

**Required Courses Taken in Other Departments:**

|  |  |  |
| --- | --- | --- |
| **COURSE** | | **HOURS** |
| **MATH** | MATH 1200 – COLLEGE ALGEBRA or Level 2 Math Placement | 4 |
| **NATURAL SCIENCES** | BIOS 1030 – HUMAN BIOLOGY I: BASIC PRINCIPLES\* | 3 |
|  | ***OR***BIOS 1300 – PRINCIPLES OF HUMAN ANATOMY AND PHYSIOLOGY I | 4 |
| **PSYCHOLOGY** | PSY 1010 – GENERAL PSYCHOLOGY\* | 3 |
|  | PSY 1110- ELEMENTARY STATISTICAL REASONING\* | 3 |
|  | **OR** PSY 2110 STATISTICS FOR THE BEHAVIORAL SCIENCES\* | 4 |
|  | PSY 2410 – CHILD AND ADOLESCENT  PSYCHOLOGY\*  (MAY SUBSTITUTE EDEC 1600) | 3 |
|  | PSY 2710 – PSYCHOPATHOLOGY | 3 |
| **ENGLISH** | ENG 1510 – WRITING AND RHETORIC I\* | 3 |
|  | ENG xxxJ – JUNIOR COMPOSITION COURSE | 3 |

**\*** Students must complete these courses prior to applying to the social work major, along with two of the courses below.

One course must be taken in each of THREE disciplines (two of these prior to applying to the major, and all Three before graduation):

* Economics (ECON)
* Political Science (POLS)
* Sociology SOC)

Students must complete one Interprofessional Education course.

The department complies with all Council on Social Work Education (CSWE; 2022) programmatic requirements. Copies of the complete “Educational Policy and Accreditation Standards,” of CSWE are available online at [**http://www.cswe.org/**.](http://www.cswe.org/) Follow the link to “Accreditation.”

## BECOMING A SOCIAL WORK PRE-MAJOR

Before being officially admitted to the major in social work, a student **must** first attain pre-major status. This can be done as early as the freshman year. By achieving pre-major status, the student will be connected to the Social Work Program, will be assigned a social work advisor, and will receive program information and notices. The student’s DARS will also reflect the student’s pre-major status. The following are the steps to achieve pre-major status:

1. Student goes to the Social Work office administrator located in Morton Hall 416 (Athens only). Regional campus students can check with the campus directory to determine where Student Services is located. Alternatively, students can complete this online using the following link: <https://ohio.qualtrics.com/jfe/form/SV_2hF0pQT4cYprqKx>
2. Student fills out appropriate forms.

Having declared a social work pre-major, students should contact their advisor promptly so that the advisor can assist the student in developing an appropriate plan of study that meets all requirements for acceptance into the social work major and completion of requirements for graduation. An Athens student who wishes to change his or her advisor for any reason may do so by making a request to the department’s office administrator in Morton Hall 416, who will assist the student in advisor reassignment. Regional campus students can make a request to the Undergraduate Student Services office.

Considering each student’s unique situation in terms of their entry status, transfer status, or other variables, regular advising is recommended to begin a thorough planning process that considers and organizes the student’s particular requirements for the major and for graduation. **It is necessary that every student take advantage of semester advising appointments for guidance in course selection and scheduling and for long-term planning of their academic program. Your advisor will also provide important guidance on the timing and requirements of becoming a social work major.**

## BECOMING A SOCIAL WORK MAJOR

**Requirements for applying to the major:**

After achieving pre-major status, the student will work on a planned course of study that will lead to eligibility to apply to the major and, eventually, to graduation with a degree in social work. The requirements and procedures for applying to the major are outlined in the sections below. These guidelines apply for all students (Athens-based and regional). The requirements for application to the major are as follows:

1. A minimum overall GPA of 2.5
2. Completion of the following social work courses:
   1. SW 1000 and SW 2601C, both with a minimum grade of a C (2.0)
3. Completion of the following non-social work required courses:
   1. BIOS 1030 or BIOS 1300, PSY 1010, PSY 1110 or PSY 2110, PSY 2410 (and their prerequisites)
   2. Completion of one course in two of the following three disciplines: economics, political science, and sociology
   3. ENG 1510
   4. At least two semesters (in any ONE language) of college-level foreign language (\*BASW requirement only)
   5. Completion of paid or volunteer experience in a social service agency (20 hours of service is required and must be documented on the “Human Service Experience Form”) NOTE: This requirement is met if/when taking the OU SW2601C course that has the service-learning component.
   6. Completion of at least 120 semester hours of college-level course work leading to a baccalaureate degree. Students transferring from colleges or universities other than OU must complete a minimum of 15 semester hours at OU before applying.

**Procedure for applying to the social work major:**

All students seeking admission to the major, including transfer students and required to submit application materials. Application materials are available online at the program’s website: [Application Process | Ohio University](https://www.ohio.edu/chsp/social-work/apply" \l "und)

Applications to the program are only accepted online at the following link: <https://onbase.ohio.edu/UnityForm/UnityForm.aspx?key=UFKey>

For email communication with the program administrator, use the following address: **packd@ohio.edu**

Early submission of the application is recommended. **Students planning to enter the senior sequence, including the field placement in the fall of the following academic year, must apply to the major no later than the Friday of the second week of the spring semester of the current year.**

Applications to the major are accepted fall and spring semesters. Deadline for the application is the Friday of the second week of the selected semester.

**Fall semester:** Applications are accepted from students who meet ALL requirements, including GPA, for admission to the major. These students generally are juniors, taking SW 3701 fall semester, and planning to enter the senior sequence, including field, in the next academic year.

**Spring semester:** Applications are accepted from students who meet all requirements, including GPA, for admission to the major. These students are completing the sophomore year and will be completing the junior courses in the next academic year and plan to enter the senior sequence, including field, in the academic year following completion of junior classes. Students may not apply for conditional admission if their cumulative GPA is below 2.5.

Please follow these guidelines when applying to the major:

1. Review the application process at <https://www.ohio.edu/chsp/social-work/apply#und>
2. Before opening the application, prepare the following:
   1. Write your personal statement following the guidelines provided in Appendix A of the BSW Student Handbook or posted on the Application Process link provided above. Save this document as a PDF file so that it is ready to upload to your application.
   2. If you did not take the service-learning component of the Ohio University SW 2601C, you will need a Human Service Form completed for 20 hours of volunteer or paid hours working in a Human Service agency. NOTE: Please identify the semester and year that you took SW 2601C in the box provided in your application.
   3. Read the Professional Expectations for Student Behavior Statement found at <https://www.ohio.edu/chsp/social-work/apply#und>
3. Open and complete the application. Upload the documents requested in the appropriate space. Review your application, making sure you have completed it thoroughly and submit.

Acceptance will be determined based on consideration of the requirements listed above.

Please note that merely meeting the minimal requirements does not guarantee acceptance into the major. The full application package is reviewed when considering acceptance into the major.

The Undergraduate Admissions Committee handles decisions on admissions. This committee is comprised of Athens and regional faculty. All admissions decisions (Athens and regional) are made by this committee.

If a student is not accepted to the major, they may reapply online during the next application cycle (second full week of the next semester, excluding summers), making sure to correct the deficiencies cited. The reapplication will be considered, and the student will be notified by the seventh week of the semester. A student may reapply only twice.

Be aware that all communication regarding your application is coordinated through the Social Work Office in Athens, whether the student attends in Athens or one of the regional campuses.

Conditional admission is possible in rare circumstances when applying in the Spring semester of Junior year. Information on this status can be obtained from your academic advisor.

### PREPARING TO ENTER THE SENIOR PRACTICE SEQUENCE

**Requirements for Entering the Senior Practice Sequence:**

The senior-level practice sequence is designed to provide students with field experience in an agency setting in conjunction with a practice class and a field seminar. The field practicum provides an opportunity for the student to apply their social work education and training, while utilizing professional supervision, and is a significant part of the senior year in social work. A student seeking to enroll in the senior-level practice sequence (SW 4801, 4802; SW 4921, SW 4922; and SW 4923, and SW4924) must be admitted to the major by the end of the seventh week of the spring semester of the junior year.

Before engaging in the field placement process, which includes attending the informational/pre-field placement meeting, scheduling interviews with agencies, and choosing a field placement agency, the student must meet the following requirements:

* Must be admitted to the social work major;
* Must have maintained an overall GPA of 2.5. **If a student has not maintained a GPA of 2.5, they will not be allowed to enter the senior-level practice sequence, including field placement, regardless of admission status.**
* **Do not plan to study abroad or be unavailable during spring semester of your**

**junior year as you will have mandatory meetings for field practicum;**

* Must have completed or be in the process of completing the junior-level social work courses (these courses are SW 3602, 3701, 3801, 3870); and
* Must have completed at least one year of the foreign language requirement (BASW students only).

The above-mentioned junior courses must be completed by the end of the year prior to entering the senior practice sequence. In addition, based on time considerations, it is recommended that no more than one foreign language course be carried over to the senior year. All of these requirements will be explained at an informational meeting, which will be held during spring semester of the junior year (details on next page). In addition, an advising appointment is required at the beginning of spring semester prior to engaging in the field placement process. This appointment provides an opportunity for the student to review all of the above requirements and to establish readiness for field placement (refer to next page for details).

**Time and Scheduling Considerations for the Senior Year in Social Work:**

All social work majors must complete the senior practice sequence as a requirement for graduation. Because this sequence necessarily includes a large time commitment and work at a local social service agency, various issues must be considered for planning purposes:

1. The feasibility of the student’s schedule while considering the student’s total commitments.
2. The overall allocation of the student’s time between classes, field practicum, part-time employment, travel, and leisure.
3. Therefore, beyond the senior practice sequence, it is recommended that students take only needed social work courses, courses that easily can be scheduled around the field practicum hours, and courses needed to maintain full-time student status. It is further recommended that students utilize summer scheduling in order to solve problems of crowded semester schedules and to ensure a reasonable schedule for the senior year. Consultation with your academic advisor is recommended to assist with resolving scheduling issues.

**Process for Placement in the Field Practicum:**

Informational Meeting: During the spring semester of the junior year, an informational meeting is held for all juniors (and above, as applicable) who plan to enter the field in the fall of the following year. This meeting will be announced to all social work majors, and field staff will present critical information and procedures that the student must follow to enter field, such as completing the “Undergraduate Application for Field Practicum” (see the *Field Education Policies and Procedures*). Attendance at this meeting is mandatory for applicable students.

Advising Meeting: During the spring semester of the junior year, the student will meet with his or her academic advisor to ensure that they are ready to enter the senior practice sequence. Concerns covered at this meeting will include the following:

1. The student has access to an automobile to facilitate travel to/from agencies;
2. The student has maintained a GPA of 2.5. **If a student has not maintained a GPA of 2.5, they will not be allowed to enter the senior-level practice sequence, including field placement, regardless of admission status.**
3. The student has completed all prerequisites for the senior practice sequence as outlined above; and
4. The student and the advisor prepare a complete projected academic schedule for the senior year.

Attendance at this meeting is mandatory as well. At the conclusion of the meeting, the advisor will send a memo to the Director of Field Education verifying that the student is prepared for the senior practice sequence and noting any problems or issues that may complicate the student’s ability to carry out an assigned field placement.

After attendance at both the informational meeting and the advising meeting described above, the student is ready to begin an interview and selection process for field practicum placement. The student will be thoroughly guided through this process via contact with field liaisons at the Social Work Department.

Assignment of the Student to an Agency: The process of being assigned to an agency involves four distinct activities:

* 1. Attending the Informational meeting;
  2. Meeting with your advisor, as outlined above;
  3. Scheduling and interviewing at three agencies; and
  4. Meeting with a field faculty to rank your preferences.

It is mandatory that you participate in this process during the spring semester prior to the year in which you are to enter field. As stated above, you must attend the informational meeting early in spring semester of the year prior to entering field. Therefore, if you plan to study abroad, you must do so during your sophomore year.

|  |
| --- |
| **Important Notes:** If a student has not maintained a GPA of 2.5, they will not be allowed to enter the senior-level practice sequence, including field placement. Do not plan to be out of the country or otherwise unavailable during spring semester of your junior year! |

### POLICY AND PROCEDURES ON DEFERMENT FROM SENIOR SEQUENCE AND FIELD

**Purpose of the Policy:**

The purpose of the policy is to create options for the student who is experiencing unexpected events in their life and to set forth fair and reasonable guidelines, including necessary limitations, for delayed entry. As part of the policy, a form will be used to document a planned deferment and re-entry. This form represents an agreement between the program and the student, which specifies the conditions of deferment and re-entry.

**Relevant Forms for this Policy:**

* “Request for Delayed Entry Into the Senior Sequence and Field”
* “Reapplication Form”

**Requesting Delayed Entry into the Senior Sequence:**

The senior sequence is a trio of courses that includes a practice class, a seminar class, and a field placement. Students who apply to the major are admitted with a specific year of the senior practice sequence designated in the student’s file. If for some reason a student no longer plans to or is unable to enter the senior sequence at the approved time, the student is responsible for notifying three people as soon as possible: the director of field education, the undergraduate program director, and the student’s advisor. First, the student should meet with his or her academic advisor to discuss the situation and to complete and sign a specific form — “Request for Delayed Entry Into the Senior Sequence and Field.” This request will outline the conditions of the delayed entry, the duration of the expected delay, and the expected re-entry date. The document will be reviewed by the undergraduate program director and the director of field education for their approval and signature. Without this approval, the student cannot proceed with this process. This form may be used for planned delayed entry for up to three years and becomes part of the student’s permanent record. **Important Note: It is expected that the student will follow his or her delayed entry plan as set forth in the document.**

If the student does not notify the above three individuals of the decision to delay the senior sequence or if the student is out of the program longer that the agreed–upon time period, the student may be required to reapply to enter the senior sequence/field using the “Reapplication Form,” which must be submitted before the end of the third full week of spring semester prior to the academic year in which the student wishes to re-enter the senior sequence.

**Returning to the Senior Sequence as Planned, Including Notification to the Program:**

When the student is ready to return to the senior sequence (including field), the student will then reactivate his or her entry by giving advanced notice to the program director, field education director, and the academic advisor. This student will provide this notice by using the “Reapplication Form.” This must be done before the end of the second week of the spring semester prior to the academic year in which the student wishes to re-enter the senior sequence. This is expected, in order that the student may take part in the field placement process with the entire cohort. On this form, the student would check the box entitled “To the Senior Sequence and Field.” If the student follows the plan set forth in the “Request for Delayed Entry into the Senior Sequence and Field” and if the student notifies the program of his or her return within the above-mentioned timeframe, the student can proceed with the field placement process in a routine fashion, as described in the

“Undergraduate Pre-placement Field Calendar.” If the student does not return as per the plan in the request or does not notify the program of his or her return in time to participate in the field placement process (see above date), then a review has to take place to consider the matter and re-entry is not guaranteed.

**Holding a Review of the Student’s Request to Return to the Senior Sequence:**

When a student desires to return to the senior sequence and the return is outside of that which was stated in the original plan or when the student does not notify the program of re-entry in a timely way (see above date), the Undergraduate Committee will meet to review the student’s documents, to discuss the student’s situation, and to make a recommendation regarding re-entry. If the delay to reenter is lengthy and beyond the above-stated, three-year period, re-entry could be denied.

### COURSE SEQUENCING GUIDELINES

The following are guidelines to assist in planning your educational program (refer also to the following chart). There are some important points regarding this guideline: 1) It is simply a guideline and, as such, **is not a substitute for the advising** **process;** 2) **See your advisor early and regularly during your academic** **career.** Your advisor is a valuable resource to your planning of a sound program to achieve your professional career goals. Also note the following:

1. With careful and early planning, you can obtain a dual major, e.g., social work/psychology or social work/sociology, etc. Consult with the relevant department for requirements for a minor.

1. It is essential that you complete as much coursework as possible prior to entering the senior practice sequence. The senior practice sequence (which includes the field practicum) requires substantial time and energy; therefore, having other equally demanding coursework will make it difficult for you to manage your workload and to obtain the maximum benefit from the field practice courses. **Note that SW 4802 is Capstone class and fulfills the Capstone requirement.**

1. In planning for your senior field placement, you should note that admission into the field placement requires that you maintain at least a 2.5 overall GPA. **If a student has not maintained a GPA of 2.5, they will not be allowed to enter the senior-level practice sequence, including field placement, regardless of admission status.**

1. An important note for transfer students: only social work courses that are taken at the Council on Social Work Education (CSWE) accredited social work programs are accepted for transfer credit toward the Ohio University social work major. Course work from an accredited program in which the student received a grade of “C” or better is accepted as equivalent to similar coursework at Ohio University. For Ohio University to determine the equivalency of transfer courses, students may be asked to supply course syllabi or catalog descriptions. This program does not use proficiency examinations as substitutes for required social work courses.

1. In compliance with the CSWE, the program does not grant academic credit or course waivers for life experiences or previous work experiences.

1. Remember to take courses in logical sequence relative to your year of study. The use of the guides on the following pages will help you plan your courses for the entire year and will also provide for some flexibility should you run into any difficulties.

**REGIONAL CAMPUS PROGRAMS**

Ohio University offers the social work major on its regional campuses. The Eastern and Zanesville campuses began offering the junior level classes in the fall of 2011. Chillicothe began in the fall of 2012. The Lancaster campus began in 2013, and the Southern campus began in 2014. The programs are identical to the program on Athens’ campus and the students on the regional campuses follow the guidelines as presented in this undergraduate handbook

### CHART SHOWING CRITICAL BENCHMARKS FOR COURSE SCHEDULING AND FOR APPLYING FOR PRE-MAJOR AND MAJOR STATUS

The following is a chart that illustrates when to apply for pre-major status and major status, as well as some other guidelines for optimal times to take courses and reminders regarding GPA. These guidelines will help you to stay on track with critical decisions regarding the social work major. These guidelines pertain to the social work major courses only; the College of Health Sciences and Professions requirements must be added.

|  |  |  |
| --- | --- | --- |
| **YEAR** | **COURSES STATUS** | |
| **FRESHMAN YEAR** | Focus on BRICKS Foundations and Pillars courses, foreign language requirements (BASW only), SW 1000, BIOS 1030 or BIOS 1300, PSY 1010, ENG 1510, and other requirements to enter the major; add social sciences; achieve 2.5 GPA or above. | Register for Pre-Major Status; begin working with a Social Work advisor. |
| **SOPHOMORE YEAR** | Finish foreign language requirements (BASW only), take SW 2601C, PSY 1110 or 2110, PSY 2410 or EDEC 1600, and other requirements to enter the major; add other courses to meet college requirements; maintain 2.5 GPA or above and monitor. | Apply for Major Status as soon as requirements are met. |
| **JUNIOR YEAR** | Complete all junior-level social work courses: SW 3602, 3701, 3801, 3870, and Junior Composition; finish foreign language if necessary; and complete PSY 2710, as early as possible in the junior year; maintain 2.5 GPA or above to enter senior sequence; pay attention to when each course is offered because not all courses are offered every semester. | Apply for Major Status (if you have not already done so) by Friday of the second week of spring semester (last chance to apply to the major to enter field the following academic year). Complete requirements to enter senior sequence and begin field placement process. |
| **SENIOR YEAR** | Must have maintained 2.5 GPA to enter senior practice sequence; junior-level courses must have been completed. If possible, foreign language requirements should have been completed (BASW only). | Enter the senior practice sequence, which includes field placement; apply for graduation; see college of advisor for “Grad Check;” (see university calendar for critical date). |

### SOCIAL WORK MAJOR COURSE SCHEDULING GUIDE

|  |  |  |  |
| --- | --- | --- | --- |
| **FRESHMAN YEAR** |  | **JUNIOR YEAR** |  |
| **Semester I**  **SW 1000**  **ENG 1510**  **\*\*BIOS 1030**  **PSY 1010**  **MATH 1200**  **Semester II**  **SOC 1000**  **ECON####**  **\*\*\*PSY 1110 or 2110** **Pillars-Arts** **Arches-Natural World**    **TOTAL** | **3 hours 3 hours**  **3 hours**  **3 hours**  **4 hours**  **3 hours**  **3 hours**  **3 hours**  **3 hours**  **3 hours**    **31 hours** | **Semester V**  **SW 3701**  **SW 3870****Junior Composition XXXX** **Pillars, Natural Sciences**  **Elective**  **Semester VI**  **SW 3801**  **COMS 1030+** **Liberal A&S, Natural Science Elective** **Elective**    **TOTAL** | **3 hours**  **3 hours**  **3 hours**  **3 hours**  **3 hours**  **3 hours**  **3 hours**  **3 hours**  **3 hours**  **3 hours**  **30 hours** |
| **SOPHOMORE YEAR** |  | **SENIOR YEAR** |  |
| **Semester III**  **\*SW 2601-C** **\*\*PSY 2410** **POLS 1010** **Interprofessional Education** **Liberal A&S, Humanities**  **Semester IV**  **SW 3602**  **PSY 2710**  **Liberal A&S, Natural Science**  **Pillars-Texts and Contexts** **Elective**  **TOTAL** | **3 hours 3 hours**  **3 hours**  **3 hours**  **3 hours**  **3 hours**  **3 hours**  **3 hours**  **3 hours**  **3 hours**  **30 hours** | **Semester VII**  **SW 4801**  **SW 4921**  **SW 4923**  **Elective**  **PAWS**  **Semester VIII**  **SW 4802**  **SW 4922**  **SW 4924**  **Elective**  **PAWS**    **TOTAL** | **3 hours**  **2 hours**  **6 hours**  **3 hours**  **1 hour**  **3 hours**  **2 hours**  **6 hours**  **3 hours**  **1 hour**  **30 hours** |

**\*Prerequisite for SW 3602**

**\*\* Prerequisite for SW 3701**

**\*\*\*Prerequisite for SW 3870**

**+Meets multiple requirements, but this course is not required.**

|  |
| --- |
| To register for all courses, please check the individual course prerequisites (all social work courses beyond SW 1000 have prerequisites). Junior- and senior-level social work courses require that you be admitted to the major or have permission to enroll. If you have not applied or have not been accepted to the major, and wish to register for these classes, your registration for classes could be delayed or denied. Therefore, it is recommended that you apply to the major as soon as you have completed the requirements to do so. Please refer to critical information related to entering the major (“Becoming a Social Work Major”) and information related to entering the senior practice sequence (“Preparing to Enter the Senior Practice Sequence”) in this booklet. |

### SOCIAL WORK COURSE DESCRIPTIONS

#### SW 1000 INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE (3)

Provides an overview of a range of social problems and society’s response to them through the social service delivery system. The problems and services described include: child abuse and neglect, drug and alcohol abuse, poverty, aging, mental health and illness, and corrections. Within this context, various career options and professional roles will be described, including that of social work.

#### SW 2601C SOCIAL WELFARE OVERVIEW AND TRENDS (3)

*Prereq: ENG 1510.* The first of a two-course sequence that covers the social welfare policy and services content of the foundation curriculum for undergraduate social work education. Introduces the basic concepts, social work values, ethics and principles to understand social welfare programs and services. Explores the historical content and evolution of social welfare policy and how the dominant values, contextual factors and ideologies shape policy in a broad range of social services.

#### SW 3203 INTERNATIONAL SOCIAL WORK AND SOCIAL WELFARE (3) (Elective)

*Prereq: SOC 1000 and POLS 1010*. Explores international social work and social welfare in the context of global social issues. Although the course uses the African continent as its primary focus, readings and other course materials also provide information about other international contexts. Presents an overview of the social work profession, the impact of global interdependence on social work practices, and historical and current social welfare challenges facing the developed and developing countries.

#### SW 3213 CHILD ABUSE AND NEGLECT (3) (Elective)

*Prereq: Jr or Sr.* Designed for social work students and other students interested in human services. Explores child abuse and neglect within an ecological and family systems perspective. Emphasizes an interdisciplinary viewpoint and incorporates experiences in the community. Examine theories of causation of child abuse and neglect, issues in recognition, assessment, intervention, treatment, follow-up, and related issues of family violence and substance abuse. Incorporates discussion of social work values, ethics, and historical traditions in child welfare practice, including understanding issues of diversity for individuals and families. Consider child welfare policy issues, including advocacy issues, in relation to child protection, intervention with diverse populations, and treatment. The questions we are asking in this course are: Using ecological perspective, what are the meanings of child abuse and neglect to individuals, to families, and to society? Understanding some of these meanings, what are some recommendations for social policy response?

#### SW 3233 COUNSELING OLDER ADULTS (3) (Elective)

*Prereq: PSY 1010 and (Jr or Sr).* Focuses on basic counseling, communications, and intervention skills needed by persons working with aged. Problems specific to later years discussed. Field work component provides opportunity for interaction with older adults.

#### SW 3243 SOCIAL WELFARE LAW (3) (Elective)

Examines the social work ethics, legal problems often faced by social work clients, rights of people with special needs, and social work in the criminal justice system.

#### SW 3253 UNDERSTANDING MANAGEMENT AND SUPERVISION IN SOCIAL WORK AGENCIES (3) (Elective)

*Prereq: Jr or Sr.* Focuses on management and supervision from the perspective of the beginning direct service social worker. In addition to an overview of principles of administration and supervision that are relevant to human service agencies, the course focuses on how social work interns and beginning employees can best make use of supervision and management to improve their practice and client services.

#### SW 3263 CHEMICAL DEPENDENCY (3) (Elective)

*Prereq: Jr or Sr.* Explores policy issues relevant to chemical abuse, theories concerning the causes of addiction, evidenced-based treatment and prevention, the effects of various drugs, and the ethics/social justice issues relevant to chemical abuse. Examines substance abuse across systems (micro, mezzo, and macro).

#### SW 3273 MENTAL HEALTH AND SOCIAL WORK (3) (Elective)

*Prereq: SW 1000*. Explores the history of mental health policies, cross-cultural issues, stereotypes associated with mental illness, the ethics of mental health practice, and social work practice based on a strengths model.

#### SW 3283 SOCIAL WORK IN HEALTH CARE (3) (Elective)

*Prereq: SW 1000*. Provides an overview of health care policy and service delivery and the roles filled by social workers. Examines the ways services are perceived by and delivered to diverse populations, emphasizing social work values.

#### SW 3293 AGING IN AMERICAN SOCIETY (3) (Elective)

*Prereq: 12 Hours in Social Science and (Jr or Sr)*. Review of available knowledge on critical issues and problems of aged in America. Attention devoted to social welfare programs and services designed to meet needs of elderly in various cultural groups.

#### SW 3602 SOCIAL WELFARE POLICY (3)

*Prereq: SW 1000 and 2601*. The second of a two-course sequence that covers the social welfare policy and practice content of the foundation curriculum for undergraduate social work education. Examines social policy stressing relationships between policy and social welfare organizations and agency funding; the practice of policy development and analysis; and the role of policy in social worker decision-making, advocacy, and practice. Expands on basic concepts, social work values, ethics and principles.

#### SW 3701 DYNAMICS OF HUMAN BEHAVIOR (3)

*Prereq: SW 1000 and 2601*. Presents a holistic approach to human development and assessing social functioning with emphasis on human diversity and integration of knowledge of behavior fundamental to the practice of social work. Examine human development utilizing the biopsychosocial and life course perspective, with emphasis on human development of culture, race, ethnicity, gender, sexual orientation and class.

#### SW 3801 INTRODUCTION TO SOCIAL WORK PRACTICE METHODS (3)

*Prereq: SW major and (Jr or Sr).* Focuses on development of effective social work communication skills as they relate to social work relationship and professional practice. Learn to apply social work ethics to practice especially in regard to diverse populations. Cultural sensitivity and professional selfawareness will also be components of the course.

#### SW 3940 RESEARCH METHODS IN SOCIAL WORK (3)

*Prereq: SW major and PSY 2210 and (Jr or Sr).* Provides undergraduate social work students with an understanding of research methods that social workers use to study effectiveness of their practice as well as build and expand knowledge for development and improvement of social work practice at all levels. Examines measurement instruments, sampling procedures, research designs, data collection methods, program evaluation, evaluation of practice with clients and groups, quantitative and qualitative research, ethical issues, and the writing of research reports.

##### SW 4223 CHILD WELFARE I (3) (Required for UPP students)

*Prereq: Sr and 12 hours Social Sciences*. This course is the first of a two course series that provides knowledge, concepts, and fundamental skills needed for beginning level practice in public and private child welfare. Focuses on interventions to protect children from abuse, neglect, and sexual abuse by strengthening, supporting, and empowering their families. Organized around four themes. First, content is provided on the mission and scope of child welfare practice, articulating the underlying philosophy and values that drive child welfare practice, and addressing cultural and relationship issues when working with families. Second, the course provides conceptual and practical information on identifying child maltreatment, assessing family needs and strengths, and determining both immediate and long-term risk to children of future maltreatment. Third, information is presented on case planning and applying a casework model to working with families. Fourth, content is presented on interviewing skills in child welfare setting especially as these skills relate to family assessment and case planning activities.

##### SW 4224 CHILD WELFARE II (3) (Required for UPP Students)

*Prereq: SW 4223 and Sr and 12 hour Social Sciences*. The second in a series of two child welfare courses. Continues with a family-centered and strength-based approach to child welfare services that addresses the developmental and permanence needs of children in the child welfare system. The Caseworker Core Training content is divided into five core modules covering: assessment in family centered protective services; investigative processes in family-centered child protective services; case planning and family-centered casework; child development and implications for family-centered child protective services; and separation, placement, and reunification in family-centered child protection services. Explores the phenomenon of traumatic stress as a topic of increasing importance in child welfare/social work practice and how secondary traumatic stress is derived from the social worker/client relationship. Allow social workers to prevent and intervene in secondary traumatic stress in themselves, colleagues, clients, and organizations.

#### SW 4801 SOCIAL WORK PRACTICE I (3)

*Prereq: SW major and SW 4921 and 4923 CONCURRENTLY*. The first of the two-semester senior social work practice courses SW 4801 is designed to teach students the basic concepts and skills of generalist social work, focusing on both micropractice, particularly assessment of individuals and families, and macropractice, beginning assessment of organizations and communities. Classwork will focus on learning the skills of social work intervention with individuals and families, groups and social systems at all levels. Introduces and guides students through the initial stages of practice evaluation used for purposes such as analyzing the level of goal attainment and the effectiveness of interventions with individuals, groups, families or communities. Concepts introduced in this course can be further processed in the accompanying field seminar and in field work practice. In the subsequent courses in the senior practice sequence, students will build on the skills and concepts introduced in this course.

#### SW 4802 SOCIAL WORK PRACTICE II (3) (TIER III EQUIVALENT)

Prereq: SW 4801, 4921, 4923 and SW 4922, 4924 CONCURRENTLY. This is the second and final course in the undergraduate social work practice sequence. Develops the generalist intervention model and applies the model to working with families, groups, and communities, illustrating social work practitioners’ roles of counselor, educator, broker, case manager, advocate, and introduces roles of mobilizer and evaluator. Content related to the promotion of social and economic justice with oppressed and disadvantaged populations is introduced, with special attention to social injustice among racial and ethnic minorities, the economically disenfranchised, Appalachians and LGBT people. Focuses on the analytical and interactional skills associated with the problem-solving model, by continuing the research project begun in 4801, now consisting of data collection, data analysis, and report writing assignments. Attention is also given to selected skills associated with the roles of broker, teacher, and advocate in effecting macro-level change. Builds on the community analysis experience from the first semester by writing an individual grant proposal that addresses specific identified community problems. Grant proposals, as an aspect of advocacy and brokerage, are identified as a means of partially rectifying economic and social injustice. Ethical dilemmas in practice and issues of diversity will be highlighted.

#### SW 4921 FIELD SEMINAR I (2)

*Prereq: SW major; SW 4801, 4923 CONCURRENTLY*. First of a two semester sequence, taken concurrently with SW4801 and 4923. Provides an opportunity to integrate field experience with coursework and personal reflection. Through discussion and journaling, students process activities, questions, and concerns related to the field practicum. Students develop analytical, written, and presentation skills through assignments focused on use of self within the context of a social service organization. A variety of practice issues are addressed in a regional context including diversity, social justice, social work values and ethics, self-understanding, and professional development. NOTE; this course may be retaken only once (excluding withdrawals) with permission.

#### SW 4922 FIELD SEMINAR II (2)

*Prereq: SW 4801, 4921, 4923 and SW 4802, 4924 CONCURRENTLY*. Second of two-semester sequence, taken concurrently with 4802 and 4924. Students will integrate practice experiences with academic content utilizing a variety of in-class and out-of-class activities and assignments; students will demonstrate a variety of social work skills. NOTE: This course may be retaken only once (excluding withdrawals) with permission.

#### SW 4923 FIELD PRACTICUM I (6) (CR Only)

*Prereq: SW major; SW 4801, 4921 CONCURRENTLY.* First of a two-semester sequence, taken concurrently with SW 4801 & SW 4921. A first semester placement experience, during which students begin with observation and gradually progress toward independently assuming the social work roles of teacher, broker, counselor/clinician, and advocate in generalist practice.

#### SW 4924 FIELD PRACTICUM II (6) (CR Only)

*Prereq: SW 4801, 4921, 4923 and SW 4802, 4922 CONCURRENTLY.* Second of a two semester sequence, taken concurrently with SW 4802 & 4922. A second semester placement experience, during which students gradually progress toward independently assuming the social work roles of teacher, broker, counselor/clinician, and advocate in generalist practice.

##### SW 4930 INDEPENDENT STUDIES AND SPECIAL PROJECTS IN SOCIAL WORK (1-10)

*Prereq: 12 HRS OF SW COURSES.* Student responsible for design and implementation of course of study or special project in area related to social work. Student interested in course must submit proposal for approval by program chair at least 30 days prior to enrollment in course. Proposal form can be found in Appendix C.

**CHILD WELFARE UNIVERSITY PARTNERSHIP (UPP)**

## PROGRAM DESCRIPTION

**Overview**

The Child Welfare University Partnership Program (UPP) seeks to develop direct service practitioners, creative child welfare leaders, policy makers, and managers who are capable of critical thinking and promoting best practices and highest-quality service to children, families, and communities. The program accomplishes this by providing coordinated, integrated, and high-quality social work education and training with a focus on social work in child welfare settings.

**Financial Assistance**

The Child Welfare University Partnership Program provides a post-graduation employment incentive ($5,000 or $10,000) to social work students (Junior and Senior Undergraduates and Advanced MSW Social Work Majors) who are interested in pursuing careers in child welfare.

**Unique and Beneficial Collaboration**

The University Partnership is a unique and beneficial collaboration among the Ohio Department of

Job and Family Services (ODJFS), Ohio’s public schools of social work, the Institute for Human Services, Ohio Child Welfare Training Program, the Public Child Service Association of Ohio (PCSAO) and Public Children Service Agencies (PCSAs). Students in Bachelor and Master of Social Work degree programs who take special child welfare courses, and complete a field placement in a PCSA, receive a child welfare post-graduation employment incentive after being hired as a PCSA caseworker within 180 days after graduation. Juniors in UPP must work a minimum of two years and seniors/MSW graduates must work a minimum of one year in a PCSA upon graduation. Students can choose to fulfill the work requirement in any of the 88 county PCSAs throughout Ohio.

**Making a Positive Difference in Public Child Welfare**

The purpose of the Child Welfare University Partnership Program is to positively influence recruitment and retention in public child welfare while increasing new staff’s readiness to provide quality services to children and their families. Social workers who participate in a program such as UPP stay longer and more satisfied with their employment than those who did not complete such a program.

**Roles and Responsibilities**

The Child Welfare University Partnership Program (UPP) is a collaboration between public universities, agencies, and students.

**Ohio University Social Work Department shall:**

Offer two child welfare courses focused exclusively on the fundamentals of practice in child welfare. The courses are standardized with other universities and are concurrent with the field experience.

Coordinate standardized field experiences for participants at local county children service agencies.

Establish strong working relationships with representatives at local participating county children service agencies.

Provide transfer of learning expert support for students and children service agencies.

**The Field Placement will:**

Provide students with challenging field education opportunities based on a standardized field education curriculum.

Provide skilled field education instructors to work with students and the CWUPP Campus Coordinator to facilitate the transfer of learning.

**Students will:**

Actively participate in course and field education offerings (concurrent).

Sign a contract, provide a permanent address for your check to be sent, sign a release of information allowing the University to send your UPP Certificate to your PCSA employer, and **CONTACT THE SOCIAL WORK PROGRAM UPON EMPLOYMENT.**

Become prepared for work in a public children service agency.

**Agreement/Contract**

Each student participating in the CWUPP must sign an agreement or “contract” detailing the exchange of financial incentive funds for a commitment to work in a public children service agency for one year following graduation. **The funds will be $5,000 dollars per each year of participation (depending upon the year of acceptance into the program).** The contract will be given to the student for review and signature upon admission to the Child Welfare University Partnership Program.

The Ohio Department of Job and Family Services will disperse the funds to Ohio University, which will maintain the funds in escrow until the student successfully completes the program. Successful completion of the program is defined as:

1. Successful completion of the child welfare courses.
2. Successful completion of field education experience at a public children service agency
3. Graduation from Ohio University with a bachelor’s or master’s degree in Social Work
4. Employment at a public children service agency

Upon completing the items listed above, the University will disperse to the student the funds for the student’s participation in the program.

**Application Information**

Students interested in applying for CWUPP must fill out an application and interview with the Campus

Coordinator. Applications for enrollment in the CWUPP program are available at:

<https://www.ohio.edu/chsp/social-work/scholarships>

If you have any questions, contact:

**Tracy A. Pritchard, LISW-Supervisor**

**740.699.2499**

**pritchar@ohio.edu**

### SOCIAL WORK MAJOR (B.A. IN SOCIAL WORK) OFFERED THROUGH THE HONORS TUTORIAL COLLEGE

**Major Code BA1930**

Honors Tutorial College

35 Park Place

Athens, OH 45701

#### Phone: 740.593.2723 Fax: 740.593.9521 <https://www.ohio.edu/honors/tutorial-college>

Dr. Jenny Shadik

*Director of Studies/contact person*

**shadik@ohio.edu**

**Program Overview**

The Honors Tutorial College social work program prepares students to fulfill their potential to positively impact society including the lives of vulnerable people. This Council on Social Work Education (CSWE) accredited program offers high achieving and motivated students the chance to explore evidence-based clinical practices and social welfare issues and policies within an interdisciplinary framework.

Students complete a minimum of eight tutorials. The tutorials can focus on a student’s learning interest under the tutelage of an appropriate professor to enrich early required courses. Then, starting in the junior year, the student will begin tutorials that lead to a completed thesis under the guidance of professors who have expertise in the student’s chosen research area. The director of studies will supervise the process and ensure that the student progresses to completion of a quality thesis that meets departmental and College standards. Recent thesis topics investigated by our students include strategies for addressing rural food insecurity, an assessment of child well-being in orphanages in India, outcomes for children who are raised by lesbian parents, understanding rape myth acceptance in college students, and social capital in rural Appalachia.

Students complete a 4-year program resulting in the Bachelor of Arts in Social Work (B.A.S.W.) degree from the Honors Tutorial College. B.A.S.W. graduates may apply to Master of Social Work (M.S.W.) programs for advanced standing status which allows them to finish the degree in a minimum of one additional year. The B.A.S.W. degree qualifies students to take Ohio’s L.S.W. licensure exam; then the M.S.W. degree qualifies students to take the L.I.S.W. licensure exam. Students are eligible to take similar licensing exams in other states. These licenses are vital keys for career opportunities in the profession.

The program provides students with:

1. a core of social work practice knowledge and skills through a series of courses and tutorials;
2. the requisite skills to critically analyze social problems from a theoretical perspective;
3. the opportunity to apply theory to practice in social service internships; and
4. guidance through the process of conducting a research study on a topic of their interest that will lead to the completion of a thesis.

#### ADMISSIONS INFORMATION

**Freshman/First-Year Admission**

Students are selected by the director of studies of the social work program and the Honors Tutorial College on the basis of superior ability and sustained motivation. Ohio University is test optional. HTC applicants have demonstrated high performance, often ranking in the top 10% of their high school class. Supplemental requirements for application include two academic letters of reference and a writing sample that explains the applicant’s goals and interest in social work. Deadline for application is December 1st; admission interviews are held in January.

**Change of Department Policy**

First-year students at Ohio University may apply to transfer into the social work department and the Honors Tutorial College. These students must meet the same entrance requirements as entering freshmen. The deadline for application is December 1st, and admission interviews are held in January. Current HTC students may transfer into the social work department as late the first semester of their sophomore or second year at OU.

**External Transfer Admission**

First-year students at another institution may also apply to transfer into the social work department and the Honors Tutorial College. These students must meet the same entrance requirements as entering freshmen. The deadline for application is December 1st, and admission interviews are held in January.

**Opportunities Upon Graduation**

A Bachelor of Arts degree in social work with the L.S.W. licensure prepares HTC graduates to pursue advanced degrees and a wide range of career opportunities. Most of our students continue to graduate school to earn the Master of Social Work (M.S.W.) degree and gain the L.I.S.W. licensure. Recent HTC social work graduates have been accepted to top ranked Schools of Social Work such as George Warren Brown School of Social Work at Washington University, Case Western, Tulane University, and the University of Pittsburgh. Because social work skills are valuable in multiple settings and social work is inherently an interdisciplinary field, graduates have a wide range of career options. For a full explanation of career directions and experiences of social workers and current opportunities, see **http://helpstartshere.org**.

### STUDENT ORGANIZATIONS AND OTHER PROFESSIONAL INVOLVEMENT

Social workers are ethically obliged to participate in organizations that enhance their communities and their profession. Social work students are encouraged to participatein professional activities such as professional conferences, community organizations and university committees and organizations beyond class and field requirements. In some cases, these activities may relate to field activities and be used as field hours. Students should keep track of their professional activities for their resumes and for various departmental and university recognitions.

**Student Social Work Association** **(SSWA)**

The Department has supported the development of a student-led Student Social Work Association by providing the association with a faculty liaison and meeting space. The Association has By-laws and a Constitution.

**Students Committee Participation**

Through the structure of the Student Social Work Association, students may be selected to serve on the University’s Graduate Student Senate and/or on the Program’s Community Advisory Board.

**Phi Alpha Honor Society**

The Ohio University Alpha Beta Chapter of the Phi Alpha National Honor Society is an honor society exclusively for social work students.

An undergraduate student is eligible for active membership after achieving the following National minimum requirements and meeting local Chapter requirements:

* Declared social work as a major.
* Achieved sophomore status.
* Completed 9 semester hours of required social work courses.
* Ranks in the top 35% of social work undergraduate students, by GPA.

A graduate student is eligible for active membership after achieving:

* Completed 9 semester hours of required social work courses.
* Ranks in the top 35% of social work graduate students, by GPA.

**Student Awards**

Each year graduating students are selected for the special honors of Outstanding Undergraduate Student and Community Service Award. In addition, all graduating students are invited to nominate field instructors for the Outstanding Field Instructor Award.

|  |  |  |
| --- | --- | --- |
| Undergraduate Handbook |  | |
| **SOCIAL SERVICE MINOR**    For students wishing to expand their knowledge of the social work field and how social workers and agencies function. It provides students the knowledge of the many ways that social work improves well-being for individuals, families, groups, organizations, and communities. Student will also become knowledgeable of the social work values of excelling in teaching, scholarship, service, social and economic justice, dignity and worth of all persons, the importance of human relationships, integrity, and competence. Students who wish to declare a social service minor will need to go to their major college student services office to make the change.    **Please note**: Social Work Minors and Bachelor of Specialized Studies majors who specialize in social work are not eligible for social work licensure in the State of Ohio and other states. You must have successfully completed a social work major in an accredited institution and have passed a licensing examination for licensure in Ohio. Consult the state social work licensing laws for the state where you plan to locate.    Following are the requirements for completing the social service minor:     1. Complete 18 credit hours of social work courses with at least 15 hours at the 3000 level or above    1. Complete 4 courses (SW 1000, SW2601, SW 3701 and SW 3801)    2. Complete 2 additional courses at the 3000 level or above      1. At least 6 credit hours of 3000 or 4000 level coursework at OU with a grade of C or better   · HLTH 4070 – Inter-professional Gerontology, Credit Hours: 3  · SW 3203 – International Social Work and Social Welfare, Credit Hours: 3  · SW 3213 – Child Abuse and Neglect, Credit Hours: 3  · SW 3233 – Counseling Older Adults, Credit Hours: 3  · SW 3243 – Social Welfare Law, Credit Hours: 3  · SW 3253 – Understanding Management & Supervision in Social Work Agencies, Credit Hours: 3  · SW 3263 – Chemical Dependency, Credit Hours: 3  · SW 3273 – Mental Health and Social Work, Credit Hours: 3  · SW 3283 – Social Work in Health Care, Credit Hours: 3  · SW 3293 – Aging in American Society, Credit Hours: 3  · SW 3602 – Social Welfare Policy, Credit Hours: 3  · SW 3870 – Research Methods in Social Work, Credit Hours: 3  · SW 4223 – Child Welfare I, Credit Hours: 3  · SW 4224 – Child Welfare II, Credit Hours: 3  · SW 4930 – Independent Studies and Special Projects in Social Work, Credit Hours: 1 – 3    3. GPA of 2.0 | |  |

### PROFESSIONAL SOCIAL WORK ORGANIZATIONS

As a means of acculturation to the profession of social work, all students are encouraged to join social work professional organizations, as student members. For further information and application forms, please contact your faculty advisor.

**National Association of Social Workers**

**750 First Street, NE**

**Suite 700**

**Washington DC 20002-4241 Phone: 1-800-638-8799**

[**www.naswdc.org**](http://www.naswdc.org/) **or** [**www.socialworkers.org**](http://www.socialworkers.org/)

The National Association of Social Workers (NASW) is a professional organization whose primary purpose is to help all social workers improve their practice in the field of helping people.

NASW’s four primary functions include development of its members; creation and maintenance of professional standards for social work practice; professional action to advance sound social policies and programs; and provision of membership services.

The full-time baccalaureate student may join the NASW at a reduced rate. This entitles the student to membership services and voting rights and to receive the monthly *NASW News* and the periodic journal *Social Work*. The national membership also entitles you to automatic membership in the local Ohio chapter.

The Board is responsible for the licensure procedure in Ohio. You are required to complete a degree in social work from an accredited program as well as to pass the bachelor-level test to obtain a license in social work. An examination review copy of the test is available in the Social Work Library. Contact the above board to request a copy of the Ohio laws and regulations or view them on their website.

**National Association of Social Work –Ohio Chapter**

33 North Third Street, Suite 350

#### Columbus, Oh 43215 1-614-461-4484 ohnasw@amertich.net [http://ww.naswoh.org](http://ww.naswoh.org/)

**State of Ohio**

**Counselor, Social Worker and Marriage & Family Therapist Board**

**50 W. Broad St., Suite 1075**

**Columbus, Ohio 43215-5919 Phone:614-466-0912** [**http://www.cswmft.ohio.gov/**](http://www.cswmft.ohio.gov/)

## SCHOLARSHIP INFORMATION

**Nina A. Montgomery Memorial Scholarship:**

The Social Work Department is the beneficiary of a special award, the Nina A. Montgomery Memorial Scholarship, originated to perpetuate the memory of a former student (Class of 1975) who was fatally injured in an automobile accident. The award is meant for a student pursuing a degree in social work. Academic achievement, good character, citizenship, and financial need are strong endorsements in the selection of the scholarship recipient. If you are interested in applying for this scholarship, please see the administrator in Morton Hall 416.

**Ethel H. Moll Scholarship:**

The family of the late Ethel H. Moll, a Xenia, Ohio resident, created this scholarship for nontraditional female students. Moll came to Ohio University in 1953 to resume her interrupted college career and served as the first Director of Jefferson Hall on the Ohio University campus for many years before her retirement. The scholarship is open to any woman over the age of 25 who is returning to college to complete an interrupted education and who will be a first-, second-, or third year student on the Athens campus. She must have a minimum grade point average of 3.0 and demonstrate financial need. To apply, contact Financial Aid, Chubb Hall, Ohio University, at (750) 593-4141.

**Florence V. Harper Scholarship:**

This scholarship was established by Florence B. Harper, Class of 1937, for full-time undergraduate students majoring in an academic area that will lead to a profession involved directly with helping people, such as teaching, social work, nursing, pre-medicine, or pre-law. To be eligible, students must demonstrate financial need as well as achievement, dedication, and hard work through their academic and extracurricular pursuits. First priority will go to students from the city of Jackson, Ohio, with a second priority to students from anywhere in Ohio. To apply, contact Financial Aid, Chubb Hall. Ohio University, at (740) 593-4141.

### Other Scholarships

**Office of Multicultural Student Access and Retention** offers several scholarships for individuals who reside in Appalachian counties, are Native American, or belong to another minority group.

**LGBT Center** offers scholarships for individuals who identify as lesbian, gay, bisexual, queer, and/or transgender.

#### Other scholarships can be found at: <https://webapps.ohio.edu/scholarship/>

\*\*Students on the regional campuses can check with the regional campus student services office to identify additional scholarship and grants.

### SOCIAL WORK DEPARTMENT FACULTY AND STAFF

|  |  |  |
| --- | --- | --- |
| **Name** | **Office** | **Telephone and E-Mail** |
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| **Mingun Lee**  MSW Director | Athens  Morton 557 | 740-597-1635  **leem3@ohiou.edu** |
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| **Sarah Webb**  UG Field Coordinator | Athens  Morton 577 | 740-593-1297  **Webbs2@ohio.edu** |
| **Justin Wheeler**  Director, Field Ed. | Athens  Morton 522 | 740-593-1301 [Wheelel2@ohio.edu](mailto:Wheelel2@ohio.edu) |

## APPENDIX A

**STUDENT FORMS**

**FOR**

## APPLYING TO THE SOCIAL WORK MAJOR

### HUMAN SERVICES EXPERIENCE FORM

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_PID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please indicate your previous experience in social work or human services. Include student and volunteer experience as well as paid employment. Use one form per agency. Please have your supervisor sign the form to verify your hours and type of service.

Name and Location of Agency or Association:

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Agency Phone and Email:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Supervisor and Title (Print):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Dates of Service: \_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_

Average Hours Per Week: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Hours at the Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Description of Agency’s Clientele:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Description of Student’s Capacity or Job Title and Responsibilities:

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Supervisor’s Signature: **X**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PERSONAL STATEMENT OUTLINE**

A personal statement must accompany all applications for a social work major. The statement must address all of the following points in relation to the student:

1. Articulate your understanding of social work as a profession.

1. Explain your desire and interest in pursuing a career in the social work profession, incorporating experiences from your own background that have affected this decision.

1. Identify and explain your personal qualities, strengths, abilities, or skills that equip you for a career in social work.

1. Considering department goals and objectives (see pages 7-8 of this handbook), note areas that you may have for personal growth that need to be addressed during professional preparation.

1. Describe experiences (paid, volunteer, or extracurricular) that you have had in helping people, especially those with backgrounds or cultures different from your own and analyze how this made an impact on your choice of social work as a career.

1. Identify any academic considerations that should be considered in the Admissions Committee’s review of the application. These may include such things as outstanding recognition in a particular area, personal or professional weaknesses that you may be aware of, knowledge of or experience with research applications, abilities in proposal writing, or others.

The format of the narrative should adhere strictly to the following guidelines:

1. Statements are to be typed and double spaced, with 1” top, bottom, and side margins.

1. Statements are to be at least two (2) pages in length but are not to exceed four (4) pages.

1. Pages are to be numbered consecutively, with numerals appearing in the footer of each page.

1. The following are to appear in the upper left corner of each page: student’s full name, Personal Identification Number (PID), current address, telephone number, and e-mail address.

### PROFESSIONAL EXPECTATIONS OF STUDENT BEHAVIOR

The faculty and staff at Ohio University Social Work Department expect students to demonstrate the values and principles and ethics as outlined in the NASW Code of Ethics as part of their preparation to become professionals while in the classroom as students and during their field experience. Students in our department are expected to demonstrate the following behaviors consistent with the knowledge, values and skills of the social work profession.

1. **Accountability**: Attend class and field, arrive on time, and return from break in a timely manner.

*Participate in group activities and assignments at a comparable level to peers. Complete work in a timely fashion and according to the directions provided by the instructor.*

*Come to class prepared, with readings and other assignments completed.*

*Fulfill all commitments to your field agency.*

1. **Respect**: Treat all your peers, your instructors, your clients, and all those with whom you come in contact, with dignity and respect at all times.

*Listen while others are speaking.*

*Give feedback to peers in a constructive manner.*

*Approach conflict with peers or instructors in a cooperative manner.*

*Use positive and nonjudgmental language.*

*Dressing as professionally as other professionals in a given agency will help students to project a professional image, and to be treated professionally by others. If unsure how to dress in a particular setting or for a particular event, ask your Field Instructor or the staff of the Field Education Office, and err on the side of modesty.*

1. **Confidentiality**: Treat any personal information that you hear about a peer, instructor, or client as strictly confidential.

*Maintain any information shared in class, dyads or smaller groups within that unit.*

*Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they many consult with their instructor to receive a referral for counseling.)*

*Never use names of clients or disclose other identifying information in the classroom.*

1. **Competence**: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

*Come to class with books, handouts, syllabus, and pens.*

*Seek out appropriate support when having difficulties to ensure success in completing course requirements. Seek this support in a timely fashion (not waiting until the last minute).*

*Take responsibility for the quality of your work, such as tests, assignments, and field activities.*

*Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*

1. **Integrity**: Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

*Academic: Commit yourself to learning the rules of citing other's work properly.*

*Do your own work and take credit only for your own work.*

*Acknowledge areas where improvement is needed.*

*Accept and benefit from constructive feedback.*

1. **Diversity**: Strive to become more open to people, ideas, and creeds with which you are unfamiliar. Embrace diversity.

*Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.*

*Exhibit a willingness to serve diverse groups of persons.*

*Demonstrate an understanding of how values and culture interact.*

1. **Communication**: Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

*Demonstrate assertive communication with peers, instructors, and clients.*

*Practice positive, constructive, respectful and professional communications skills with peers, instructors, and clients (body language, empathy, listening)*

*Avoid communicating on your cell phone, iPad, TouchPad and other electronic devices during class, field education settings, planning and professional meetings, etc.*

1. **Social Justice**: Strive to deepen your commitment to social justice for all populations at risk.

*Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.*

*Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

*Apply an enhanced understanding of social justice issues to create change in the community where you live and work.*

**Consequences**

The Social Work Department may terminate a student's participation in the program based on professional non-suitability if the Program's faculty determines that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics or Ohio University Social Work Department’s Student Handbook. These violations may include but are not limited to:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work Department.
2. Academic cheating, lying, or plagiarism. Behavior judged to be in violation of the NASW Code of Ethics.
3. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
4. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (in the Social Work Department or in the field placement).
5. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
6. Documented evidence of criminal activity occurring during the course of study.

I have read and understand this statement of Professional Expectations of Student Behavior and Consequences.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

*Adapted from FAU School of Social Work, “Professional Expectations of Student Behavior” Available at:* [***http://www.fau.edu/ssw/expectations.html***](http://www.fau.edu/ssw/expectations.html)

### INCOMPLETE GRADE POLICY AND AGREEMENT FOR WORK TO BE COMPLETED

According to the Social Work Program, the instructor may give a grade of Incomplete when a student, for good cause, is unable to finish all of the assignments in a course by the date on which the final examination is scheduled. Grades of Incomplete are not automatic and should be requested in person or in writing with the reason for the request. **Only a final or term assignment can be subject to an Incomplete grade; Incompletes cannot be used to make up missed classes or interim assignments.**

According to university policy, an incomplete grade automatically converts to a grade of “F” during the 2nd week of the next semester the student is enrolled. Faculty require time to grade the Incomplete material and submit the new grade which means that students must turn in incomplete work prior to the 2nd week to ensure that the grade can be submitted in time, unless prior arrangements have been made with the faculty member. However, it is important to note that the instructor may determine a due date that is earlier than the deadlines identified above. If a student is on an officially recognized leave from the University, the student has until the beginning of the 2nd week of the semester in which they are again enrolled to complete and hand in the required work. The instructor or the student’s advisor may use this form to establish an agreement about the plan for the student to complete the work before taking on subsequent field and course commitments.

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A grade of Incomplete is given to the student in this course with the understanding that the instructor will allow the student additional time, within the guidelines stated above, to complete the course work and receive credit for the course.

Work to be completed:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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The date by which the above work must be received by the instructor in order for the student to receive credit for the course is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The student agrees not to undertake the following commitments until the work for the course in which the Incomplete was received is completed:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed **X** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Student)

Signed **X** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Instructor)

Signed **X** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Advisor**)**

### REQUEST FOR DELAYED ENTRY INTO THE SENIOR SEQUENCE AND FIELD

Instructions: This form is to be generated as soon as the student knows of changing circumstances and the need for delayed entry into the senior sequence. Refer to the relevant policy pertaining to this form for further information. The policy is also in the field manual.

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone Numbers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PID # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Please describe your reason for requesting delayed entry into the senior sequence:

1. Please outline your plan for returning to the senior sequence (delayed entry must not be longer than three years and must include the expected return date such as Fall Semester, xxxx):

1. Please list your notification date, based on your expected return date (this is the date by which written notification must be received at the program; example February 1, xxxx; explained below):

Note: When the student is ready to return to the senior sequence (including field), the student will then reactivate his or her entry by giving advanced notice to the program director, field education director, and the academic advisor. This notice must be in writing and must be received at or within a few days of February 1, in the year before re-entry into the field is expected, in order that the student may take part in the field placement process with the entire cohort. If the student follows the plan set forth in the “Request for Delayed Entry into the Senior Sequence and Field” and if the student notifies the program of his or her return within the above-mentioned timeframe, the student can proceed with the field placement process in a routine fashion, as described in the “Undergraduate Pre-placement Field Calendar.”

If the student does not return as per the plan in the request or does not notify the program of his or her return in time to participate in the field placement process (see above date), then a review has to take place to consider the matter and re-entry is not guaranteed.

Signatures:

Student and Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor and Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Education Director and Date\*:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Undergraduate Program Director and Date\*:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*Indicates approval of the request for deferred entry and the plan for re-entry.

Comments Section:

Copies to: Student

Advisor

Student’s Record

## APPENDIX B

**ETHICAL BEHAVIOR**

**AND ACADEMIC INTEGRITY**

## POLICIES

### ETHICAL BEHAVIOR AND ACADEMIC INTEGRITY

The National Association of Social Workers’ (NASW) *Code of Ethics* is the cornerstone of determining and guiding ethical behavior for social workers and students, and behavior in adherence with these ethical standards is a requirement of the department. The *Code of Ethics* is available at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

For students admitted to the social work major, refer to complete information related to standards of performance and ethical behavior located in the *Field Education Manual*. To review the *Field Education Manual*, go to the following web address: <https://www.ohio.edu/chsp/social-work/field-work>

**Academic Misconduct:**

Academic misconduct is a Code A Violation of the Ohio University Code of Student Conduct. Academic misconduct refers to dishonesty or deception in fulfilling academic requirements. It includes, but is not limited to cheating, plagiarism, un-permitted collaboration, forged attendance (when attendance is required), fabrication (e.g., use of invented information or falsification of research or other findings), using advantages not approved by the instructor (e.g., unauthorized review of a copy of an exam ahead of time), knowingly permitting another student to plagiarize or cheat from one’s work, or submitting the same assignment in different courses without the consent of the instructor. If you are found to be involved in academic misconduct, you may receive a grade penalty for academic misconduct and/or a referral to the University Judiciaries which may subject you to the full range of sanctions (reprimand, disciplinary probation, suspension, or expulsion from the university). The Academic and Professional Performance Review Policy is included below.

### ACADEMIC AND PROFESSIONAL PERFORMANCE REVIEW POLICY

**Rationale:**

The purpose of this policy is to establish a process for evaluating inadequate student performance in the Social Work Program at Ohio University, whether in the classroom or in the field practicum, and for determining some form of intervention, in order to maintain minimum acceptable standards of performance in the program and to ensure student success. Within the context of a student facing serious or multiple performance challenges, it is important for the educational team to respond; therefore, progressive steps are set forth below for all phases of the Academic and Professional Performance Review (APPR). Within some situations in which students are struggling, problems are identified, and an action plan can be implemented; in more serious situations, dismissal from the program is appropriate. This policy describes how to set the procedures in motion that will achieve a resolution to the problem and also describes a process for student appeal.

**Student Competence in the Social Work Department:**

Coursework, field performance, and ethical behaviors are critical indicators of a student’s readiness to assume professional responsibilities. All students are admitted to the program with the assumption that they have the potential to meet all academic standards, including standards for professional comportment and professional competency.

Academic Competence: The Social Work Department is a professional department. Academic credit for both the core curriculum and the field practicum is given only to students who meet minimally acceptable course requirements, adhere to the field requirements, and conform to the professional and university standards pertaining to ethical behavior and conduct. Furthermore, student social workers are informed on issues of professional comportment early in the program, and these behaviors, therefore, are necessary to attain academic competence in the Social Work Department.

Academic Misconduct: This term refers to dishonesty or deception in fulfilling academic requirements and is a serious infraction of the rules for students at a university. It includes, but is not limited to, cheating, plagiarism, unpermitted collaboration, forged attendance (when attendance is required), fabrication (e.g., use of invented information or falsification of research or other findings), using advantages not approved by the instructor (e.g., unauthorized review of a copy of an exam ahead of time), knowingly permitting another student to plagiarize or cheat from one’s work, or submitting the same assignment in different courses without the consent of the instructor.

If students are found to be involved in academic misconduct, they may receive a grade penalty for academic misconduct and/or may receive a referral to the University Judiciaries that may subject them to the full range of sanctions such as reprimand, disciplinary probation, suspension, or expulsion from the university. For a full explanation of academic misconduct, refer to the “Ohio University Student Code of Conduct” for the complete regulations published at [*http://www.ohio.edu/judiciaries/conduct\_policy.cfm*.](http://www.ohio.edu/judiciaries/conduct_policy.cfm)

Professional Comportment for Social Workers: Social work is a profession that is based on values and ethics, and reliable and ethical service to humanity is emphasized. While in professional training, students must demonstrate professional conduct, emotional stability, effective relationship skills, and behavior consistent with the values, ethics, and legal responsibilities of the profession. Students are expected to comply with the Code of Ethics of the National Association of Social Workers (NASW) and the state of Ohio licensing board’s (CSWMFT Board) code of ethics for social workers. Unprofessional behavior refers to student behaviors that are not consistent with adherence to the above-mentioned codes of ethics, illegal conduct on the part of the student, the inability to consistently form productive relationships within the profession, the inability to maintain consistent supportive emotional responses to clients, or the inability to perform the roles and skills of a social worker at his or her academic level.

Professional Competence: The social work curriculum is competency-based. The course of study is designed to enable the student to develop the nine competencies of social work (CSWE, 2022), along with the related practice behaviors formulated for each program level. These practice behaviors were developed to reflect the knowledge base of the profession, the basic practice skills of a social worker (or advanced skills for the master’s program), and ethical and professional conduct.

In order to successfully complete the program, the students are expected to acquire knowledge related to the practice behaviors as well as to demonstrate the practice behaviors at various points in the curriculum. The social work competencies and practice behaviors for this Social Work Department, for the undergraduate, foundation, and advanced clinical programs, are based on those set forth by the Council on Social Work Education (2022) and are included in the field curriculum section of the *Field Education Manual* and are also published in every syllabus for the department.

**Indicators for an Academic and Professional Performance Review:**

There are four categories of performance that can lead to an Academic and Professional Performance Review (APPR): 1) the student demonstrates lack of competency with completion of academic coursework, or the student’s work is below expectations for the course; 2) the student has persistent difficulty with performance in the field practicum and is not meeting the achievement standards set forth in the *Field Education Manual*; 3) the student has difficulty in achieving the various competencies and practice behaviors at the student’s program level; or 4) the student displays difficulty conforming to professional habits and ethical behaviors. In general, a student’s performance in any of the above categories would be judged under three ratings: below expectations, meeting expectations, or exceeding expectations. When a student’s performance is assessed at below expectations in one or more of the four categories, a review will be conducted in accordance with the procedures outlined within this document.

The following list, which is not exhaustive, illustrates some examples of student difficulties that are indicators for initiation of an APPR and, potentially, for serious consequences:

* Student is unable to perform professional duties due to personal problems.
* Student is rejected by three or more agencies during the placement process for reasons related to appropriateness of behavior or readiness for placement.
* Student has engaged in academic dishonesty, including cheating on examinations or plagiarism, which involves presenting the work of someone else as one’s own.
* Student produces coursework or fieldwork that is below expectations.
* Student engages in behavior that is inconsistent with social work professional ethics.
* Student engages in illegal behavior.
* Student is unable to form consistent and trusting collaborative relationships with clients and/or colleagues.
* Student fails to maintain the minimum GPA to remain in the program.

**Problem Identification:**

Problem identification occurs when the student, field instructor, field liaison, field education director, faculty advisor, or faculty member notifies the coordinator of the undergraduate or of the graduate program of a concern related to the student’s performance. This notification will lead to the selection of members for the APPR Committee and to the committee taking specified steps to explore and define the problem and to assist with resolution. Time guidelines for each step of the review process are suggested, and the review schedule may vary depending on availability of faculty to serve.

**Forming an Academic Performance Review Committee:**

* 1. Within five business days (suggested timeline) of problem notification (written or verbal) to the appropriate program coordinator, the student’s program coordinator (undergraduate or graduate) will appoint the members of the APPR Committee. The APPR Committee will consist of three faculty members. In a case in which the coordinator of the student’s respective program is the student’s advisor, another faculty member shall be assigned to the committee in his or her place. The chair of the APPR Committee will be appointed by the student’s program coordinator.

* 1. Student Code of Conduct: The student’s program coordinator will consult with the Social Work Program director and other faculty as necessary to determine whether the situation involves a possible violation of the Student Code of Conduct. In cases in which there might be such a violation, the case will be referred to University Judiciaries, and depending upon the urgency of the situation, the APPR will commence either simultaneously with or following the Judiciary’s determination.

* 1. Within five business days (suggested timeline) of appointment by the student’s program coordinator, the chair of the APPR Committee will be responsible for calling the committee together to initiate the review process.

**Procedures for the Academic Performance Review:**

* 1. Exploration of Concerns: As stated above, the APPR Committee chair will initiate and assemble a meeting to explore any student situations which have developed relative to the above four indicators and will identify any problems that need to be addressed that are below the department’s expectations. Using data collection and interviewing of the academic team, the committee seeks to detect all emerging problems as soon as possible in order that corrective measures may be identified that would assist the student in meeting the expectations of the program.

* 1. Student Input Relative to Fact Finding: During the fact-finding phase, the student is notified in writing by the chair of the APPR Committee that the committee has convened and has concerns pertaining to the student. The committee would request that the student meet with the committee to provide his or her clarification on the performance issues which are under consideration. Suggested timeline for the fact-finding phase is ten business days.

* 1. Recommendation and/ Or Proposed Action Plan: Following the fact-finding phase, if the student’s performance is evaluated as deficient (below expectations), the committee determines what, if any, course of action could bring the student’s performance into compliance with program and professional standards. Typically, an action plan may be developed which would outline specific steps for the student or others to take as part of a remedial strategy. The APPR Committee will complete a recommendation which would include an action plan. The action plan contains actions to be taken to solve the problems, a timetable for completion of each action, and a date and method for re-evaluation of the student’s performance. This recommendation and plan shall be communicated to the student’s program coordinator within three business days (suggested timeline) of the conclusion of the fact-finding phase.

* 1. Immediate Removal from the Program: In some cases, a developing a corrective plan is not appropriate. The student’s behavior may be so serious or may pose a threat to clients such that the committee may recommend immediate removal from the program until a formal performance review can occur.

**Undergraduate or Graduate Coordinator’s Decision and Notification:**

After considering the APPR Committee’s recommendations, the student’s respective program coordinator will make his or her final decision and will notify the student in writing (suggested timeline is two business days).

**Initiating an Appeals Process:**

* 1. The student has five business days to appeal his or her program coordinator’s decision through a petition for reconsideration. The petition will be submitted to the coordinator of the undergraduate program in the case of graduate students and to the coordinator of the graduate program in the case of undergraduate students, who will be responsible for notifying the social work program director of the appeal.

* 1. The petition should be presented in writing and address two major points: 1) any extenuating circumstances that contributed to the poor performance should be identified; and 2) steps that the student plans to take to address these circumstances or improve his or her performance should be outlined.

* 1. Within five business days (suggested timeline) of receiving the petition for reconsideration, the social work program director will call the program’s Appeals Committee to order. The Appeals Committee will consist of one Group I non-social work faculty member of the Department of Social and Public Health, one social work faculty member from a regional campus (different from the student’s campus), and one social work faculty member from the student’s own campus who was not involved in the previous deliberations. The chair of this committee will be assigned by the social work program director.

**Convening an Appeals Hearing:**

* 1. Within five days (suggested timeline) after the Appeals Committee has been established, the committee chair will set a date for a hearing.

* 1. Giving at least one week’s advance notice, the Appeals Committee chair will inform the student, the committee members, and the Appeals Committee members of the time and place of the hearing.

* 1. All committee members must be present at the appeals hearing.

**Phases of the Appeals Hearing:**

* 1. Fact-Finding Phase of the Hearing
     1. The student may attend during the fact-finding part of the meeting and may present information to the committee at that time.
     2. The student may ask up to two persons who are knowledgeable about his or her performance to present information to the committee as well.
     3. The student and his or her advocates must leave the meeting when the committee is ready to begin deliberations.
     4. Other faculty can also contribute information about the student’s performance and may participate or submit written statements supporting the student’s reinstatement or dismissal.

* 1. Deliberation and Action Phase of the Hearing
     1. Only the Appeals committee members and the APPRC committee members, and the field faculty representative will be present. The committee members and the field faculty representative will be present for informational purposes only and do not have a vote.
     2. The committee will reach one of three possible recommendations by majority vote:
        1. To validate the program coordinator’s original decision as communicated to the student;
        2. To develop a decision and an action plan for the student’s completion in order to resolve the performance problem enabling the student to remain in the program; or
        3. To dismiss the student from the program.
     3. Within five business days (suggested timeline) after the appeals hearing, the Appeals Committee, via the chair of that committee, will prepare a written recommendation for submission to the social work program director, which will include a statement describing the performance problem, a summary of the facts as they were presented to the committee, a description of the committee’s recommendation, and the rationale supporting that recommendation.

**Social Work Program Director’s Decision and Notification:**

* 1. In rendering a decision, the Social Work Program director may accept, reject, or modify the recommendation of the Appeals Committee.

* 1. Within two business days (suggested timeline), the Social Work Program director will send his or her decision in writing to the student, the student’s advisor, the field education director, and the Appeals Committee members.

* 1. If the Social Work Program director is also the student’s program coordinator, the appeals decision will be made by the Director of the School of Social and Public Health.

* 1. A copy of the decision will be placed in the student’s file.

**Confidentiality of the Academic and Professional Performance Review:**

* 1. All procedures related to the performance review must be carried out in a manner that protects the student’s right to privacy related to information about his or her academic records and performance.

* 1. The student has the right to review all written information that is presented to the committee.

* 1. Actions of the APPR Committee and the Appeals Committee are to remain confidential and are to be shared only with those persons who are affiliated with the program and institution and are involved in an educational capacity, including possible communication with University Judiciaries if warranted.

References

Council on Social Work Education. (2022). *CSWE educational policy and accreditation standards.* <https://www.cswe.org/accreditation/standards/2022-epas/>

### STUDENT GRIEVANCE POLICY

The Academic and Professional Performance Review Policy has established procedures for reviewing concerns that may exist between faculty and students. The Student Grievance Policy will follow an analogous process for any student-initiated grievance. Students may initiate a grievance if they perceive the faculty member has unfairly or unjustly treated the student and/or if a classroom or programmatic policy has been unfairly applied to a student. The initiating of a grievance by a student will automatically cause the formation of an Academic and Professional Review Committee and the process will ensue as outlined below.

**Problem Identification:**

Problem identification occurs when the student, field instructor, field liaison, field education director, faculty advisor, or faculty member notifies the coordinator of the undergraduate or of the graduate program of a concern related to the student’s performance. This notification will lead to the selection of members for the Academic and Professional Performance Review Committee and to the committee taking specified steps to explore and define the problem and to assist with resolution. Time guidelines for each step of the review process are suggested, and the review schedule may vary depending on availability of faculty to serve.

**Forming an Academic Performance Review Committee:**

* Within five business days (suggested timeline) of problem notification (written or verbal) to the appropriate program coordinator, the student’s program coordinator (undergraduate or graduate) will appoint the members of the Academic and Professional Performance Review Committee. The Academic and Professional Performance Review Committee will consist of three members: a field faculty member and two additional departmental faculty members. In a case in which the coordinator of the student’s respective program is the student’s advisor, another faculty member shall be assigned to the committee in his or her place. The chair of the APPR Committee will be appointed by the student’s program coordinator.

* Student Code of Conduct: The student’s program coordinator will consult with the social work program director and other faculty as necessary to determine whether the situation involves a possible violation of the Student Code of Conduct. In cases in which there might be such a violation, the case will be referred to University Judiciaries, and depending upon the urgency of the situation, the Academic and Professional Performance Review will commence either simultaneously with or following the Judiciary’s determination.

* Within five business days (suggested timeline) of appointment by the student’s program

coordinator, the chair of the Academic and Professional Performance Review Committee will be responsible for calling the committee together to initiate the review process.

**Procedures for the Academic Performance Review:**

* Exploration of Concerns: As stated above, the Academic and Professional Performance Review Committee chair will initiate and assemble a meeting to explore any student situations which have developed relative to the above four indicators and will identify any problems that need to be addressed that are below the program’s expectations. Using data collection and interviewing of the academic team, the committee seeks to detect all emerging problems as soon as possible in order that corrective measures may be identified that would assist the student in meeting the expectations of the program.

* Student Input Relative to Fact Finding: During the fact-finding phase, the student is notified in writing by the chair of the Academic and Professional Performance Review Committee that the committee has convened and has concerns pertaining to the student. The committee would request that the student meet with the committee to provide his or her clarification on the performance issues which are under consideration. Suggested timeline for the fact-finding phase is ten business days.

* Recommendation and/ Or Proposed Action Plan: Following the fact-finding phase, if the student’s performance is evaluated as deficient (below expectations), the committee determines what, if any, course of action could bring the student’s performance into compliance with program and professional standards. Typically, an action plan may be developed which would outline specific steps for the student or others to take as part of a remedial strategy. The APPR Committee will complete a recommendation which would include an action plan. The action plan contains actions to be taken to solve the problems, a timetable for completion of each action, and a date and method for re-evaluation of the student’s performance. This recommendation and plan shall be communicated to the student’s program coordinator within three business days (suggested timeline) of the conclusion of the fact-finding phase.

* Immediate Removal from the Program: In some cases a developing a corrective plan is not appropriate. The student’s behavior may be so serious or may pose a threat to clients such that the committee may recommend immediate removal from the program until a formal performance review can occur.

**Undergraduate or Graduate Coordinator’s Decision and Notification:**

After considering the APPR Committee’s recommendations, the student’s respective program coordinator will make his or her final decision and will notify the student in writing (suggested timeline is two business days).

**Initiating an Appeals Process:**

* The student has five business days to appeal his or her program coordinator’s

decision through a petition for reconsideration. The petition will be submitted to the coordinator of the undergraduate program in the case of graduate students and to the coordinator of the graduate program in the case of undergraduate students, who will be responsible for notifying the social work program director of the appeal.

* The petition should be presented in writing and address two major points: 1) any

extenuating circumstances that contributed to the poor performance should be identified; and 2) steps that the student plans to take to address these circumstances or improve his or her performance should be outlined.

* Within five business days (suggested timeline) of receiving the petition for

reconsideration, the social work program director will call the program’s Appeals Committee to order. The Appeals Committee will consist of one Group I non-social work faculty member of the Department of Social and Public Health, one social work faculty member from a regional campus (different from the student’s campus), and one social work faculty member from the student’s own campus who was not involved in the previous deliberations. The chair of this committee will be assigned by the social work program director.

**Convening an Appeals Hearing:**

* Within five days (suggested timeline) after the Appeals Committee has been

established, the committee chair will set a date for a hearing.

* Giving at least one week’s advance notice, the Appeals Committee chair will

inform the student, the student’s advisor, a field faculty member, and the Appeals Committee members of the time and place of the hearing.

* All committee members, the student’s advisor, and the field faculty member must

be present at the appeals hearing.

**Role of the Advisor Related to the Appeals Hearing:**

* The student’s advisor will present brief background information about the student

and provide his or her assessment of the student’s overall performance.

* The advisor will also make recommendations intended to resolve the student’s

performance problems.

**Phases of the Appeals Hearing:**

* Fact-Finding Phase of the Hearing
  + The student may attend during the fact-finding part of the meeting and may present information to the committee at that time.
  + The student may ask up to two persons who are knowledgeable about his or her performance to present information to the committee as well.
  + The student and his or her advocates must leave the meeting when the committee is ready to begin deliberations.
  + Other faculty can also contribute information about the student’s

performance and may participate or submit written statements supporting the student’s reinstatement or dismissal.

* Deliberation and Action Phase of the Hearing
  + Only the committee members, the student’s advisor, and the field faculty representative will be present. The advisor and the field faculty representative will be present for informational purposes only and do not have a vote.
  + The committee will reach one of three possible recommendations by majority vote:
    - To validate the program coordinator’s original decision as

communicated to the student;

* + - To develop a decision and an action plan for the student’s completion

in order to resolve the performance problem enabling the student to remain in the program; or

* + - To dismiss the student from the program.

* Within five business days (suggested timeline) after the appeals hearing, the Appeals Committee, via the chair of that committee, will prepare a written recommendation for submission to the social work program director, which will include a statement describing the performance problem, a summary of the facts as they were presented to the committee, a description of the committee’s recommendation, and the rationale supporting that recommendation.

**Social Work Program Director’s Decision and Notification:**

* In rendering a decision, the social work program director may accept, reject, or

modify the recommendation of the Appeals Committee.

* Within two business days (suggested timeline), the social work program director will

send his or her decision in writing to the student, the student’s advisor, the field education director, and the Appeals Committee members.

* If the social work program director is also the student’s program coordinator, the appeals decision will be made by the Director of the School of Social and Public Health. A student may appeal a grade through the chairperson of the department to the dean of the college, provided that a concerted effort was made by the student to resolve the matter with the instructor. The burden of proof for a grade change is on the student, except in those cases involving charges of academic dishonesty. If the dean concludes that the student has insufficient grounds for an appeal, there can be no further appeal by the student. If the dean concludes that sufficient grounds do exist for an appeal, the dean shall appoint a faculty committee of five members, including the chairperson of the department or director of the school in question, to consider the case. If a majority on the committee decide that the grade should be changed and the instructor does not accept the recommendation, the committee can authorize the registrar to change the grade. The decision of the committee is not subject to further appeal. In appeal cases in which the chairperson is the instructor, the dean is authorized to appoint an

alternative member from the same department to the committee; if the dean is the instructor, the role of dean will be assumed by the provost. In appeal cases involving courses taught by faculty from more than one college, the dean of University College will review the appeal and, if necessary, appoint the appeals committee. In these cases, the appeals committee shall include the additional chairperson(s). In unusual circumstances (e.g., death, incapacity, or indefinite accessibility of the instructor), the departmental chairperson is responsible for the final grade, subject to appeal by the student to the dean as described in this section.

Complete information on the rights and responsibilities of students and faculty relative to grade appeals is available at the Office of the Ombudsman, Baker University Center 501, 593.2627. The office can also assist you with understanding the grade appeals process or in preparing a grade appeal(s). The office will be of greatest assistance if you make contact early in the process.

* A copy of the decision will be placed in the student’s file.

**Confidentiality of the Academic and Professional Performance Review:**

* All procedures related to the performance review must be carried out in a manner

that protects the student’s right to privacy related to information about his or her academic records and performance.

* The student has the right to review all written information that is presented to the

committee.

* Actions of the APPR Committee and the Appeals Committee are to remain confidential and are to be shared only with those persons who are affiliated with the program and institution and are involved in an educational capacity, including possible communication with University Judiciaries if warranted.

**Remaining Unresolved Concerns:**

If a student's concern is not resolved through the aforementioned process, the student is welcome to engage the University process for filing a grievance. Learn more about this process at: <https://www.ohio.edu/ombuds/university-links>

**Ohio University Social Work Department**

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