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Mrs. Sonyia Richardson, MSW, LCSW, Undergraduate Program Director and Lecturer
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Note: This Handbook is broken into three sections.

Section I Program Information contains general information about the BSW program and its overall program curriculum.

Section III Appendix is a collection of frequently used forms.
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Welcome and Introduction

Welcome to the School of Social Work Baccalaureate of Social Work (BSW) Program! Social Work education at UNC Charlotte is a long-standing tradition. Social work courses were first offered as supplemental courses in the Sociology major in 1970. By 1989 a full BSW Degree program was established. The UNC Charlotte BSW major achieved national accreditation through the Council on Social Work Education (CSWE) in 1992, and the BSW Program has been nationally accredited ever since. Beginning in 2000, a Master of Social Work (MSW) Program was added to the Department. In the summer of 2006, the School began its Advanced Standing Program, allowing those holding the BSW to obtain their MSW in one full calendar year (May to May). This is an exciting new opportunity for UNCC BSWs and for community members who already possess the BSW degree.

UNC Charlotte graduates are employed in areas such as family preservation, mental health, mental retardation, gerontology, child protective services, substance abuse treatment, hospitals, youth and children services, criminal justice, adoptions/foster care, hospice, and long term care. They work from the coast to the mountains of North Carolina as well as across the United States. As a graduate of the BSW Program at UNC Charlotte, you will join the ranks of influential professional social workers that have gone on to make a difference in the lives of thousands of people. Welcome to the challenge!

This Student Handbook contains information about the BSW major and the UNC Charlotte School of Social Work. Departmental policies and procedures for entering the major, navigating the curriculum, and proceeding successfully toward graduation are included. Please read the Handbook in its entirety; a bit of time spent now will greatly enhance your experience in the program.

BSW students must comply with University policies as well. They are not reproduced in this handbook, and you remain responsible for knowing about and complying with all University policies.

Please note: The BSW Program requires students to use their UNCC e-mail accounts, and to check their accounts frequently. Members of the School are required to use the UNCC email system when communicating with you (and not personal email addresses). Checking and responding to email facilitates good communication between the School and students.

The Mission of The University of North Carolina at Charlotte is: UNC Charlotte is the only Doctoral/Research University – Intensive in the Charlotte region, fully engaged in the discovery,
dissemination, synthesis, and application of knowledge. It provides for the educational, economic, social, and cultural advancement of the people of North Carolina through on- and off-campus programs, continuing personal and professional education opportunities, research, and collaborative relationships with private, public, and nonprofit institutions. UNC Charlotte has a special responsibility to build the intellectual capital of this area. As such it serves the research and doctoral education needs of the greater Charlotte metropolitan region. The primary commitment of UNC Charlotte is to extend educational opportunities and to ensure success for qualified students of diverse backgrounds through informed and effective teaching in the liberal arts and sciences and in selected professional programs offered through Colleges of Architecture, Arts and Sciences, Business Administration, Education, Engineering, Information Technology, and Health and Human Services, and through programs and services designed to support students' intellectual and personal development. The University offers an extensive array of baccalaureate and master's programs and a number of doctoral programs.

With a broad institutional commitment to liberal education as the foundation for constructive citizenship, professional practice, and lifelong learning, UNC Charlotte is prepared to focus interdisciplinary resources to address seven broad areas of concern to the Charlotte region: 1) Liberal Education; 2) Business and Finance; 3) Urban and Regional Development; 4) Children, Families, and Schools; 5) Health Care and Health Policy; 6) International Understanding and Involvement; and 7) Applied Sciences and Technologies.

The Mission of The College of Health and Human Services at the University of North Carolina at Charlotte is: The College of Health and Human Services offers professionally recognized and accessible undergraduate and graduate programs that are nationally and globally relevant, and responsive to changing needs of health care and human services in the state and region. The College achieves excellence through informed and effective teaching in its degree programs, community partnerships, professional activities and research to advance science and practice in the health and human service professions.

The mission of the UNC Charlotte School of Social Work is to prepare competent social workers and promote community well-being and social justice through teaching, scholarship, and service with special attention to vulnerable populations.

Social Work as a Profession

The UNC Charlotte School of Social Work philosophically aligns itself with the social work profession as depicted by the professional associations of the National Association of Social Workers (NASW) and the Council on Social Work Education (CSWE). According to the NASW Code of Ethics (National Association of Social Workers, 2008), the primary mission of the social work profession is to:

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

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience. (p. 1)

CSWE (Council on Social Work Education, 2003) identifies the purposes of social work as follows:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promotes social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures. (p. 15)
Social Work Education
Generalist Social Work Practice

The School of Social Work at UNC Charlotte defines generalist social work practice as the professionally responsible application of knowledge, research findings, and skills with a commitment to working with clients and implementing interventions at multiple levels (e.g. individuals, families, groups, organizations, communities, and society). The term “professionally responsible application” refers to ethical practice based on the values (e.g., the NASW Code of Ethics), knowledge, and skills as endorsed by our profession.

BSW Program Mission, Goals, Competencies and Practice Behaviors

The UNC Charlotte BSW Program, Mission, Goals, and Objectives are in keeping with University, College, and Departmental missions as well as with CSWE policies and standards for accreditation of baccalaureate social work programs.

BSW Program Mission and Goals

The mission of the UNC Charlotte BSW Program is to educate generalist social work professionals to be able to:

1) promote community well-being by seeking social and economic justice;
2) pursue the elimination of poverty; 3) prevent conditions that limit human rights; 4) seek to enhance the quality of life for all.

A person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry drive the curriculum. The curriculum of the BSW Program emphasizes effective social work practice in North Carolina's largest urban area, a rapidly growing multi-county setting where numerous vulnerable people, families and groups reside. The Charlotte region includes the nation's third largest public nonprofit healthcare system as a feature of its unique historical, social, and cultural milieu.

The educational program promotes a secure learning environment, accommodates a diverse student body including many first generation college students, and transfer students.

Goals
1. Graduates of the UNC-Charlotte BSW Program will be able to:
   a. Use a wide range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities;
   b. Apply ethical principles, critical thinking, and incorporate diversity in their practice;
c. Recognize, support, and build on the strengths and resiliency of all human beings; and
d. Engage in research informed practice, respond proactively to the impact of context on
   professional practice, and integrate all of the BSW Program's core competencies in practice.

2. Graduates of the UNC-Charlotte BSW Program will practice generalist social work in a
   manner that values service, social justice, the dignity and worth of the person, the importance
   of human relationships, integrity, competence, human rights, safety and scientific inquiry.

**Competencies and Practice Behaviors**

Graduates of the BSW Program will, at a minimum, leave with the competencies listed below. There are several “practice behaviors” under each competency. Practice behaviors (the bulleted items) are specific operationalizations of the competencies and they are listed under the relevant competency. Competencies have been numbered in the same manner as they are numbered in the CSWE Educational Policy and Accreditation Standards.

**2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

- Advocate for client access to the services of social work;
- Practice personal reflection and self-correction to assure continual professional development;
- Attend to professional roles and boundaries;
- Demonstrate professional demeanor in behavior, appearance, and communication; • Engage in career-long learning; and
- Use supervision and consultation.

**2.1.2—Apply social work ethical principles to guide professional practice.**

- Recognize and manage personal values in a way that allows professional values to guide practice;
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- Tolerate ambiguity in resolving ethical conflicts; and
- Apply strategies of ethical reasoning to arrive at principled decisions.

**2.1.3—Apply critical thinking to inform and communicate professional judgments.**

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation; and
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

---

1 The Council on Social Work Education mandates the competencies and associated practice behaviors. The Program must be able to demonstrate that graduates are able to perform the practice behaviors in order for the Program to maintain its accreditation.
2.1.4—Engage diversity and difference in practice
- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- View themselves as learners and engage those with whom they work as informants.

2.1.5—Advance human rights and social and economic justice.
- Understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and
- Engage in practices that advance social and economic justice.

2.1.6—Engage in research-informed practice and practice-informed research.
- Use practice experience to inform scientific inquiry and
- Use research evidence to inform practice.

2.1.7—Apply knowledge of human behavior and the social environment.
- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- Critique and apply knowledge to understand person and environment.

2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Analyze, formulate, and advocate for policies that advance social well-being; and
- Collaborate with colleagues and clients for effective policy action.

2.1.9—Respond to contexts that shape practice.
- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

2.1.10(a)—Engagement with individuals, families, groups, organizations, and communities.
- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- Use empathy and other interpersonal skills; and
- Develop a mutually agreed-on focus of work and desired outcomes.

2.1.10(b)—Assessment with individuals, families, groups, organizations, and communities.
• Collect, organize, and interpret client data;
• Assess client strengths and limitations;
• Develop mutually agreed-on intervention goals and objectives; and
• Select appropriate intervention strategies.

2.1.10(c) — Intervention with individuals, families, groups, organizations, and communities.
• Initiate actions to achieve organizational goals;
• Implement prevention interventions that enhance client capacities;
• Help clients resolve problems;
• Negotiate, mediate, and advocate for clients; and
• Facilitate transitions and endings.

2.1.10(d) — Evaluation with individuals, families, groups, organizations, and communities.
• Social workers critically analyze, monitor, and evaluate interventions.

BSW Degree Requirements

Admission to the BSW Program is a competitive process, and, unfortunately, we are unable to accommodate all interested students. (See the Department’s webpage for information about the application process.)

The major in Social Work is based on a liberal arts foundation, augmented by social work and social work-related courses. In addition to completing all University general education requirements, the BSW major requires that students complete 76 credits made up of 50 credits in required SOWK courses and 23 credits in required courses from other disciplines. The core SOWK courses for the social work major are: SOWK 1101, 2182, 2183, 3120, 3181, 3182, 3184, 3201, 3202, 3482, 3484, 3683, 3685, 3900, and 3988. In addition, four courses on “vulnerable population groups must be taken. (See the appendix for a list of pre-approved “population courses”). Other required courses for the social work major are SOCY 1101, BIOL 1110, BIOL 1110L; PSYC 1101, POLS 1110, LBST 1100, 2101, 2102, and 2200. Students must acquire a minimum of 120 total credits in order to graduate from UNC Charlotte.

The following is a sample curriculum layout for a social work major. It is important to note that social work courses can only be used for the major if they have been obtained within the last five years. Social Work is a professional program, with changes in the field occurring frequently. Whether “older” courses are equivalent to those currently in the curriculum is determined by the Program Director. The same is true of courses taken at other institutions.

BSW Major Curriculum Plan

Fall, First Year
UWRT 1101 Writing and Inquiry in Academic Contexts I (3)
SOCY 1101 Introduction to Sociology (3)
Mathematics Course (3)
HAHS 1000 (1-3) or elective\(^2\)
PSYC 1101 General Psychology (3)

**Spring, First Year**
UWRT 1102 Writing and Inquiry in Academic Contexts II (3)

STAT 1222 Introduction to Statistics (3)
BIOL 1101 Principles of Biology I (3)
BIOL 1101L Principles of Biology I Laboratory (1)
LBST 1100 Series Course (Arts and Society) (3)
Elective (3)

**Fall, Second Year**
SOWK 1101 The Field of Social Work (3)
SOWK 2182 Human Behavior in the Social Environment I (3)
LBST 2101 Western Culture and Historical Awareness (3)
POLS 1110 American Politics (3)
Population Group (3)
Writing Intensive course outside Social Work (W) (3)

**Spring, Second Year**
SOWK 2183 Human Behavior in the Social Environment II (3)
LBST 2102 Series Global and Intercultural Connections (3)
LBST 2210 Series
Population Group (3)
Elective (3)

**Fall, Third Year**
SOWK 3120 Diversity and Populations-at-Risk (3)
SOWK 3133 (3) Community Engagement and Outreach
SOWK 3201 Foundations of Social Welfare (3)
Population Group (3)

**Spring, Third Year**
SOWK 3181 Practice Methods I (3)
SOWK 3202 Social Welfare Policy (3) PSYC 3151 Abnormal Psychology (3)
Population Group (3)

\(^2\) HAHS 1000 is a freshman course only. Transfer students will need to substitute an elective in its place.
Fall, Fourth Year
SOWK 3182 Practice Methods II (3)
SOWK 3482 Field Placement I (5) Elective (3)
SOWK 3900 Social Work Research I (3)
Elective (3)

Spring, Fourth Year
SOWK 3184 Practice Methods III (3)
SOWK 3988 Research II (3)
SOWK 3484 Field Placement II (6) Elective (3)

The curriculum is designed so that students complete the liberal arts foundation courses during the first two years. Students begin taking lower division social work courses during the second year, including the Introductory course (SOWK 1101) and the Human Behavior and Social Environment (SOWK 2182, 2183) Content Area courses. From the beginning, introductory (second year) social work courses expose students to the Diversity, Populations-at-Risk and Social and Economic Justice, and Values and Ethics, which are either infused or integrated into the other courses. “Infused” refers to incorporating the Content Area in all courses, while “integrated” refers to incorporating the Content Area in many but not necessarily all of the courses.

It is possible for students enrolled in North Carolina’s community colleges to transfer to UNCC with most, if not all, of their General Education requirements met. In most cases, transfer students must attend the first summer session and take SOWK 1101 and 2182, which are required for admission to the Program. Students take SOWK 2183 in the second summer session, and it is during this time period when applications to the BSW Program are submitted.

The curriculum is integrated vertically as it builds from the second to third to final year. The HBSE courses, which are taken in the second year, provide a broad base of knowledge and conceptual material that is utilized in the other Content Areas that follow. Examples include systems theory, theories relevant to various system levels, human diversity, life cycle theory, and social justice concerns. Other Content Areas (Diversity, Policy, Populations-at-Risk and Social and Economic Justice, and Research) are either introduced or elaborated upon during the third year emphasizing social welfare, policy, and social work electives. Field education (Practicum and Seminar) occurs in the final year when students integrate and apply learning from content areas to a field setting as a generalist social worker. In the field seminars, students are required to complete assignments that build upon learning in previous courses: case analyses, an agency analysis paper, a practice evaluation assignment, and an integrative journal.

Advising

Lower Division Social Work majors receive academic advising through the Office of Student Services (OSS) in the College of Health and Human Services (CHHS).
http://health.uncc.edu/advising-center
Upper Division Student Advising is provided by faculty members in the School of Social Work. Upon entering Upper Division status, students will be assigned a member of the Social Work faculty as their academic advisor. Upper Division students are responsible for meeting as needed with their Upper Division advisor to assure they remain on track for completing all social work major requirements for the BSW Degree. We encourage students to contact their advisor early each semester and arrange a mutually agreeable time to meet. Students should continue to use the Office of Student Services in CHHS for advising on General Education course requirements and for overall curriculum review and checks prior to graduation.

Upper Division advisors may also become involved with students whenever formal concerns are raised about a student’s academic and professional/ethical performance in the Program (see the section on Review of Academic Performance). Upper Division advisors are also available to meet with students in the capacity of professional advising (i.e., helping students understand and explore the intricacies of being a professional social worker). Students’ advisors are one of the most important resources available to them in the Department; we encourage students to see their advisors frequently (by appointment, with most faculty preferring to be contacted via e-mail addresses, which are listed on the Department’s website). Resources available to assist students and advisors with Upper Division advising include this Student Handbook, the University Undergraduate Catalog (available in hard copy at the University Bookstore and in electronic form on the University web site), students’ Lower Division advising records, and the Office of Student Services.

Social Work Course Descriptions

SOWK 1101. The Field of Social Work. (3) Introduction to the social work profession, including its history, values, and areas of professional practice. (Fall, Spring, Summer)

SOWK 2182. Human Behavior in the Social Environment I. (3) Prerequisites: BIOL 1110, BIOL 1101L, SOCY 1101, and PSYC 1101. Pre- or co-requisite: SOWK 1101. Human development within the biological, psychological, and social structure as it occurs throughout the lifespan. (Fall, Summer)

SOWK 2183. Human Behavior in the Social Environment II. (3) Prerequisite: SOWK 2182. The foundational framework for understanding human interaction between individuals, families, communities, and larger social systems. (Spring, Summer)

SOWK 3120. Diversity and Populations-at-Risk. (3) Prerequisite: Upper Division standing. Analysis of issues of race, ethnicity, gender, sexual orientation, social class, age, and ability within social work practice. (Fall)

SOWK 3133. Community Engagement and Outreach. (3) Prerequisite: Upper Division standing. Corequisites: SOWK 3120 and SOWK 3199. Students engage in experiential learning in order to effectively prepare for social work practice with vulnerable populations, and specifically to enhance their ability to build relationships and facilitate access. (Fall)
SOWK 3181. Practice Methods I. (3) Prerequisite: Upper Division standing. Corequisite: SOWK 3900. Development of competencies within generalist social work practice methods with an emphasis on working with individuals. (Fall)

SOWK 3182. Practice Methods II. (3) Prerequisites: Upper Division standing and SOWK 3181. Co-requisite: SOWK 3482. Development of competencies within generalist social work practice methods with an emphasis on working with families and groups. (Spring)

SOWK 3184. Practice Methods III. (3) Prerequisite: Upper Division standing, SOWK 3181. Co-requisite: SOWK 3484. Development of competencies within generalist social work practice methods with an emphasis on working with communities and large systems. (Spring)

SOWK 3199. Professional Behaviors, Ethics, and Communication. (3) Prerequisite: Upper Division standing. Corequisites: SOWK 3120 and SOWK 3133. Issues related to professional values, professional identity, continual learning, and best practices for social workers in a variety of practice situations. (Fall)

SOWK 3201. Foundations of Social Welfare. (3) (W) Prerequisite: Upper Division standing. History of and current trends in social welfare, and values and conflicts that influence social welfare programming. (Fall)

SOWK 3202. Social Welfare Policy. (3) (W) Prerequisites: Upper Division standing and SOWK 3201. Critical analysis of social welfare policy, including policy development and reform processes and outcomes. (Spring)

SOWK 3482. Field Practicum I. (5) (O) Prerequisites: Upper Division standing and SOWK 3181. Co-requisite: SOWK 3182. Students complete an approved supervised field experience 16 hours per week. Students concurrently participate in a field seminar to reinforce and enhance their field experience. (Fall)

SOWK 3484. Field Practicum II. (6) (O) Prerequisites: Upper Division standing, SOWK 3182, and SOWK 3482. Co-requisite: SOWK 3184. Students complete an approved supervised field experience and concurrently participate in a field seminar to reinforce and enhance their field experiences. (Spring)

SOWK 3895. Directed Individual Study. (1-4) Prerequisite: Permission of department. Supervised investigation of a special problem or area of practice. May be repeated for credit. (Fall, Spring, Summer)

SOWK 3900. Social Work Research I. (3) Prerequisite: Upper Division standing. Introduction to research methods and skills used in social work. (Fall)

SOWK 3988. Social Work Research II. (3) Prerequisites: Upper Division standing and SOWK 3900. Corequisites: SOWK 3182 and SOWK 3482. Quantitative and qualitative research and the understanding of scientific and ethical approaches to building knowledge. (Spring)

**Upper Division Progression**

In order to promote the progression of competent students through the Upper Division component of the social work major and eventually into the social work profession:
1. **Grade Point Average.** Students are considered to be in academic difficulty if their GPA drops below 2.0. Students will be advised to withdraw from the program if their grade point average falls below 2.0 overall or 2.25 in the Social Work major.

2. **Course Grades.** Students must receive a grade of C or better in every Upper Division SOWK course, including practicum. A Level II review will be called if a student earns a D or F in any required social work course. Students who receive two grades of D or F during matriculation in Upper Division will be dismissed from the major.

3. **Course Repeat.** Students who earn a grade of D or F are permitted one course repeat (i.e., students may pursue a course repeat on one occasion only during matriculation in Upper Division). Students who repeat a course and achieve a grade of C or higher may continue to progress in Upper Division. Students who receive a grade of D or F for a course repeat will be dismissed from the major.

4. **Field Repeat.** Students are permitted to apply to repeat a practicum course only once, with the permission of the Field Committee. The Field Committee will review the student’s application to repeat field, as well as their overall performance in the Program, and will decide whether the student will be permitted to repeat the field practicum course. Field Committee denial decisions for repeating practicum will result in a student’s dismissal from the major. In addition, a student who is permitted to repeat practicum and does not achieve a grade of C will be dismissed from the major.

**Non-discrimination Policy**

The School of Social Work is committed to equality of opportunity and does not discriminate in recruiting or admitting students, or in the hiring or promoting of faculty and staff, based on race, color, national origin, religion, gender, sexual orientation, age, or ability/disability.

**Transfer Credit**

The University Admissions Office initially determines which courses can be transferred from other colleges and universities. A minimum course grade of a “C” at the previous institution is a basic requirement for every transfer course. The BSW Program determines whether transferred courses may exempt students from taking courses required in the Social Work major. Social work courses are waived only when the Program determines that a transferred course is equivalent to a required course.

All field courses must be taken at UNC Charlotte.

**Credit for Life and Work Experience**

The BSW Program does not give credit for previous work or life experiences.
Residency Requirement

In accordance with University policy, students must earn the last 25% (30 credits) of baccalaureate degree requirements at UNC Charlotte, including a minimum of the last 12 semester hours in the major.

Grade of Incomplete

In accordance with University policy, a grade of “I” (Incomplete) is assigned *at the discretion of the instructor* when a student who is otherwise passing has not, due to circumstances beyond his or her control completed all the work in the course. The missing work must be completed by the deadline specified *by the instructor* or during the next semester (fall or spring) in residence, but no later than 12 months after the term in which the “I” was assigned, whichever comes first. If the “I” is not removed during the specified time, a grade of F, U, or N as appropriate is automatically assigned. *The grade of “I” cannot be removed by enrolling again in the same*

North Carolina Child Welfare Education Collaborative

The North Carolina Child Welfare Education Collaborative was established in 1999 to improve public child welfare services in North Carolina and is administered by the Jordan Institute for Families at UNC Chapel Hill. Schools participating in the Collaboration offer curricula that not only meet the state’s pre-service competency requirements, but also include specialized, in-depth training in child welfare best practices and theory.

The Collaborative is a joint effort of the NC Division of Social Services, the NC Association of County Directors of Social Services, the National Association of Social Workers NC Chapter, and the following thirteen (13) social work programs in North Carolina as follows:

Collaborative Programs:

- Appalachian State University (BSW)
- East Carolina University (BSW & MSW)
- Fayetteville State University (MSW)
- North Carolina State University (BSW)
- North Carolina Central University (BSW & MSW)
- The Joint MSW Collaborative Scholar Program (MSW), NC A&T SU, and The University of North Carolina at Greensboro
- Methodist University (BSW)
- Shaw University
- The University of North Carolina at Chapel Hill (MSW)
- The University of North Carolina at Charlotte (MSW & BSW)
- The University of North Carolina at Greensboro (BSW)
- The University of North Carolina at Pembroke (BSW)
- The University of North Carolina at Wilmington (BSW)
Western Carolina University (BSW & MSW)

The Collaborative seeks to increase the number of professionally educated social workers in public child welfare in North Carolina. The annual turnover rate for NC county child welfare workers is 44%, and only 30% of current NC child welfare staff has social work degrees.

The University of North Carolina at Charlotte School of Social Work began participating in the Collaborative during the fall 2002 as a “waiver” school. A “waiver school” is one that offers a specialized classroom and field curriculum in public child welfare to BSW and MSW students to prepare for practice in public child welfare.

During the academic year of 2008-2009, UNC Charlotte became a Collaborative Scholar Program and will NOT continue this status during the 2016-2017 academic year due to lack of funding allotted by the NC State Legislature.

Upper Division BSW Social Work Majors and MSW students are eligible to apply to the Collaborative as a “waiver” student. The School of Social Work at the University of North Carolina at Charlotte requires that each Child Welfare Waiver student enroll and complete the UNC Charlotte Child Welfare Class, receive a final grade of a (B), and meet DSS compliance requirements for practicum placement in order to continue in the Child Welfare Collaborative Program. The final requirement is that the student must have a field practicum in a Department of Social Services Agency- Youth and Family Services for a full academic year and receive a grade of at least a (B) for the course.

Practice skills, knowledge and values related to Child Welfare are infused in the curriculum and all Child Welfare students must complete the Transfer of Learning Activities as a component of their field work, review with their field instructor, and a copy is kept on file in the Child Welfare student file at UNC Charlotte.

Upon successful completion of the Child Welfare course and Field Placement, along with the other required classes for their degree, waiver students receive a certificate indicating they have successfully completed the pre-service training competencies. Waiver students may be hired at a NC county DSS with six (6) months of experience. Waiver students are not obligated to work in a county DSS upon graduation.

For a better understanding of how the program works, take a look at "The Path of a Child Welfare Scholar" http://ssw.unc.edu/cwec/materials/path.pdf. Please contact Dr. Robert Herman-Smith for questions about the Child Welfare Collaborative.

BSW Program Standards for Social Work Education

The UNC Charlotte School of Social Work Standards for Social Work Education set forth the policies that apply to students enrolled in the BSW major. Because of the nature of professional
social work practice, the School of Social Work has different expectations of students than do non-professional programs. The standards are linked to students’ abilities to become effective social work professionals and are provided so that students and faculty can be clear about the expectations and procedures with which to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience in the BSW Program.

Persons who teach and supervise students, along with the Program Director, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student’s educational career. “Professional judgment” is the capacity to assess a situation by applying the values and knowledge of the social work profession as would be expected for a social work professional. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

All social work students are expected to read and follow the School of Social Work’s Standards for Social Work Education. They are also expected to read and follow the National Association of Social Workers (NASW) Code of Ethics located in Appendix C of this Handbook (also on the web at http://www.nasw.org/pubs/code/code.asp).

**Student Conduct**

Students in the School of Social Work are bound by three codes of student and/or professional conduct:

1. University’s regulations regarding student conduct (http://legal.uncc.edu/policies/ps104.pdf);
2. School of Social Work Standards for Social Work Education (see below); and

The Standards for Social Work Education in particular are viewed as a support to both students and faculty in professional development. Students should pay special attention to Section 2, “Criteria for Evaluating Academic Performance,” for clarity on professional conduct expectations. A student may be dismissed from the program for violation of these codes even if he or she has demonstrated satisfactory scholastic performance. Students should also note their rights and responsibilities in Section 3, “Policies and Procedures for Review of Academic Performance” and Section 4, “Academic and Non-Academic Grievances”.

It is the student’s responsibility to know current University regulations and those of the Social Work Program, as well as to know the NASW Code of Ethics. The University’s regulations regarding student conduct, consisting of the Code of Student Responsibility and Code of Student Academic Integrity, are available through the UNC Charlotte website and in the Undergraduate and Graduate Student Handbooks.
Introduction
This document sets out Standards for Social Work Education that applies to students enrolled in the School of Social Work at the University of North Carolina at Charlotte. Because of the nature of professional social work practice, the School of Social Work has different expectations of students than do non-professional programs. The standards are linked to students’ abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience in the BSW and MSW Social Work Programs. Since becoming a professional is a gradual process, not all criteria are expected to be met at all times. Persons who teach and supervise students, along with program coordinators, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process. All social work students will be provided with and are expected to read the Standards for Social Work Education and the National Association of Social Workers (NASW) Code of Ethics included in the BSW and MSW Student Handbooks.

Accommodations for Disabilities
No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the School of Social Work. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation to provide equal opportunity to meet academic criteria for professional behavior and scholastic performance. Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the UNC Charlotte Office of Disability Services and provide documentation as needed. The Office of Disability Services will work with the faculty member(s) on how to accommodate the student.

Policies and Procedures for Review of Academic Performance
Three levels of review can occur at the School of Social Work in reviewing student's academic performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, program coordinators, or school administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or program coordinators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow University procedures related to student performance issues.

- Performance that may Result in a Review and/or Possible Dismissal from the School of Social Work
  - Student reviews can occur under any of the following circumstances:
• Failure to meet or maintain academic requirements as stated under Scholastic Performance
• Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student. For complete University policy and procedures, see the UNC Charlotte Undergraduate Catalogue and the Graduate Catalogue, Please note the Code of Student Responsibility as well as policies related to the illegal use of drugs or alcohol, sexual orientation, sexual harassment, and “fighting words” harassment. http://www.uncc.edu/catalog/http://www.uncc.edu/gradmiss/grad_cat
• Behavior judged to be in violation of the current NASW Code of Ethics
• Any threat or attempt to harm oneself or someone else
• Commission of a criminal act that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the School of Social Work and becoming known after admission.
• Consistent pattern of unprofessional behavior
• Failure to meet any of the Standards for Social Work Education: School of Social Work Criteria for Evaluation of Academic Performance

The Three Levels Student Success Reviews

Level I
A Level I review involves a faculty member and a student. When a faculty member has concerns about a student enrolled in the social work program meeting any of the academic criteria, whether related to professional behavior or scholastic performance, that faculty member will:

• Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties.
• Apprise the student’s advisor and the Program Coordinator (or Coordinator or Assistant Coordinator of Field Education if field related) of the concerns in order to identify potential patterns and issues related to the student
• The faculty member initiating the concern will document dates and content of meetings with students.
• If a problem arises in field, the agency-based field instructor will discuss concerns directly with the student and with the faculty liaison. It is the responsibility of the faculty liaison to apprise the Coordinator or Assistant Coordinator of Field Education.
• The Coordinator of Field Education may coordinate administrative adjustments in the student’s placement such as changing field instructors due to agency issues or field sites due to tasks assignments. Substantial concerns about student field performance are moved to a Level II review. In many instances, meetings between faculty and students resolve the concerns and do not necessarily lead to further reviews, pursuant to this section.
**Level II**

A Level II Academic Success review will involve the student; the student’s advisor will attend at the student’s request and the BSW Coordinator. The meeting will outline recommendations provided by the Student Success Review Committee, upon completion of a fact-finding review. The fact-finding review will include statements provided by student, faculty member requesting the level II. If field related, the Coordinator or Assistant Coordinator of Field Education, the faculty liaison, and the field instructor also attend the meeting with the student. A Level II Academic Success review is appropriate:

- When the student is not meeting or following program or University standards, policies, and procedures, or
- When concerns have not been resolved following a Level I review.

In the information gathering process, the Academic Success Committee will:

- Determine the nature of the concern and gather sufficient information to develop a plan to address that concern, if one is needed.
- No further action may be required, or the student may be asked, in writing, to modify his or her behavior and/or seek appropriate help.
- This process is designed to assist students in dealing with identified concerns that have an impact on their performance.
- If a problem arises in field, the agency-based field instructor, faculty liaison, and Coordinator or Assistant Coordinator of Field Education will compile and share information with the Student Success review committee.

- The Program Coordinator and the Coordinator (or Assistant Coordinator) of Field Education, if field related, assess the nature of these concerns with appropriate faculty, maintain documentation. The Academic Success Review Committee will decide if it is necessary to conduct a more comprehensive review pursuant to the Level III review procedures.

**Level III**

A Level III review involves the faculty member, student, Program Coordinator, student advisor, and faculty who had direct experience with the student in classroom or field. There are three reasons that a Level III review is called:

- When problematic patterns are identified with students, or
- When the issues are serious enough to require formal consultation with the student, or
- When concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance or professional or ethical behaviors as outlined in Section 2, “Criteria for Evaluating Academic Performance,” or when the student is being considered for recommendation for termination from the Graduate School or discontinuance from the Program.
In most instances, a Level III review is sufficient to deal with student performance and is the last decision making step in the review process at the School of Social Work level. When a Level III review is called, the Program Coordinator and the student advisor will convene a meeting with the appropriate faculty and the student to gather information, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its remediation. Appropriate faculty to be involved in a review will include but are not limited to those who have direct knowledge and experience with the student. The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting. After the review meeting has occurred, the Program Coordinator will consult with the Director of the School of Social Work to discuss the problem situation and make recommendations regarding the student. Based on the review, conference with the Director, and an objective assessment of the information provided, the Director shall inform the student of the decision.

A Level III review is the last decision-making step in the review process at the School of Social Work level. The following are the potential outcomes of a Level III review.

- **Establish formal, written conditions for the student’s continuance in the program.** The Level III review committee might require that students meet specific conditions for continued enrollment in the program. Conditions may include one or more of the following: establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support to the student; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or advising the student to withdraw from the program and reapply at a later time.

- **Recommend termination from the program.** The Level III Review Committee may recommend that a student be terminated from the program if his or her behavior is judged to be a serious violation of professional ethics, professional behavior, self-awareness, or a persistent pattern of such behavior as defined by the *Social Work Professional Practice Standards*. If the Level III Review Committee recommends termination for non-academic concerns, the BSW Program Director will document the evidence for the decision in writing. The written documentation will be provided to the student and to the School of Social Work Director. The School of Social Work Director will talk to the student directly about the events that led the Level III Review Committee to recommend termination. The School of Social Work Director will then review the decision to terminate and decide to support or recommend formal, written conditions for the student’s continuance in the program. The School of Social Work Director will notify the student and the College of Health and Human Services, Associate Dean of Academic Affairs of this decision in writing. The student may invoke the *University Policy 411, Student Grievance Procedure* within seven days of the receipt of the written notice from the School of Social Work. The notice can be found at [http://legal.uncc.edu/policies/up411](http://legal.uncc.edu/policies/up411) Otherwise, the student’s termination from the program is final.
Following a Level III review, it is the responsibility of the Director to communicate the decision to the student. Students must be notified of the decision in writing within fourteen (14) University business days of the review. Such decision will include reasoning for the decision and instructions on how to appeal the decision, if applicable.

4.0 Academic Grievances
Students enrolled in the Social Work Program have the right to redress grievances related to academic matters. Students are assured freedom from reprisals for bringing a grievance.

4.1 Procedures for Handling Academic Grievances
Undergraduate and graduate students with an academic grievance should follow the College of Health and Human Services (CHHS) Academic Grievance Policy & Procedure outlined in the CHHS Student Handbook. That Policy and Procedure provides as follows:

• The student shall first meet with the involved faculty/staff member(s) for discussion.
• If this discussion does not resolve the situation, the student/faculty member(s) may request the Chair to become involved.
• If the grievance still has not been resolved, the student may submit the grievance in writing to the CHHS Associate Dean for Academic Affairs who will obtain input from the involved faculty or staff member(s) and may appoint an ad hoc committee of faculty not involved in the course to investigate the grievance and give written advice to the Associate Dean for Academic Affairs.
• The grievance document submitted by the student to the Associate Dean for Academic Affairs shall include:
  - substance of the grievance
  - what steps have been taken
  - desired resolution
• The Associate Dean for Academic Affairs shall communicate in writing her/his recommendation to the involved faculty, student and academic advisor.
• In cases where progression is not an issue, the timeframe may be more flexible, but in all cases the grievance procedure shall be completed by the end of the next academic semester.

Final course grade appeals should be conducted in accordance with the University’s Policy and Procedures for Student Appeals of Final Course Grades, available at http://www.legal.uncc.edu/policies/GradeAppeal.html.

4.2 Non-Academic Grievances
Student-initiated grievances that are not academic in nature should be conducted in accordance with the University’s Student Grievance Procedure, available at http://www.legal.uncc.edu/StudentGrievanceProcedure.html.

Grievance Policy

**Accommodations for Disabilities**

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the School of Social Work. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation to provide equal opportunity to meet academic criteria for professional behavior and scholastic performance. Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the UNC Charlotte Office of Disability Services and provide documentation as needed. The Office of Disability Services will work with the faculty member(s) on how to accommodate the student.

If you have questions about disability-related policy, the Office of Disability website can be found at [http://ds.uncc.edu/](http://ds.uncc.edu/). Their office is located at Fretwell, Office 230. The phone number is 704 687 0040 (tty/v)

**Other Important University and School of Social Work Policies**

*University Code of Student Responsibility*

“The UNC Charlotte Code of Student Responsibility (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code” (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at [http://legal.uncc.edu/policies/ps-104.html](http://legal.uncc.edu/policies/ps-104.html)

*Academic Integrity*

All students are required to read and abide by the *Code of Student Academic Integrity*. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism are provided in the Code book, which is available online at: [http://www.legal.uncc.edu/policies/ps-105.html](http://www.legal.uncc.edu/policies/ps-105.html)

Note: Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

*English as a Second Language*
If the student speaks English as a second language, the student should inform course instructors as soon as possible.

**Nondiscrimination Policy**

The University of North Carolina at Charlotte affirms that its educational and employment decisions must be based on the abilities and qualifications of individuals and may not be based on irrelevant factors, including personal characteristics, that have no connection with academic abilities or job performance. Therefore, the University prohibits discrimination and harassment in its educational and employment decisions and provides equal opportunities for all members of the University community and for all those seeking to join the University community.

The following factors may not form the basis for educational or employment-related decisions: race; color; religion, including belief and non-belief; sex, including but not limited to pregnancy, childbirth, or related medical condition, and parenting; sexual orientation; actual or perceived gender identity, including but not limited to gender expression, transition status (including but not limited to physical transition), transgender status, and gender nonconformity; age; national origin; physical or mental disability; political affiliation; veteran status; and genetic information.

In March 2016, the North Carolina General Assembly and Governor Pat McCrory enacted the Public Facilities Privacy and Security Act, also known as House Bill 2. This law replaces local nondiscrimination policies with a statewide policy. The University and the School of Social Work appreciate the serious concerns many have regarding this law. We want to assure every current and future member of our community that UNC Charlotte recognizes and values the inherent dignity and worth of each individual student, employee, and visitor.

**Gender-Neutral Bathrooms**

One of the requirements of the Public Facilities Privacy and Security Act is that persons must use the bathroom that reflects the gender on their birth certificate rather than their gender identity. UNC Charlotte will continue to label multiple-occupancy restrooms and changing facilities for single-sex use with appropriate signage. However, in 2014, UNC Charlotte undertook an initiative to provide single-occupancy, gender-neutral restrooms across campus to make selecting a restroom easier for all students, faculty, staff, and visitors, including transgender individuals, families, and individuals with disabilities who may have an attendant. A list of gender-neutral restrooms, along with maps to those restrooms and a list of additional planned restrooms, can be found at the link here. [http://legal.uncc.edu/restrooms](http://legal.uncc.edu/restrooms)

**Sexual Harassment**

All students are required to abide by the UNC Charlotte Sexual Harassment Policy ([https://legal.uncc.edu/policies/up-502](https://legal.uncc.edu/policies/up-502)), including the policy on Responsible Use of University Computing and Electronic Communication Resources ([http://www.legal.uncc.edu/policies/ps66.html](http://www.legal.uncc.edu/policies/ps66.html)). Sexual harassment, as defined in the UNC
Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Religious Accommodation

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester http://legal.uncc.edu/policies/ps-134.html. The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte’s Academic Calendar (http://registrar.uncc.edu/calendars/calendar.htm).

BSW Student Association
The UNC Charlotte BSW Student Association is open to all Social Work majors at both the Lower Division and Upper Division levels. The purpose of the Association is to bring together students sharing a common interest in Social Work. The Association is comprised of student leaders supported by a designated faculty advisor. The Association elects officers annually from its membership. Student appointees from the Association are eligible to participate on a range of School Committees (e.g., BSW Committee, Student Services Committee, Curriculum Committee, Field Committee, Field Advisory Board, Community Advisory Board, etc.). Meetings are held monthly. Speakers are invited to present information on topics of interest and the Association also sponsors community service projects.

Honors, Awards, and Scholarships

There are a number of honors and awards available for BSW students of excellence. This section describes each of those.

Student should submit by March 1st, the following to the CHHS Advising Center, College of Health and Human Services, room 103.

Completed Application Form: Is available for download on the Advising Center - Scholarships webpage.

1. References from two members of the faculty that address criteria 1, 3 & 4: Reference forms are available for download on the Advising Center – Scholarships webpage.
2. Completion of the Free Application for Federal Student Aid (FAFSA) application and copy of the Student Aid Report (SAR): Available through UNC Charlotte Financial Aid Office/website.
3. If student cannot demonstrate financial need per the FAFSA or SAR, please describe financial need in terms of financial sacrifices made to pursue your Social Work degree within one page.
4. Current UNC Charlotte transcript

Honors

Dean’s List
The Dean’s List recognizes full-time undergraduate students who, during the fall or spring semester, earn a grade point average of at least 3.4 and not more than 3.79 in 12 or more semester hours of credit graded A, B, or C, with no grade less than C. A part-time student must earn a combined fall and spring grade point average of at least 3.4 and not more than 3.79 in 12 or more semester hours of credit graded A, B, or C, with no grade less than C.

Chancellor’s List
The Chancellor’s List recognizes full-time undergraduate students who, during the fall or spring semester, earn a grade point average of at least 3.8 in 12 or more semester hours of credit graded A, B, or C, with no grade less than C. A part-time student must earn a combined fall and spring grade point average of at least 3.8 in 12 or more semester hours of credit graded A, B, or C, with no grade less than C.
Commencement Marshals
At each commencement ceremony, the University honors the juniors with the highest grade point averages by inviting them to serve as the marshals who lead the processions of graduates, faculty members, and the platform party. To select students for this honor, the University considers juniors who have completed 75 hours of degree work, have been enrolled full-time (12 or more hours per semester) during the two most recent semesters, and are able to attend the ceremony.

Graduation with Distinction
Graduating students whose grade point average is 4.0 will be awarded their degree Summa Cum Laude. Those graduating with a grade point average of at least 3.8 but less than 4.0 will be awarded their degree Magna Cum Laude. And, students graduating with a grade point average of at least 3.4 but less than 3.8 will be awarded their degree Cum Laude. To be eligible to graduate with distinction, a student must have a grade point average computed on at least 48 semester hours of credit completed in residence at UNC Charlotte.

Phi Alpha
Phi Alpha is the academic honor society for BSW students of excellence. Its purpose is to recognize and advance academic excellence and scholarship in social work practice. Membership eligibility is open only to Upper Division social work majors and is based on academic excellence (3.4 GPA or higher), leadership ability, and a high standard of personal behavior and dedication to the social work profession. Students who meet the above criteria will be sent a letter of invitation to join Phi Alpha. A recognition ceremony is held each April.

Awards

Outstanding Field Student Award
The Outstanding Field Student Award recognizes the most outstanding field student of the year. Recipients must demonstrate excellent social work practice skills and outstanding ethics and professional demeanor in working with clients, field instructors, School faculty, and agency staff. This award is made annually by an appointed committee of the Social Work Field Advisory Board.

Nominations for “Outstanding BSW Field Student of the Year”
All field instructors may nominate their student for the “Outstanding BSW Field Student Award. One student will be selected for each academic year and the students will be recognized at the Annual Field Education Conference and Event during the spring semester. The nomination form is posted on the Field Education website.

Nominations for “BSW Field Instructor of the Year”
Any BSW student in field placement may nominate their field instructor for the “Outstanding Field Instructor of the Year. One BSW Field Instructor will be recognized at the Annual Field Education Conference and Event during the spring semester. The nomination form is posted on the Field Education website.
Nominations for “The Field Advisory Board“

The Field Director is responsible for meeting each semester with the Field Advisory Board (FAB). This group of social work professionals serves as field instructors for the BSW and MSW UNC Charlotte Social Work Program. Their duty is to represent the interests of the field instructors from various fields of practice and to provide feedback to the program as to the quality of the students and issues in the field placement, as well as offering mentoring support for new field instructors.

A BSW student may self-nominate for a one (1) year term on the Field Advisory Board for the current academic year. The student must submit a letter of recommendation from their advisor and a faculty member, application to the Field Director to be considered. A copy of the form is included in the (See Appendix U). The application/letter of recommendation shall be submitted by the due date noted for the current academic year.

Cyril G. Harper Award

The Cyril G. Harper Award is in honor of former senior BSW student, Cyril Harper, who died tragically in 2000. To honor his memory, Mr. Harper’s peers initiated a fund-raising effort which resulted in the development of a $200 annual scholarship award known as the Cyril G. Harper Scholarship. The award is targeted toward Upper Division social work students devoted to community service and social justice. Upper Division BSW students may apply for the award by submitting a one to two page summary of their scholastic achievements, community service experiences, and commitment to social justice.

Application letters are due by January 20 of each academic year and should be sent to: The Cyril Harper Award, c/o Ms. Gay Jordan, MSW, LCSW, Coordinator of Student Services, School of Social Work, UNC Charlotte, 9201 University City Boulevard, Charlotte, NC 28223.

Scholarships

The 7 Waters Book Fund

The 7 Waters Book Fund, is an annual book scholarship to promote awareness of the significance of service to others in the local community and the importance of continued education. Social Work students may apply for the $250 annual award.

Students should submit to the College of Health and Human Services Advising Center, Room 103, a two-page, double-spaced essay in response to the following:

a.) Describe your commitment to being a contributing citizen in the local community through the provision of service to others and your commitment to continued education.

b.) Describe your financial need for this award in terms of the financial sacrifices that you have made to pursue your degree and how this award will help to lessen your financial burden.

c.) Describe your future career plans upon graduation.
Students should also include a current UNC Charlotte transcript.

**Edwin H. Chapin Social Work Scholarship**
The Edwin H. Chapin Social Work Scholarship is an annual scholarship awarded to an undergraduate or graduate student who has been admitted into the BSW or MSW program in the College of Health and Human Services. BSW students who accept this scholarship must agree that they will continue their Social Work education to attain a Master of Social Work (MSW) degree. Recipients must be in good academic standing and demonstrate financial need by the Student Aid Report (SAR) from completion of the FAPSA.

Student should submit by March 1st the following to the CHHS Advising Center, College of Health and Human Services Room 103:
1. Application. It is available for download on the Scholarship webpage. You will need to insert the name of this scholarship.
2. References from 2 faculty that address criteria 1 – 3 and an undergraduates ability to pursue a MSW degree.
3. Student must submit their individual SAR and undergraduate students must agree to continue their education towards a MSW degree (criteria #2).
4. Student must declare whether or not s/he is employed by the School of Social Services
5. Current UNCC Transcript

**Social Work Community Advisory Board Scholarship**
The Social Work Community Board Scholarship is an annual scholarship awarded to an undergraduate or graduate student who has been admitted into the BSW or MSW program in the College of Health and Human Services. Students must demonstrate financial need as determined by the Financial Aid Office. If there are no Financial Aid students who qualify for the scholarship, then applicants need to describe their financial need in terms of financial sacrifices that they have made to pursue their Social Work degree. Applicants must also demonstrate a commitment to Social Work through community service and have a GPA of 3.0 or above.

Student should submit by March 1st, the following to the CHHS Advising Center, College of Health and Human Services, room 103.
Useful Websites

A. Code of Ethics of the National Association of Social Workers

   http://www.socialworkers.org/pubs/code/code.asp

B. Council on Social Work Education Educational Policy and Accreditation Standards

   www.cswe.org/File.aspx?id=41861
PART III- Appendices

ATTENDANCE POLICY FOR FIELD PLACEMENTS –SOCIAL WORK

Please refer to the Policy in Appendix I

DISABILITY POLICY FOR FIELD PLACEMENTS –SOCIAL WORK

Please Refer to the Policy in Appendix J

EMPLOYMENT BASED SOCIAL WORK FIELD PLACEMENT POLICY AND AGREEMENT

Please Refer to the Policy in Appendix K

FIELD PLACEMENTS THAT EXCEED THE CURRENT SIXTY (60) MILES RADIUS–SOCIAL WORK

Please Refer to the Policy in Appendix L

INCLEMENT WEATHER – SOCIAL WORK

Please Refer to the Policy in Appendix M

PLACEMENT CONCERNS, REASSIGNMENT OF PLACEMENT AND TERMINATION POLICY – SOCIAL WORK

Please Refer to the Policy in Appendix N

RELIGIOUS ACCOMMODATION IN FIELD PLACEMENTS – SOCIAL WORK

Please Refer to the Policy in Appendix O

SAFETY POLICY FOR AGENCY FIELD PLACEMENTS –SOCIAL WORK
Please Refer to the Policy in Appendix P

SEXUAL HARRASSMENT POLICY AND PROCEDURE-SOCIAL WORK

Please Refer to the Policy in Appendix Q

SUPERVISION AND EVALUATION OF STUDENTS IN FIELD-SOCIAL WORK

Please Refer to the Policy in Appendix R

GUIDELINES

SOCIAL MEDIA AND TECHNOLOGY GUIDELINES

Please refer to Appendix S
Appendix O

Religious Accommodation for Students

UNC Charlotte Policy Statement #134 notes that “UNC Charlotte provides reasonable accommodation, including a minimum of two (2) excused absences each academic year, for religious observances required by a student’s religious practice or belief. The student must follow the process noted in the University policy if they are requesting accommodation if a religious observance is on a scheduled field day as follows:

1. Students must submit to the Faculty Liaison a Request for Religious Accommodation Form prior to the census date for enrollment for a given semester (typically the tenth day of instruction).
2. The Faculty member will complete the form and make a decision within five (5) business days of submission and keep a copy in the Social Work Student file
3. Students must give the fully executed copy to their Field Instructor and discuss with them.
4. Students will list on their time sheet the hours under religious holiday and no more than sixteen (16) hours for the Field Placement will be approved.

Resources for students

Responding to the Noncompliant Client

Noncompliance is very frustrating, particularly when the client seems to be relating well to you, owns up to the problem, agrees with the plan to do something about the problem, but fails to keep appointments or does not complete expected tasks. Noncompliant clients tend to be labeled resistant and unmotivated. The “costs” of compliance need to be viewed much more broadly than expenditures of finances or time. There is the cost of changing habits and altering lifestyle, the cost of acknowledging and dealing with a disease or health risk, and the cost of submitting to outside authority and losing control of one’s life. The following suggestions may be helpful in dealing with noncompliant clients:

- Try to understand what it will “cost” to change from the client’s perspective. Examine the disadvantages and obstacles to change as well as the benefits. Being “sick” can be more gratifying than being well. What is lost when one becomes “well”?
- Recognize that noncompliant behavior may be the client’s way of dealing with overwhelming circumstances, an attempt to reestablish personal dignity and control, attention getting, or even a need to express rage or hurt.
- View noncompliant behavior as taking place within a context where motives are competing or in conflict. The client may be experiencing problems but still be stuck in denying their severity or their larger ramifications. Examine your problem-solving strategy. Does it ask too much of the client?
- Provide encouragement to clients, and reinforce the efforts they make toward compliance.
- Convey the expectation that clients assume responsibility and become compliant. You may have to help clients achieve an optimal balance between discomfort and hope. This can be done not only by encouraging clients to recognize the extent of their dissatisfaction with the problem and the hurt and anxiety it causes, but by also building on the hope that the problem can be solved with effort.

Appendix Q

**Sexual Harassment Policy and Procedure**

The University of North Carolina at Charlotte affirms its commitment to ensuring an environment for all employees and students that is fair, humane, and respectful--an environment
that supports and rewards employee and student performance on the basis of relevant considerations such as ability and effort. Behaviors that inappropriately assert sexuality as relevant to employee or student performance are damaging to this environment. Sexual harassment is a violation of both law and University policy and will not be tolerated in the University community. Sexual harassment is a particularly sensitive issue that may affect any member of the University community and as such will be dealt with promptly and confidentially by the University Administration.

Students

Sexual harassment of students is a form of prohibited sex discrimination. Unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature by a University employee, by another student, or by a third party, constitutes sexual harassment if such conduct is sufficiently severe, persistent, or pervasive to limit the student's ability to participate in or benefit from an education program or activity, or create a hostile or abusive educational environment.

"Quid pro quo" sexual harassment is equally unlawful. It occurs when a University employee explicitly or implicitly conditions a student's participation in an education program or activity, or bases an educational decision, on the student's submission to unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature. "Quid pro quo" harassment occurs whether the student resists and suffers the threatened harm or submits and thus avoids the threatened harm.

UNC Charlotte and Sexual Harassment

The University Policy # 502, Sexual Harassment and Grievance Procedures of UNC Charlotte makes it clear that it is the responsibility of all students in the University to conduct herself or himself in such a way as to contribute to an environment free of sexual harassment.

See University Policy #502

https://legal.uncc.edu/policies/up-502#I

The law and University policy have been designed to protect you from sexual harassment and to provide prompt university help should it occur. You have the responsibility to recognize, discourage, and report conduct that may constitute sexual harassment.

If the student is not sure the behavior constitutes sexual harassment, consider these questions:

- Is this verbal or physical behavior sexual in nature?
- Is the conduct between parties of unequal power or authority?
- Is the behavior being initiated by one of the parties? Does the student have to tolerate that type of conduct to avoid consequences?
Is the conduct so offensive that it creates an unpleasant environment for the student?

If the student answered “yes” to any of these questions, the conduct may well be sexual harassment.

Students may feel reluctant to report incidents because they believe their personal and professional standing with the agency, school, and community will be threatened. Sexual harassment is a violation of power and trust that can lead to unresolved emotional issues and may have long-term career implications. Reporting harassment, at minimum, should mean that the harassment stops and that there is not reprisal for having reported the harassment.

Sexual harassment occurs in many forms, ranging from jokes involving sexual themes to sexual intercourse. Sexual harassment is currently defined as verbal (pressure for sexual activity, comments about the female or male body, sexual boasting, and sexist and homophobic comments); nonverbal (looking up dresses or down shirts, obscene gestures, and suggestive sounds); physical contact (touching, patting, pinching, kissing, etc.); or environmental (sexually offensive literature, pictures, or music). Verbal harassment is the most common form of harassment.

Agencies are compelled by law to address the issue of sexual harassment by seeking solutions to such work-related abuse through programs of prevention, clear policies, and effective mediation and discipline.

**Intervention**

What should students do if they encounter sexual harassment at the Field Placement agency?

The circumstances of the harassment will assist to fashion the response. Consider the following steps:

- **Speak to the offensive person at the time the incident occurred.** Speaking directly to the person will often result in the harassment stopping, particularly if it has been nonintentional. Sometimes, however, speaking directly to the person will not be enough to make the offensive behavior stop.

- **Report the harassment** Report the harassment to a person in a position of authority. This may include the offender’s supervisor or agency director, your Field Liaison or your Field Instructor. Always report any incidents of sexual harassment to your Field Instructor, your Field Liaison and the Director of Field Education.

- **Keep a Record** Keep a detailed record of what has been happening can be extremely helpful. It enables you to take a form of personal action, and it provides you with information you need in deciding how to best confront and stop the offending behavior. It is important to document the circumstances of the harassment, including dates, times; quotations, other details of the interaction/situation, and verification from any witnesses.

- **Write about it** Write up a three-part account of the incident(s): first provide a chronology of the facts as you see them. Second, identify your feelings and any negative
impact you have experienced; and third, determine what you would like to see happen next. The writing process can be invaluable in assisting you to sort out your own thoughts and to decide how you want to handle the situation. It is important to document the circumstances of the harassment, including dates, times; quotations, other details of the interaction/situation, and verification from any witnesses;

- Document your work accomplishments and maintain copies of evaluations. This documentation may be critical if your work performance becomes an issue when you take action against the harassment;

- Refer to the Field Agency Policy and Procedure on Sexual Harassment, as well as, the School of Social Work Policy and Procedure. Students should consider filing a formal complaint as per the agency policy and may also consider a complaint through the North Carolinas Social Work Licensure Board; If the situation was not resolved at the time of the occurrence or there is a pattern of behavior, consult with your Faculty Liaison on next steps and also request a formal meeting with the person who has harassed you with your Field Instructor and/ or faculty liaison.

Technology

Due to developments and innovation in the technology, social work practice has also had tremendous changes. NASW and ASWB Standards for Technology and Social Work Practice is a resource that focuses on this area.


It is the expectation of the School of Social Work that each student become familiar with the Standards and review before placement in practicum. The use of technology includes, but is not limited to the use of internet search tools, virtual sessions with clients, use of avatars for online services, cell phones, computers, texting, and consideration related to licensure, informed consent, privacy and confidentiality.

Students must consider the following before placement:

1. Does your agency have written policies on the use of technology?
   - Review the policy and discuss with your Field Instructor
   - If you agency has access for clients using technology does it assure equal access to vulnerable populations who may not have access
   - Is your email system encrypted and secure
   - Do you advise clients in the initial session on information related to the use of technology?
   - If virtual sessions are conducted is the platform for services secure?
   - If your practice uses Avatars is there a mechanism to confirm the client’s identity?

2. What are your skills in the area of technology and do you have to further develop knowledge
• Are you skilled in the use of computer software which will allow you to track data, do presentations, circulate information
• Are you familiar with electronic records

3. Regulatory Compliance
• Are you aware of licensure requirements in other states and the support services
• If your agency does virtual services cross state are you aware of services for emergency supports or the continuum of care in the state where the client is

To help facilitate these conversations, consider the following topics for discussion with your Field Instructor and/or task supervisor.

1. Is it ethical to search the internet for client information?
2. Is it ethical to look up a client’s Facebook page?