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**BACHELOR OF SOCIAL WORK PROGRAM**

**SCHOOL OF SOCIAL WORK**

**UNIVERSITY OF NEVADA**

**LAS VEGAS**

**2011 - 2012**

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**UNIVERSITY OF NEVADA, LAS VEGAS**

**SCHOOL OF SOCIAL WORK**

**BSW PROGRAM**

**INTRODUCTION**

The University of Nevada, Las Vegas (UNLV) is a rapidly growing, relatively young university with more than 28,000 students. Its formulated mission is to become a premier urban university by concentrating its resources on programs that are student-centered, demonstrably excellent, and responsive to the needs of the local and regional communities. UNLV seeks to become an increasingly dynamic resource for—and partner with—the communities that it serves.

The Greenspun College of Urban Affairs enjoins the University’s mission, as does the School of Social Work, one of six academic programs within the Greenspun College of Urban Affairs. The School of Social Work shares with the Greenspun College of Urban Affairs and UNLV the mission for the advancement of knowledge, promotion of humanistic values, modeling of ethical conduct, and collaborative engagement for the creation of a society based upon social and economic justice and equality of opportunity.

The Las Vegas metropolitan area offers unique challenges to the University, the Greenspun College of Urban Affairs and the School of Social Work to carry out this mission. The economic and social forces of this city are similar to the forces at the beginning of the twentieth century, fast-paced and fragmented, yet hopeful and unyielding. The current population of the Las Vegas metropolitan area is estimated at 1.9 million people and is home to new residents from throughout the United States and the world. This number includes approximately 490,000 children and 220,000 retired persons. Whereas in 2000, 90.4% of the population was white, the percentage is now about 60.9%; the Hispanic/Latino population in 2000 was 5.5% of the total population and is now 29.1%. Currently, the remainder of the population identifies as 10.5% African American, almost 9.4% as Asian/Pacific Islander, and 0.7% as American Indian (*Clark County QuickFacts* from the U.S. Census Bureau, 2010 Census). The Hispanic/Latino population is the fastest-growing minority population; earlier estimates that this population might become 30% of the total population by 2030 have been nearly met by this 29.1% percentage as of 2010. In the Las Vegas valley there is a growing retirement community with increasing medical and social needs, as well as a newer population of refugees from far-flung nations and some 10,000+ homeless people. Thus the social and economic needs of the poor and working class here are prominent, yet set in a casino culture with individualistic economic and political philosophies.

However, as another sign of the current economic recession of the past couple of years, Las Vegas now has an unemployment rate of 14.1% (as of May 2010), one of the highest in the nation. Although Las Vegas is known as the gaming capital of the world, alongside its bright lights, theme casinos, and hopes of million dollar jackpots, many people come to Las Vegas for the chance to earn a living. About 19% of the Las Vegas area's work force was employed by the hotel and gaming industry, and another 8% employed by the construction industry prior to the recent economic recession. Here people work hard with hopes of raising their standard of living and that of their children, but along with others here, sometimes with multiple, interacting human service needs particularly evident in times of economic recession.

The social work profession has its historical roots in organized responses to urban problems, urban poverty, and the needs of newly arrived immigrants adjusting to American society in the major, rapidly growing cities of our nation at the turn of the last century. The UNLV School of Social Work is the only school of social work in the southern region of the state. So, together, the University, the College, and the School seek to educate graduates who will contribute to the creation of a just social and economic infrastructure in Las Vegas and southern Nevada at the beginning of the 21st century. The MSW and BSW programs of the School of Social Work carry out the School's mission through (1) the education of students who will deliver services to individuals, families, groups, organizations and communities, and (2) a comprehensive field education program.

The UNLV School of Social Work Student Handbook is provided as a supplement to the UNLV Graduate Catalog, the UNLV Student Handbook, and other student publications. All of these provide official and comprehensive information regarding organizational, academic and curricular aspects of the University. Students are responsible for becoming knowledgeable regarding the information in these various sources.

Catalogs are online and can be purchased at the University Bookstore; the UNLV Student Handbook is given to all new students and is available at the Student Union. All of these are available for use in the reference department of the library and can be found on the UNLV web site - http: //www.unlv.edu/. They cover all basic information related to:

* The campus
* Academic Policies
* Student Financial Services
* Campus Safety and Student Disciplinary Procedures
* Specific Curricular Requirements
* Course Descriptions

The School of Social Work BSW Student Handbook provides the following information:

* The Mission and Goal Statements of the School of Social Work
* School and University Policies
* Faculty
* Student Organizations
* NASW Code of Ethics
* CSWE Educational Policy and Accreditation Standards
* Undergraduate Social Work Program (BSW) - Objectives, Degree Planning Worksheets, approved cross-culture, international and elective courses, and the suggested four year course plan
* Field entrance requirements

**BSW PROGRAM**

**PROGRAM DESCRIPTION**

DIRECTOR: Joanne Thompson

BSW COORDINATOR: Satish Sharma

FACULTY: Vicky Albert, Kathleen Bergquist, Ramona Denby Brinson, William Epstein, Abbie Kirkendall, Mary Ann Overcamp-Martini, Sandra Owens, Leroy Pelton, Satish Sharma, An-Pyng Sun. Visiting Lecturer: Laurie Lytel

The BSW curriculum is designed to prepare students for beginning generalist social work practice. The BSW curriculum provides basic knowledge and skills required for generalist social work practice using a systems approach, the person-in-environment and strengths perspectives. Sheafor and Landon (1987) state that “…the social worker has an eclectic theoretical base for practice, . . . is grounded in a systems framework suitable for assessing multiple points for potential intervention, . . .perceives that productive intervention occurs at every practice level (individual to community) and that frequently the most effective and beneficial changes occur through multilevel interventions,” and understands that “…a central responsibility of social work practice is the guidance of the planned change or problem-solving process” (p. 666). The generalist perspective complements the inter-relatedness of client problems and social conditions.

Knowledge values, and skills learned in the BSW Program are applied to individuals, families, groups, organizations and agencies, and communities. The roles and methods of the social worker are varied and intervention strategies target change at all system levels. The aim of the intervention is to empower clients to maintain or attain their maximum level of functioning, utilizing the strengths perspective.

The BSW curriculum is built on (1) a liberal arts base; (2) social work knowledge (biological, socio-cultural, psychological, and human development material; systems and ecological perspectives, and social work/social welfare history); (3) social work purpose; (4) a focus on person-in-environment; (5) professionalism; (6) sanctioned work purpose; (7) social work values and philosophy; (8) basic communication skills; (9) ethnic/diversity sensitivity; (10) knowledge of change process directed at problem resolution; and (11) understanding human relationships.

The competencies students are expected to gain from the generalist BSW Program include (1) engagement in interpersonal helping; (2) management of change processes; (3) use of multilevel intervention modes; (4) ability to intervene in multi-sized systems; (5) ability to perform varied practice roles; (6) ability to assess/examine one’s own practice, and (7) ability to function within a social agency.

BSW PROGRAM RATIONALE, MISSION AND GOALS

The rationale for the University of Nevada, Las Vegas Bachelor of Social Work program is to prepare students for beginning level generalist social work practice. Generalist social work practice is defined as practice with all client systems from individual to community, using multi-methods multi-level approaches based on an open assessment, not tied to a particular theoretical approach (Landon and Feit, 1999).

The program conceptualization of generalist social work practice is based on the view that clients have problems of living that are multiply caused, and that their behaviors are determined by social as well as personal factors. Therefore, beginning level social workers must be educated to intervene at all systems levels from individual, family and groups to larger social systems and communities. Not only do we wish to educate beginning level social workers to be capable of practicing social work at all system levels, we also want students to take into account all system levels as a context for intervention targets. For practice at the individual level, students must assess the family, group, community, organization, policy and the socio-economic context in which the individual is situated, and how these contexts affect the individual’s behavior. Students must also engage in program development and research. Students must assess the responsibilities for the organization’s behavior, as well as the impact of the organization’s behavior on individuals, families, groups, and communities. The normality of human behavior is stressed, as well as the view that social workers must often be advocates for their clients.

In addition, the BSW Program emphasizes that social workers build on their clients’ strengths and empower clients to deal with their environments. To accomplish this, the strengths, ecological and empowering perspective is integrated in the curriculum by emphasizing that social work practitioners must form relationships with clients that are client-centered, and respectful of their perspectives and views. Also, the BSW program stresses nonjudgmental assessments with a problem-solving approach which assumes that clients’ problems rarely reside solely within the clients’ themselves.

**BSW PROGRAM MISSION**

The essential mission of the UNLV School of Social Work’s BSW program is to provide a generalist social work education for beginning level social workers who will deliver human services to diverse urban populations. The mission is carried out through the education of students who will practice at the micro, mezzo and macro levels using a generalist perspective.

**BSW PROGRAM GOALS**

The goals of the Bachelor Program are:

1. To educate students for beginning level generalist social work with diverse urban populations and client systems at all levels (individuals, families, groups, and communities) based on knowledge, values, ethics, and skills of social work practice built on a liberal arts foundation through classroom and coordinated field experience.

2. To educate students to identify and understand the factors that affect human beings throughout the life cycle, with emphasis on diverse urban populations. To educate students to use the bio-psycho-social theoretical frameworks (i.e., systems theory, problem solving model, and the strengths/ empowerment perspective) to understand the dynamic and changing context of interaction between individuals, families, groups, and communities. Students will use this knowledge for assessments and problem solving with all client systems.

3. To educate students to demonstrate basic knowledge and develop skills in social research and statistics for the evaluation of professional practice at all system levels. Students will conduct ethical research with individuals, families, groups, organizations and communities.

4. To educate students to understand social welfare policies and services from history to identification of social problems; policy analysis implementation and evaluation; to analyze the effect of social policies and institutions on diverse urban populations, with a focus on oppression and discrimination and promotion of social and economic justice.

5. To prepare the student for graduate school, and continual professional growth.

**BSW PROGRAM OBJECTIVES/COMPETENCIES**

The objectives of the BSW program reflect the standards of the Council on Social Work Education (CSWE) - Educational Policy and Accreditation Standards (EPAS). The program course assignments, practicum experiences and seminars will allow students the opportunity to achieve the following competencies:

1. Identify with social work field and conduct oneself accordingly
2. Demonstrate an understanding of the NASW Code of Ethics;
3. Establish foundation in life long social work learning, identify with social work as a professional affiliation, and engage in ongoing continuing education and growth beyond the degree program; and
4. Actively engage in social work supervision and consultation.
5. Apply social work ethical principles to guide professional practice
6. Able to manage personal values; guided in the performance of generalist practice social work responsibilities by professional values;
7. Adhere to social work Code(s) of Ethics and consult when interdisciplinary conflicts or dilemmas arise; and
8. Demonstrate culturally competent decision-making.
9. Apply critical thinking to inform and communicate professional judgments
10. Distinguish, appraise and integrate multiple sources of knowledge in undergraduate social work practice (within scope of practice);
11. Ability to systematically and progressively explore, discover, synthesize and apply micro and macro generalist knowledge; and
12. Effectively communicate in oral and written forms in a manner that supports credibility as a competent burgeoning professional.

4. Engage diversity and difference in practice

1. Recognize the impact of oppression, marginalization, alienation, privilege and power on justice and human service delivery;
2. Recognize and understand the impact of difference and similarity on the generalist practice helping relationship; and
3. Continuously evolve as a practitioner through practicum learning experiences and practicum-based engagement with others.

5. Advance human rights and social and economic justice

* 1. Understand the forms & mechanisms of oppression and discrimination;
	2. Advocate for human rights and social and economic justice; and
	3. Engage in generalist social work appropriate practices that advance social and economic justice.
1. Engage in research-informed practice and practice-informed research
2. Able to translate practice experiences into scientific inquiry to contribute to and further the generalist practice knowledge base;
3. Use generalist practice evidence-based research to inform practice methods; and
4. Understand the synergistic, bi-directionality of research and practice and endeavor to maximize the relationship between the two for all undergraduate practicum clients at micro, mezzo and macro levels.
5. Apply knowledge of human behavior and the social environment
6. Use HBSE conceptual frameworks to guide the process of generalist social work assessment, intervention and evaluation; and
7. Critique and apply HBSE knowledge to understand person-in-environment situations and foundation practice related circumstances.

8. Engage in policy practice and advance social and economic well-being and to deliver effective social work services

1. Analyze, formulate and advocate for policies that advance social well-being for practicum clients, their families, related organizations and communities at-large;
2. Collaborate with colleagues and clients for effective policy action; and
3. Actively participate in professional and advocacy organizations as an avenue for advancing socially just and responsible policies.

9. Proactively respond to organizational, community and societal contexts that shape practice

1. Continuously discover, appraise and attend to changing social and technological factors impacting relevant service delivery; and
2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of undergraduate practicum social services.
3. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities, in accordance with EPAS subsections (a)-(d) with specific attention to the direct and indirect, manifest and latent influences and consequences of issues specific to generalist social work practice.

**COUNSELING OUT POLICIES AND PROCEDURES**

**FOR NON-ACADEMIC REASONS**

A student may be terminated from the BSW Program for non-academic reasons as a result of one or more of the following factors:

1. The student has displayed unprofessional conduct in the University or field placement, which represents a substantive violation of the NASW Code of Ethics.

2. The student has exhibited attitudes, values and/or behaviors that are grossly inconsistent with the NASW Code of Ethics and the profession of social work.

3. The student’s mental health is impaired to the extent that the student is unable to meet the expectations of the Program. Such impairments may include, but are not limited to, psychosis, severe depression, violent behavior, inappropriate affect, irrational behavior or other symptomology, which interferes with the student’s ability to meet the expectations of the Social Work Program.

4. The student is abusing non-prescription or prescribed substances.

5. The student is not meeting the Program’s expectations for performance in the field placement. Unacceptable performance in the field placements may include but is not limited to the student not fulfilling his/her assigned responsibilities for the field placement, consistent tardiness or absence in the field placement, displaying an inability to engage in a professional helping relationship with clients, an inability to appropriately use supervision, violating the NASW Code of Ethics, and/or inappropriate conduct toward clients or agency staff.

6. The student has been engaged in criminal behavior that has or could result in the conviction of a felony.

7. The student has given false information about him/herself in the admissions procedure or to any staff associated with the program, including employees of field placements, and clients.

8. The student displays unacceptable behavior toward faculty and/or students that undermines the teaching process.

9. The student’s behavior violates provisions of the College’s Student Conduct Code.

10. Other behaviors which evidence the student’s inability to adequately handle the demands of professional social work practice, such as, but not limited to, consistently not meeting deadlines in field or academic settings, consistently being unable to manage personal difficulties so that they don’t interfere with the student’s ability to meet academic responsibilities, an inability to engage in self-observation and reflection and an inability to accept constructive criticism.

**Step 1: Meeting of Faculty, Student and Student’s Advisor**

A faculty member concerned about a student’s ability to continue in the social work program will call a meeting with the student and his/her advisor. Individuals involved are provided with information pertaining to the nature of the concerns. The purpose of this meeting is a collaborative brainstorming between the student, the involved faculty member, and advisor leading to a possible corrective action to remedy the presenting problem(s). A time line to meet the criteria is specified. A monitoring process is established, and agreed upon by faculty member, advisor and student.

Procedures are:

1. Meeting with student, faculty member and advisor.
2. Corrective actions are established between student, faculty member and advisor.
3. Time line for completion is specified and the next meeting(s) scheduled to evaluate progress.
4. Appropriate documentation is established.
5. Written agreement outlining the above is signed and dated by all parties.

**Step 2: Follow-up Evaluation of Corrective Action Procedures**

Faculty member, student and advisor meet at the completion of the corrective action plan to evaluate progress. Parties may explore further course(s) of action. If the matter is not resolved, all documentation will be submitted to the School of Social Work Grievance Committee by the advisor in consultation with the student.

**Step 3: School of Social Work Grievance Committee**

The chair of the Grievance Committee will notify all parties of the time, place and date of the hearing. Relevant information will be distributed to all members of the Grievance Committee at least one week before the scheduled meeting. Upon conclusion of the hearing, the Grievance Committee will submit its recommendation(s) to the Director in writing.

**Step 4: Program Director Recommendations**

Program Director reviews documentation and renders a decision. Decision may include:

* Referral for specified services
* Temporary leave of absence
* Movement into a different major, program, or class
* Probation
* Suspension
* Other

**Step 5: University Grievance Committee**

If the student disagrees with the decision by the Director, the student follows the grievance procedures outlined in the University of Nevada, Las Vegas Student Handbook.

The UNLV Student Handbook advises a process for students having a grievance issue. Students are first advised to resolve their grievance with the instructor and if the grievance remains unresolved, to follow the process described above. Students may take unresolved grievances to higher administration, include the Provost, the President, and the Board of Regents, and may also direct grievances to the Office of Diversity Initiatives. Students are advised of the process for dealing with a grievance or complaint at the BSW student orientation conducted by the School.

 **CREDIT TOWARDS DEGREE**

A course in which a grade of less than C was received will not be considered for use toward the degree. Experimental, experiential (life and work experiences), correspondence, and audited courses may not be applied toward the degree.

**SCHOOL CURRICULUM POLICIES**

**SEQUENCING POLICY**

The School of Social Work is committed to designing and implementing a course plan that is best suited for the academic preparations of beginning generalist social workers. Students are therefore required to enroll in and complete courses as specified in the course sequencing policy of the School. Students will not be permitted to take courses out of sequence. Thus, students may have to minimize or eliminate some personal and professional commitments in order to adequately complete the required sequence of courses.

Students who fail (a C- or lower) a Social Work core course must re-enroll in the course and obtain a passing grade prior to enrolling in subsequent courses. Students who receive an incomplete due to circumstances beyond their control, (e.g., a documented serious illness, or verified death of a family member) ***may*** be permitted to enroll in subsequent required courses while simultaneously completing the assignments necessary to resolve the incomplete course grade. Prior to enrollment, students with "medical incompletes" must first meet with their instructor and the BSW Coordinator so that a comprehensive review of their situation can be made. Students who are permitted to proceed with classes yet do not complete the assignments required to resolve the incomplete grade will not be permitted to enroll in any subsequent classes until the incomplete is resolved.

**INDEPENDENT STUDY POLICY**

The School of Social Work supports students' desires to study one-on-one with an instructor of their choice when the proposed course is intended to satisfy an elective, ethnic studies, or foreign culture requirement. An independent study used to fulfill a core, school required course is not allowed. Exceptions should be brought to the attention of the BSW Coordinator via the petition process.

**SEQUENCING OF SW 420 AND 421**

Co-enrollment in SW 420 and 421 is not permitted. Those students who fail (earn a grade of less than a “C”) 420 cannot be granted permission to enroll in 421. The assumption is that a student who receives a failing grade is not ready to progress to the next level without first repeating the material not previously mastered.

Exceptions to this policy will be granted only to those students who receive a medical incomplete ("I") in SW 420. Under special permission, these students ***may*** complete unfinished assignments while simultaneously enrolled in 421.

For students without a medical excuse, unfinished work from 420 must be submitted prior to the date established by the university as the *"last day to withdraw from a class and receive a 100% refund"* (this date is typically within the first week of the semester). Students who do not meet the deadline will be withdrawn from their second senior block courses (SW 421, 429 and 481).

Advising Policy

Social Work majors receive three advisors:

1. Career Advisor (Full-time Social Work Faculty Member)

2. BSW Program Advisor (BSW Coordinator)

3. Urban Affairs Academic Advisor (Academic Advisor located in the College Advising Center)

*Career Advisor:* Career Advisors are full-time social work faculty members who are available to answer questions that pertain to student life, career choices, graduate degree options, and social work licensing requirements. STUDENTS RECEIVE A CAREER ADVISOR ONCE THEY HAVE BEEN ACCEPTED INTO THE PROGRAM.

*BSW Program Advisor:* The BSW Program Advisor, known as the BSW Coordinator, is a full-time social work faculty member who assists students in their overall acclimation into the BSW program. The BSW Coordinator helps students select social work courses and related electives. The BSW Coordinator socializes students into the nature of required social work courses. The BSW Coordinator is the point of contact for completing School and University petitions, appeals, independent study requests, and other BSW paperwork. The BSW Coordinator conducts monthly student information sessions and specialized workshops in coordination with the Advising Center. THE BSW COORDINATOR IS AVAILABLE TO ALL STUDENTS IN THE MAJOR (SWKPRE, SWK).

*Urban Affairs Academic Advisor:* Urban Affairs Academic Advisors are assigned to students throughout the course of their entire UNLV matriculation. Urban Affairs Advisors are the primary point of contact in the selection of courses. Urban Affairs Advisors maintain and record students' academic checklists, assist students in their preparation of BSW application material (e.g., transcript review), review and certify transfer credits, and prepare graduation applications.

Nondiscrimination Policy

The University of Nevada, Las Vegas does not discriminate on the basis of race, color, creed, religion, national origin, disability, sexual orientation, age, gender, or veteran status with regard to assistance or disability in employment or admission to education programs and activities. Inquiries concerning compliance with Federal and State Laws prohibiting such discrimination should be directed to the University’s Affirmative Action Office.

In the recruitment of faculty and students, women and persons of diverse racial and cultural backgrounds are encouraged to apply. The School of Social Work values diversity in all its forms and seeks to encourage diversity in all its efforts, including admissions, faculty recruitment, curriculum goals and course content, hiring of part-time faculty, and in creating field placement opportunities that promote the appreciation of human diversity.

SEXUAL HARASSMENT POLICY

The School of Social Work is also committed to the development of and enforcement of policies that address sexual harassment. The University policy on sexual harassment is as follows:

**University of Nevada Las Vegas Policy on Sexual Harassment**

It is the policy of the University of Nevada, Las Vegas, to maintain the University community as a place of work and study for staff, faculty and students that is free of sexual harassment and all forms of sexual intimidation and exploitation. This stance is consistent with the University’s effort to maintain equal employment opportunity, equal educational opportunity, non-discrimination in programs, services, and use of facilities, and the Affirmative Action program.

**Definition of Sexual Harassment**

In its policy on sexual harassment, the University states that:

The determination of what constitutes sexual harassment will vary with the particular circumstances, but it may be described generally as repeated and unwanted sexual behavior, such as physical contact and verbal comments or suggestions which adversely affect the working or learning environment.

Often sexual harassment involves relationships of unequal power and contains elements of coercion as when compliance with requests for sexual favors become a criterion for granting work, study, or grading benefits. However, sexual harassment may also involve relationships among equals, as when repeated and unwelcome sexual advances or demeaning verbal behavior have a harmful effect on a person's ability to study or work.

For general policy purposes, sexual harassment may be described as sexual advances, requests for sexual favors, and other physical conduct and expressive behavior of a sexual nature where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic standing;

2. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual;

3. Such conduct has the effect of interfering with an individual’s academic or work performance or creating an intimidating, hostile, or demeaning employment or education environment.

Examples of sexual harassment can be verbal, nonverbal, or physical and may include the following if such behavior is unwelcome and is not reciprocated: sexual propositions, obscene gestures or remarks, suggestive or insulting sounds, and unacceptable body contact.

In keeping with this policy, the University of Nevada, Las Vegas is undertaking a plan of action to protect employees, students, and users of university facilities from sexual harassment and to rid the university of such conduct.

Faculty and professional staff report cases of sexual harassment to the University Administrative Code Officer; classified staff report cases to the Office of Human Resources; students can report cases of sexual harassment to the Student Judicial Affairs Officer. All University community members may also take issues of sexual harassment to the Office of Diversity Initiatives. Students, faculty, and staff are made aware of the sexual harassment policy by its publication in the School’s Graduate Student Handbook and in University-wide seminars conducted by the Office of Diversity Initiatives.

HIV/AIDS POLICY STATEMENT

**COMPLIANCE STATEMENT**

The University of Nevada, Las Vegas considers people with AIDS to have a disability if they meet the guidelines under the Americans with Disabilities Act of 1990, the Federal Rehabilitation Act of 1973, and the Occupational Safety and Health Act. The University prohibits discrimination against those with disabilities. Faculty, staff, and students may not refuse to work with or withhold their services from a person with HIV/AIDS. They may not harass or otherwise discriminate against an employee/student with HIV infection and/or AIDS. This document outlines campus policy regarding HIV infection.

**CONFIDENTIALITY**

The University of Nevada, Las Vegas will treat all information about persons with HIV infection and/or AIDS as confidential. Members of the University community are expected to take careful precautions to protect the confidentiality of information regarding an employee/ student with HIV infection or AIDS. Failure to maintain confidentiality may result in disciplinary action.

**TRAINING**

The University of Nevada, Las Vegas will seek to train its employees/students on how HIV infection and AIDS are contracted and spread, to define the risk in the workplace, to minimize fear among co-workers, and to prevent transmission of the disease. Techniques for achieving this education and training include printed materials, periodic updates of information, audio/visual presentations, small group discussions, and community outreach programs.

HIV infection will be dealt with by the University of Nevada, Las Vegas on a case-by-case basis to determine if reasonable accommodation is necessary.

This policy statement was developed by the Campus Committee on HIV/AIDS.

**DISABILITY ACCOMMODATIONS**

Students with a documented disability will have their documentation kept in a confidential file in UNLV Disability Resource Center (DRC). DRC policy requires that students take a service letter to their faculty at the beginning of the semester. The letter stipulates the services approved for the student, but not the disability. If you have a documented disability that may require assistance, you will need to contact the Disability Resource Center (DRC) for coordination of your academic accommodations. The DRC is located in the Reynolds Student Services Complex, room 137. The phone number is 895-0866 (TDD 895-0652).

CONSENSUAL RELATIONSHIPS POLICY

The University of Nevada, Las Vegas’ mission is to promote the personal and academic development of students. The mission is promoted by professionalism in relationships between members of the university community. It is the university’s goal to create an environment conducive to learning where students, faculty, and staff trust and respect one another.

The University of Nevada, Las Vegas prohibits romantic or sexual relationships between members of the university community when one of the individuals involved has direct professional influence or direct authority over the other. In that circumstance, both the university and the person in the position of influence are vulnerable to charges of sexual harassment from the person in the position of lesser power and/or by third parties.

Consensual relationships existing between individuals – neither of whom has direct professional influence or authority over the other – are not prohibited by this policy.

A member of the university community is considered to have direct professional power or direct authority over another individual when he or she is in the position to do any of the following:

• Supervise a student in any capacity, including evaluating any academic work, assigning grades, academic advising, formal psychological counseling, or serving on thesis, dissertation, or scholarship committees.

• Influence a student’s employment, graduate assistantship, housing, participation in athletics or any other University activity.

• Supervise and/or evaluate the work performance of a member of the faculty or professional or classified staff.

• Recommend or award merit or promotions to a member of the faculty or professional or classified staff.

• Serve on promotion or tenure committees.

When a romantic or sexual relationship exists, both parties involved may be subject to disciplinary action. Both parties are equally responsible for reporting the existence of the relationship to the appropriate supervisor at the beginning of the relationship. A self-report will be kept confidential by the supervisor unless university policy requires him/her to divulge it. Once the university administration learns of a romantic or sexual relationship, whether through self-reporting or otherwise, it will take immediate steps to eliminate the power or authority of the one individual over the other.

This may be accomplished by reassigning duties or responsibilities or requiring withdrawal from a committee. If the individuals involved fail to comply with this policy, or if the relationship is not self-reported, the university may impose one or more of the sanctions available through its disciplinary procedures, as outlined in the UCCSN Code (for faculty and professional staff), the Nevada Administrative Code (for classified staff), or the UNLV Student Conduct Code (for students).

When a relationship exists between a student who is being paid to administer a recognized student organization/group and another member of that organization/group, the above policy applies. If the student leader involved in such a relationship is not being paid to administer the organization, special circumstances apply, the involved students will report the relationship to the organization’s advisor (or another university representative assigned by the Office of the Vice President of Student Services). Thereafter, they will refrain from making decisions within the organization that are designed specifically to benefit or harm the other individual in the relationship. This policy shall not be construed to mean that either party to the relationship will necessarily be required to forfeit his or her membership status or position within the organization.

Persons bringing groundless or malicious charges under this policy are subject to disciplinary action for personal misconduct under the appropriate faculty/staff personnel policies or the Student Conduct Code.

**UNIVERSITY ASSOCIATION OF SOCIAL WORK STUDENTS**

**(UASWS)**

The University Association of Social Work Students is an organization of students who are Social Work majors, and other students interested in the profession of Social Work. The UASWS is organized to develop activities deemed helpful or necessary to benefit Social Work students. The Association is a UNLV student group recognized by CSUN.

**PURPOSE OF UASWS**

• To provide workshops and seminars on social issues, social change and social work education.

• To present a positive image of Social Workers on campus and in the community.

• To serve the needs of members as developing professionals.

• To provide student representation in the UNLV School of Social Work.

• To provide social and professional association for the student social work community.

**UASWS MEETINGS**

Meetings are held periodically according to the need and discretion of UASWS. Content of meetings consists of workshops, speakers, and group discussion on issues of concern to members, and organizational business. Speakers share up-to-date information and discuss professional social work practice, employment, education, and other concerns of special interest to social work students.

**PHI ALPHA HONOR SOCIETY**

The Delta Chapter of Phi Alpha Honor Society is located in the School of Social Work at the University of Nevada, Las Vegas.

**PURPOSE OF PHI ALPHA**

• To recognize and promote scholastic achievement among students in the social work programs (BSW – MSW) at UNLV.

• To recognize, improve, and further the goals of social work in the community, state, nation, and the world.

• To stimulate interest in preparation for a career in social work.

• To encourage continued study and research at the BSW and MSW levels in professional practice.

• To recognize those professional social workers whose service contribution and leadership are held in esteem.

**MEMBERSHIP REQUIREMENTS**

Membership is open to UNLV School of Social Work BSW majors who:

1. Are admitted to the major
2. Have completed nine (9) credits in the BSW program.
3. Achieve an overall college grade point average of 3.50 and a minimum of 30 credits.

**DUES**

The initiation fee is $35.00 and includes a Phi Alpha T-shirt and first year chapter dues. Yearly dues are $10.00.

**Membership applications are available in the School office.**

## Greenspun College of Urban Affairs

**Purpose and Focus**

The Greenspun College of Urban Affairs is dedicated to the personal and academic development of its students, the advancement of the theoretical and applied body of knowledge of its disciplines, and the improvement of public policy and professional practices. Undergraduate study in the college emphasizes improvement of the quality of urban life through preparing students for professional practice in each of its disciplines. This is accomplished by participating in a dynamic partnership of interdisciplinary learning, service and scholarship that is founded on active collaboration among students, faculty, professionals and community members. Faculty in the college are scholars as well as professionals who are well qualified to guide the development of students into discipline-based professional practice.

**Departments, Majors, and Undergraduate Degrees**

**College of Urban Affairs**

Library Science Program

**Department of Communication Studies**

Communication Studies - Bachelor of Arts

**Department of Criminal Justice**

Criminal Justice - Bachelor of Arts

**Department of Environmental Studies**

Environmental Studies - Bachelor of Arts

Environmental Studies - Bachelor of Science

**Hank Greenspun School of Journalism and Media Studies**

Journalism and Media Studies - Bachelor of Arts

**Department of Marriage, Family and Community Counseling**

**Department of Public Administration**

Public Administration – Bachelor of Science

**School of Social Work**

Social Work – Bachelor of Social Work

**Graduate Degree Programs**

Communication Studies - Master of Arts

Criminal Justice - Master of Arts,

 Professional Master’s Degree

Environmental Studies – Doctor of

 Philosophy, Master of Science

Journalism and Media Studies – Master of

 Arts

Marriage & Family Therapy – Master of

 Science

Public Administration – Master of Public

 Administration

Social Work – Master of Social Work

**Minors**

Communication Studies

Criminal Justice

Environmental Studies

Family Studies

Journalism and Media Studies

**Admission to the College**

GPA: 2.00

**Admission Policies:** Students are admitted to degree programs offered by the departments and schools in the college, thus admission requirements vary and prospective students should consult departmental/school requirements in the appropriate sections. The College of Urban Affairs has an overall cumulative 2.00 grade point average entrance and graduation requirement. Individual departments and schools within the Greenspun College of Urban Affairs may have specific requirements their majors.

**Transfer Policies:** Students should refer to the Student Advising Center for the specific articulation of transfer credit. University policies require that a candidate for the bachelor’s degree must complete the last 30 semester credits in uninterrupted residence as a major in the college from which the degree is expected.

**College Policies**

Academic Requirements: Students may not fulfill the university and college requirements with courses in their major field. No course may satisfy more than one requirement. The only exceptions to this policy are the international, multicultural, and computer information technology courses. Students fulfilling these college requirements will simultaneously satisfy University and Community College System of Nevada and University of Nevada, Las Vegas General Education requirements.

**Probation/Suspension:**  Students whose cumulative GPA falls below a 2.00 will be put on probation and will be sent a letter of notification regarding their status. These students must meet with an academic advisor in the college’s Student Advising Center to complete a contract.

 Students should consult with the Student Advising Center regarding the college’s probation policy and for the procedure for reinstatement following either university or college suspension.

**Advisement**

The Greenspun College of Urban Affairs Student Advising Center provides academic advising for the disciplines that comprise the College of Urban Affairs: Communication Studies, Criminal Justice, Environmental Studies, Journalism and Media Studies, Marriage, Family and Community Counseling, Public Administration and Social Work. The Student Advising Center responds to the needs of its students by assisting them with clarifying academic goals, development meaningful educational plans, selecting the appropriate courses, and monitoring student progress. Advising is conducted primarily by appointment Monday through Friday 8:00 a.m. to 5:00 p.m. by calling 895-1009.

Recommended Courses that Meet General Education Core Requirements: The Greenspun College of Urban Affairs offers several courses that meet the University’s General Education Core Requirements. These include:

Logic Requirement; COM 205;

Social Sciences Requirement; CED 117 (formerly COU 117), CRJ 104 (formerly CRJ 101), CRJ 270 (formerly CRJ 334), CRJ 435, 436, 438, 469, MFT 150, 360 and SW 101;

Science Requirement: ENV 101 (formerly ENV 100), ENV 220;

Humanities Requirements: COM 101, 211, 216;

Multicultural Requirement: COM 412 (formerly 305), CED 200 (formerly COU 200), CRJ 428, 429, MFT 225;

International Requirement: CRJ 407 (formerly CRJ 421), CRJ 411 (formerly CRJ 348), HON 400H-Honors Rhetoric, ENV 205, JOUR 475, SW 402, SW 493;

Computer or Information Technology Requirement: COM 333, 433.

 **School of Social Work**

**Purpose and Focus**

The objective of the Bachelor of Social Work degree is to prepare students for beginning level generalist social work practice.

**Program/Learning Outcomes**

Upon completion of the Bachelor of Social Work degree, BSW students will:

1. Conduct generalist social work practice with client systems at micro, mezzo, and macro levels.
2. Promote economic and social justice for diverse populations, with an emphasis on urban communities.
3. Have a desire for lifelong learning and professional development.
4. Have the foundation knowledge to enter graduate studies.

**Bachelor of Social Work Systematic Outcome Measures**

The school of Social Work assesses outcomes through course outcome measures, exit surveys, field evaluation, alumni surveys and successful completion of the Social Work Licensure Exam.

**Accreditation**

Northwest Association of Schools and Colleges Council on Social Work Education (CSWE)

**Undergraduate Major**

Social Work

**Admission to the Major**

GPA: 2.00

**Admission Policies:** Students will be assigned a Pre-Social Work Major (Pre-SWK) designation until they have completed the following pre-major requirements:

1. Pre-SWK Core (12 credits total): SW 101, 315, 410. One course in Multicultural or International Studies.
2. UNLV General Education Core Courses (46-49 credits total)

ENG 101, 102 and Literature (9 credits)

U.S. and Nevada Constitutions (3-6 credits)

Logic (3 credits)

MATH 124 (3 credits)

Social Sciences: SOC 101, PSY 101, ANTH 101 (9 credits)

Fine Arts: Three-credit intro., survey or appreciation course and three additional credits in Fine Arts; approved Multicultural or International Studies courses in Fine Arts may also be used (6 credits)

Sciences: BIOL 101 and one three credit non-lab course (7 credits).

Humanities: COM 101 and one three-credit course in Humanities; approved Multicultural or International Studies courses in Humanities may also be used (6 credits).

Students may declare PRE-SWK as a major at anytime during their academic career; however, students **must apply for admission** to the major during the last semester of their sophomore year. Students are **admitted** to the Social Work program upon completion of a minimum of 60 credits of university core including Pre-SWK requirements as outlined above and have a minimum overall GPA of 2.00. Applications for admission are available in the Social Work office (GUA 3151) and on- line at socialwork.unlv.edu and at the Urban Affairs Student Advising Center.

**School Policies**

**Field Practicum Requirements:** In order to enroll in field practicum (SW 419 and SW 429), a student must have senior standing (90 credits), have completed the required prerequisites, including 411L & 411S, be admitted to the full major, and have completed an application for field placement in consultation with field director. SW 419 must be taken concurrently with SW 420. SW 429 must be taken concurrently with SW 421 and SW 481.

**Advisement**

Students who declare social work as a major will be assigned a career advisor by the School of Social Work. Upon declaring social work as a major, a student must contact the Urban Affairs Student Advising Center for academic advising. Students are expected to schedule appointments with both the academic and social work advisor at least once per semester in order to plan course scheduling and to monitor professional progress.

**Sequencing Policy**

The School of Social Work is committed to designing and implementing a course plan that is best for the academic preparation of beginning generalist social workers. Students are therefore required to enroll in a complete course as specified in the course sequencing policy of the school. Students will not be permitted to take courses out of sequence. Thus, students may have to minimize or climatic some personal and professional commitments in order to adequately complete the required sequence of courses.

Students who fail a social work core course must re-enroll in the course and obtain a passing grade prior to enrolling in subsequent courses. Students who receive an incomplete due to circumstances beyond their control, (e.g., documented serious illness, or verified death of a family member) may be permitted to enroll in subsequent required courses while simultaneously completing the assignments necessary to resolve the incomplete course grade. Prior to enrollment, students with “medical incomplete” must first meet with their instructors and BSW Coordinator so that a comprehensive review of their situation can be made. Students who are permitted to proceed with classes, yet do not complete the assignments required to resolve the incomplete grade, will not be permitted to enroll in any subsequent classes until the incomplete is resolved.

**Sequencing of SW 420 and 421**

Co-enrollment in SW 420 and 421 is not permitted. Those students who fail 420 cannot be granted permission to enroll in 421. The assumption is that a student who receives a failing grade is not ready to progress to the next level without first repeating the material not previously mastered.

Exceptions to this policy will be granted only to those students who receive medical incomplete (“I”) in SW 420. Under special permission, these students may complete unfinished assignments while simultaneously enrolled in 421.

For students without a medical excuse, unfinished work from 420 must be submitted prior to the date established by the university as the “last day to withdraw from a class and receive a 100% refund” (this date is typically within the first week of the semester). Students who do not meet the deadline will be withdrawn from their second senior block courses (SW 421, 429 and 481).

**Courses for Social Work Majors**

With the exception of social work electives, and multicultural and international courses, SW 411L, 411S through SW 481 are for full social work majors only. Non-admitted students and pre-social work majors will not be permitted to enroll in these courses.

**Classes for Full Majors**

Students must be accepted into the BSW Program and be a Full Major **PRIOR** to taking the following classes:

 SW 401 SW 421

 SW 411L SW 411S

 SW 425 SW 426

 SW 416 SW 429

 SW 419 SW 481

 SW 420

**Independent Study Policy**

The School of Social Work supports students’ desires to study one-on-one with an instructor of their choice when the proposed course is intended to satisfy an elective, ethnic studies, or foreign culture requirement. An independent study intended to fulfill a core, school required course is not permitted. Exceptions should be brought to the attention of the BSW Coordinator via the petition process.

**Minimum Competency Policy**

The School of Social Work is committed to ensuring that students graduating from our program possess and demonstrate the ability to fulfill their profession obligations to the client, the agency, the community, the society, and the profession of social work. Students are therefore required to earn a final semester grade of at least a C (not a C-) for all core social work courses, (i.e. all department courses – SW 101-481, SWK ETS, including outside classes taken to satisfy the SWK electives, including outside classes taken to satisfy the SWK ETS requirement, SWK Independent Study). Students who do not earn the minimum grade of a C grade will prohibit students from sequencing into the next set of core classes.

**Degree Requirements**

**Social Work**

English Composition ……….….….6 credits

 ENG 101 and 102

English Literature…………..…...…3 credits

Logic………….…….……….…..…3 credits

Mathematics…………….…..…..…3 credits

 MATH 124

Computer or Information Technology (included in the School of Social Work core curriculum)

Constitutions…………….…...…3-6 credits

Social Sciences…………..……..….9 credits

 SOC 101, PSY 101, and ANTH 101

Sciences…………………..….…6-8 credits

 BIOL 100 and a three-credit science

 Course

Fine Arts….…………………...…...6 credits

Three credits in intro., survey or appreciation, and three additional credits in fire arts; approved Multicultural or International Studies courses in Fine Arts may also be used.

Humanities……….……………..…6 credits

COM 101 and three additional credits in Humanities; approved Multicultural or International Studies courses in Humanities may also be used.

Multicultural………..…….…..…(see notes)

International………….………….(see notes)

Social Work Major Requirements.45 credits

SW 101, 315, 401, 410, 411L, 411S, 416, 419, 420, 421, 425, 426, 429, and 481.

Additional Requirements….….……9 credits

ECON 180 and two three-credit courses in Ethnic Studies (ETS). Note: Approved Multicultural, International Studies or American Sign Language courses may satisfy the ETS requirement.

Social Work Electives….…..…..…6 credits

Electives…………………...……...8 credits

Multicultural requirement (may be used to simultaneously meet major requirements or other core requirements in Fine Arts, Humanities, or SWK ETS)……………...……..................3 credits

International Requirement (may be used to simultaneously meet major requirements or other core requirements in Fine Arts, or SWK ETS Humanities)…...…….....3 credits

Total:…………………………....124 credits

**Notes:**

1. In satisfying the University General Education Core requirements, all social work majors must take social sciences (SOC 101, PSY 101 and ANTH 101), Mathematics (MATH 124), Sciences (BIOL 100), and Humanities (COM 101).
2. Every student must complete a three-credit Multicultural course and a three-credit International course. Courses satisfying other requirements may simultaneously satisfy the Multicultural and International requirements except one course cannot satisfy both the Multicultural and the International requirements. (see class schedule UNLV Webpage, and BSW Student Handbooks).
3. In keeping with the Council on Social Work Education’s (CSWE) accreditation standards, academic credit for life experience and previous work experience is not given.

**SW 101**

**Introduction to Social Work**

Introduction to the profession of social work within a historical context. Emphasis on values, human diversity, social problems, and fields of practice. 3 credits.

**SW 104**

**Perspectives in Aging**

Designed to provide a conceptual and theoretical base for the study of aging. Similarities and differences between minority and majority aged groups examined. Prerequisites: SWK major or consent of instructor. 3 credits.

**SW 315**

**Human Behavior and the Social** **Environment 1**

Foundation for understanding human behavior at the levels of individuals, families, and micro-groups. Focus on the normal bio-psycho-socio development and functioning and the impact of social, cultural, and economic forces on individual, family, and group well-being. Introduction to individual, family and group dysfunction also presented. Prerequisites: SW 101, SOC 101, PSY 101, ANTH 101, or consent of instructor. 3 credits.

**SW 401**

**Social Welfare Policy**

Focuses on the complex and dynamic nature of the development of social policies with particular attention to the process that occurs in the evolution of a social problem to implementation of social policy. Prerequisites: SW 101, PSC 101, or HIST 100 (or equivalent), and ECON 180, or consent of instructor. 3 credits.

**SW 405**

**Group Practice**

Studies the use of groups in social work practice. Includes historical development, group dynamics and theory, group process, the value base of social group work. Prerequisite: Consent of instructor. 3 credits.

**SW 410**

**Social Work Methods 1**

Communication theory and skills applied to social work with individuals, groups, communities, and agencies. Emphasis on self-assessment and diverse urban populations. Prerequisite: SW 315. 3 credits.

**SW 411L**

**Experience in Human Service Agency**

Observation of agency structure, history, philosophy, goals, and service delivery system through participation in agency and service delivery system through participation in agency activity. Experience facilitates and introduction to the policies, programs, and services, and client population of a social service agency. Prerequisite: SW 410. 1 credit.

**SW 411S**

**Skills Lab II**

Instruction and practice in skills required for working with other professionals in and between social service agencies. Team work, mediation, negotiation, referral, and conflict management. Interactional skills lab focuses on basic skills required for working collegially and collaboratively in a social service agency. Corequisite: 411L. Prerequisites: SW 410. 2 credits.

**SW 416**

**Social Work Research 1**

Designed to familiarize students with the scientific method, fundamental research methodology, and descriptive statistics. Assessments and evaluations of client system problems, social work interventions, and efficiency of social service delivery systems. Prerequisite: MATH 124 or consent of instructor. 3 credits.

**SW 418B**

**Information and Referral**

Methods and processes in identifying social service resources in the community, client referral and follow-up. Lecture-discussion and field visit format. Prerequisites: Consent of instructor. 1 credit.

**SW 418C**

**Interviewing Techniques**

Practical experience in interviewing. Attention focuses on the purpose and relationship aspects of helping interview. Prerequisites: Consent of instructor. 1 credit.

**SW 419**

**Field Practicum I**

Supervised social work practice experience consisting of 240 hours in a social service agency, and attendance in weekly field seminar classes. Provides for an integration and application of social work values, knowledge, and skills from micro-to macro-levels of generalist practice. Corequisite: SW 420. Prerequisites: SW 101; SW 410; SW 401; SW 411L & SW 411S, SW 315; SW 416; and consent of field director. 6 credits.

**SW 420**

**Social Work Practice I**

Integration and application of intervention strategies for beginning social work practice. Organize framework the generalist perspective, which utilizes the problem-solving and strengths approach. Primarily focuses on individuals, families, and groups. Corequistes: SW 419. 3 credits.

**SW 421**

**Social Work Practice I**

Integration and application of intervention strategies for beginning social work practice with groups, communities, and organizations. Co-requisites: SW 429 and 481. 3 credits.

**SW 422**

**AIDS: An Interdisciplinary Perspective**

(Same as HED 422 and NURS 422.) Interdisciplinary survey of various issues surrounding AIDS (Acquired Immune Deficiency) as viewed from several conceptual, professional, and experimental disciplines. Offers the most current cognitive information about AIDS and provide an affective awareness of major issues related to the disease. Prerequisite: Consent of instructor. 3 credits.

**SW 425**

**Human Behavior and the Social** **Environment II**

Provides foundational understanding of behavior and change at the level of organization, community, macro-level groups (e.g. task groups), and culture. Examines human behavior and change in macro systems and the impact of social and cultural forces on organizations, communities and macro-level groups. Prerequisite: SW 315 3 credits.

**SW 426**

**Social Work Research II**

Designed to familiarize students with different research designs, sampling procedures, instrument construction, inferential statistics, qualitative and quantitative data analysis, and computer applications. Students practice assessments and evaluations of client system problems, social work interventions, and efficiency of social service delivery systems. Prerequisites: MATH 124 and SW 416. 3 credits.

**SW 429**

**Field Practicum II**

Supervised social work practice experience consisting of 240 hours in a social service agency and attendance in weekly field seminar classes. Provides for an appropriate progression in the integration and application of social work values, knowledge, and skills from micro-to macro-levels of generalists practice. Co-requisites: 421 and 481. Prerequisites: SW 419, 420, and consent of the field director. 6 credits.

**SW 441**

**Social Work with the Elderly**

Examination of social work practice with the elderly based on critical analysis of theories of the aging process. Prerequisite: Consent of instructor. 3 credits.

**SW 460**

**Basic Concepts in Social Work** **Administration**

Concepts of organizational function, structure, and process applied to understanding how organizations constrain or facilitate the delivery of human services. Prerequisites: SW 101, SW 410, SW 401, SW 315, and SW 416. 3 credits.

**SW 461**

**Seminar: Contemporary Issues in Social Welfare**

In-depth examination of current major issues in social programs and policies, and consideration of alternatives. May be repeated to a maximum of six credits. Prerequisite: Consent of instructor. 1 to 3 credits.

**SW 462**

**Child Welfare Issues**

Study of public child welfare, history, policy, programming, services, and practice. For use in child abuse and neglect, child removal, permanency planning, termination of parental rights, preservation/reunification of families, supportive services to families, current intervention and service delivery systems, home-based preventive services, foster care and adoption. Prerequisite: Junior standing or consent of instructor. 3 credits.

**SW 470**

**Community Organization Practice**

Studies the use of community organization in social work practice. Includes historical

 development, community organization dynamics and theory, process, and the value base of community organization practice. Prerequisite: Consent of instructor. 3 credits.

**SW 471**

**Advanced Seminar: Special Problems**

Topic to be selected by instructor. May be repeated to a maximum of six credits. Prerequisite: Consent of instructor. 1 to 3 credits.

**SW 472**

**Principles of Family Practice**

Seminar designed to study the principles, process, and skills required for helpers to assist family members in cooping with dysfunction in the family unit. Prerequisite: Consent of instructor. 3 credits.

**SW 473**

**Transitions: Women and Men in the Middle Years**

Exploration of the period in the life span known as the “vital years” or prime time.” Understanding of the social, psychological, physical and environmental changes that occur in women and men during the middle years. Prerequisite: Consent from instructor. 3 credits.

**SW 474**

**Grant Writing and Management**

Introduction to the grant-writing process. Designed for administrators, managers, supervisors, students, planners, and fund raisers. Prerequisite: Consent from instructor. 3 credits.

**SW 475**

**Treatment of Addictions**

(Same as CED 450, formerly COU 450.) Five elements covered include: Classification of drugs, phases of treatment of addictions, basic individual and group treatment skills, contents of various treatment approaches, and the treatment guidelines regarding working with special populations, including women, adolescents, elderly, etc. Prerequisite: Consent of instructor. 3 credits.

**SW 481**

**Capstone Seminar**

Capstone to the generalist educational program. Integration of the components of social work into an effective, comprehensive theory of generalist practice for the beginning practitioner. Co-requisites: SW 421 and 429. Prerequisite: SW 419 and 420. 3 credits.

**SW 493**

**Gandhian Welfare Philosophy and Nonviolent Culture**

(Same as PHIL 493.) Introduction to the chosen topics in Gandhian welfare philosophy. Ethical, moral, social, and political foundations of Gandhian thought explored and their applications to problem resolution strategies and peaceful change at different levels demonstrated. Prerequisite: Consent of instructor. 3 credits.

**SW 494**

**Eastern Conceptions and Social Work Practice**

Introduces Eastern conceptions, useful in social work practice. Broader knowledge of life, living, society, values, relationships, and behaviors extended. Applications sought for lasting and effective problem-solving and therapeutic processes. Prerequisite: Senior standing. 3 credits.

**SW 499**

Intensive study in a specific area of student interest under the direction of a faculty member. May be repeated to a maximum of six credits. Prerequisite: Consent of instructor. 1 to 4 credits.

SOCIAL WORK ETHNIC STUDIES /CROSS-CULTURAL COURSES

For Social Work Majors -- 6 credits (two courses) Required

AAS 101 – Afro-American Survey I (formerly ETS 101 – The Role of Blacks in the Development of America I)

AAS 102 – Afro-American Survey II (formerly ETS 102 – The Role of Blacks in the Development of America II)

AAS 290 – Introduction to African-American Literature (formerly ETS 190/290 or ENG 190/290)

AAS 432 – Afro-American Social History (formerly ETS 432 – Ethnohistory/HIST 433 – Afro- American History)

ANTH 301 - Peoples and Cultures of Native North America

ANTH 306 – Contemporary Chinese Society

ANTH 308 - Anthropology of Women

ANTH 400D - American Indian Mythology and Religion (formerly ANTH 435)

ANTH 403 – Anthropology of Women and Men (formerly ANTH 408)

ANTH 421 - Contemporary Native Americans or ETS 421 or ANTH 421 (formerly ANTH 210 or ETS 210 - Contemporary U.S. Indians)

ANTH 485 – Language & Culture (formerly ANTH 470)

ART 266 – Survey of Art History

CED 200 – Multicultural Issues in Counseling (formerly COU 200)

CED 425 – Perspectives in Multicultural Counseling (formerly COU 425)

CHI 321X - Chinese Culture and Civilization

CRJ 428 – Women and Crime

ENG 491 - Early African American Literature

EPY 303 - Educational Psychology

ETS 103 - The People of La Raza: Chicanos, Puerto Ricans and Cubans

ETS 295 - Asians in America

ETS 300 - Blacks in Nevada

ETS 301 – Peoples and Cultures of Native North America

ETS 305 - Survey of Ethnic Studies

ETS 401 - Problems of Blacks

ETS 402 - Blacks in Las Vegas

ETS 403 - The Hispanic in the U.S. Today

ETS 407 or WMST 408 - Making Gender, Sexuality and Race

ETS 421 or ANTH 421 - Contemporary Native Americans

ETS 426 – Contemporary Asian American Families

ETS 430 - The Chinese in America

ETS 457 - Native American Literature

ETS 471 or SOC 471 - Racial and Ethnic Conflict in the United States (formerly Racial and Ethnic Relations in America, formerly SOC 471 - Minority Relations)

ETS 475 - Seminar in Race Awareness

ETS 489 – Themes in Modern Chicano Literature

GER 113 and GER 114 - German I and II

GER 332 - German Literature in Translation- Prose

HIST 150 - Intro to Chinese Civilization

NURS 307 – Health Assessment of Diverse Populations

NURS 486 - Gerontology

PHIL 120 - Intro to Religion

SPAN 113-114 – Spanish I & II

SPAN 213-214 - Spanish III & IV (formerly SPAN 221-222)

SPAN 312 - Spanish Phonetics and Phonology

SPAN 425 – Topics in Hispanic Culture: The Culture of Spain

SOC 205 – Ethnic Groups in Contemporary Societies (formerly Racial and Ethnic Groups of the United States)

SOC 275 - Introduction to Marriage and Family

SOC 370 – Sociology of Subcultures (formerly Sociology of Alternative Lifestyle)

SOC 410 - Sociology of Aging (formerly SOC 479)

SOC 442 - Sociology of Gambling

SOC 447 – Marriage and the Family (formerly Sociology of Marriage and Family)

SOC 448 - Gender and Social Interaction

SOC 474 – Sociology of Religion

SOC 478 - Women and Society

SOC 484 – Sociology of Death and Dying (formerly SOC 480)

SW 104 - Perspectives in Aging

SW 441 - Social Work with the Elderly

SW 445 - Discrimination and Human Oppression: The African and Hispanic Perspective

SW 461 - Death and Dying

SW 493 or PHIL 493 - Topics in Gandhian Welfare Thought and Culture

WMST 101- Gender, Race and Class

Community College of Southern Nevada

BIOL 189 – Fundamentals of Life Science

BIOL 223 – Human Anatomy and Physiology

ENG 267 – Intro to Women & Literature (formerly ENG 191 Women in Literature)

HIST 107 – Women in American History

HIST 210 - Southwest Heritage (formerly HIST 120)

HIST 295 – Black American History

HMS 130 – Human Sexuality

PSY 102 – Psychology of Personal & Social Adjustment

PSY 233 – Child Psychology

PSY 234 – Psychology of Adolescence

PSY 241 – Intro Abnormal Psychology

SOC 205 – Ethnic Groups in Contemporary Societies (formerly Ethnic Groups)

SOC 276 – Aging in Modern American Society

SOC 298 – Special Topics – Making Sense of the ‘60s

Note: Social Work Ethnic Studies/Cross-Cultural courses that do not appear on this list must be petitioned to the School of Social Work for acceptance. Many UNLV required multicultural and international courses could be simultaneously used to satisfy the social work Ethnic Studies/Cross-Cultural requirement. However, those students who chose to use UNLV multicultural and/or international courses for the Social Work elective will be short 6 hours and therefore will find it necessary to complete 6 additional credits.

APPROVED Social Work ELECTIVES

(NON-SOCIAL WORK COURSES)

CED 300 - Intro to Human Services Counseling (formerly COU 300)

CED 315 - Counseling Skills in Human Services (formerly COU 315)

CED 320 - Drugs and Behavior (formerly COU 320)

CED 322 - Perspectives on Addictions (formerly COU 322)

CED 323 – Prevention I (formerly COU 323)

CED 325 - Mental Illness and the Human Services Profession (formerly COU 325)

CED 350 – Human and Sexual Behavior (formerly COU 350)

CED 360 - Contemporary Marriage and Family Relationships (formerly COU 360)

CED 425 - Perspectives in Multicultural Counseling (formerly COU 425)

CED 427 or NURS 322 - Identification and Assessment in Addictions (formerly COU 427)

CED 430 – Advanced Professional Issues in Addictions (formerly COU 430)

CED 450 or SWK 475 – Treatment in Addictions (formerly COU 450)

CED 475 – Prevention Strategies and Development Theories in Addictions (formerly COU 475)

CRJ 104 – Introduction to Administration of Justice (formally CRJ 101 – Introduction to

 Criminal Justice)

CRJ 155 - Intro to Juvenile Justice System

CRJ 409 - Youth, Crime and Society

CRJ 428 or WMST 428 - Women and Crime

CRJ 442 – Victims of Sex Crimes

CRJ 445 – Police Administration

ECON 102 – Principles of Microeconomics (formerly ECON 202)

EDCT 230 – Introduction to Career and Technical Education (formerly EDW 290 – Foundations

of Vocational/Technical Education)

EPY 303 –Educational Psychology (formerly CEP 303)

EDSP 411 – Students with Disabilities in General Education Settings (formerly ESP 444

Special Education Techniques in Regular Settings)

ETS 403 - Hispanics in the U.S. Today

HCA 175 - U.S. Health Care System: Policies and Programs

HCA 201 - Health Care Law

NURS 308 – Nursing in Today’s World

NURS 466 - Grief and Grieving

PHIL 115 - Philosophy of Death and Dying

PSY 102 - Psychology of Personal and Social Adjustment

PSY 234 – African American Psychology

PSY 299 – Special Topics (formerly PSY 194)

PSY 416 – Cognitive Psychology

PSY 420 – Psychology of Learning

PSY 421 - Behavior Modification

PSY 430 – Developmental Psychology

PSY 433 - Culture and Personality

PSY 435 - Personality

PSY 438 - Childhood Behavior Disorders

PSY 441 – Abnormal Psychology (formerly PSY 432)

PSY 442 - Psychology of Aging

PSY 451 – Basic Principals of Psychotherapy (formerly PSY 436 Principals of Counseling and

Psychotherapy)

PSY 497 – Supervised Field Experience

PSY 499 - Advanced Special Topics (formerly PSY 494)

PUA 241 – Survey of Public Administration

SOC 102 - Social Problems

SOC 205- Ethnic Groups of the United States (formerly Racial and Ethnic Groups of the United

States)

SOC 275 or WMST 275 - Intro to Marriage and Family

SOC 370 – Sociology of Subcultures (formerly Sociology of Alternative Lifestyles)

SOC 410 - Sociology of Aging (formerly SOC 479)

SOC 421 – Classical Social Theory

SOC 431 - Crime and Criminal Behavior

SOC 433 - Juvenile Delinquency

SOC 447 – Marriage and the Family (formerly Marriage and Family)

SOC 461 – Self and Society (formerly SOC 464 Self, The Construction of Reality, and Society)

SOC 470 - Sociology of Deviance

SOC 473 – Sociology of Mental Disorders (formerly Sociology of Mental Illness)

SOC 481 - Sociology of Substance Use, Abuse, and Addiction

SOC 484 - Sociology of Death and Dying (formerly SOC 480)

SPAN 312 – Spanish Phonetics and Phonology

WMST 488 – Women’s Health Issues (formerly WMST 489)

**UNLV GENERAL EDUCATION COMMITTEE**

# INTERNATIONAL and MULTICULTURAL COURSES

PLEASE SEE THE FOLLOWING WEBSITE FOR APPROVED COURSES:

<http://www.unlv.edu/committees/gec/>

SCHOOL OF SOCIAL WORK FACULTY

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Director and Professor

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**(Professor Emeritus)**

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**Dr. Satish Sharma** **GUA 3159** 895-1038 satish.sharma@unlv.edu

**Dr. An-Pyng Sun** **GUA 3160** 895-4349 an-pyng.sun@unlv.edu

UNIVERSITY OF NEVADA, LAS VEGAS

**SCHOOL OF SOCIAL WORK**

# ADMISSION APPLICATION

Members of the social work faculty encourage students to consider the field of social work, and welcome their applications for admission to the baccalaureate social work program. Students who have questions about their decision to pursue a career in Social Work or the application process, should meet with the BSW Program Coordinator or a social work faculty career advisor. Those who need academic advising while they await admission to the major are encouraged to meet with an advisor in the Greenspun Student Advising Center.

**PART I - CONDITIONS WHICH APPLICANTS MUST MEET TO BE ELIGIBLE FOR ADMISSION APPLICATION**

In order to apply to the School of Social Work, these preliminary conditions must be met:

1. Admission to the University of Nevada Las Vegas;

2. Completion of at least 60 credit hours as specified in the School of Social Work Curriculum Plan; and

3. A cumulative GPA of at least 2.0 for all accepted UNLV courses.

**Meeting these conditions does not automatically guarantee admission to the Social Work Program.**

**PART II - CONSIDERATIONS FOR ACCEPTANCE INTO THE SOCIAL WORK PROGRAM**

 The application process is competitive. Additionally, the considerations listed below may change periodically as the needs of the baccalaureate program change. Applicants shall be advised of any changes via orientation sessions, written correspondence, and revised application forms. The BSW Admissions Committee will consider the following criteria when making decisions on admission:

1. Cumulative GPA

2. Prior work and volunteer experience

3. Two (2) references - **\*use of BSW two-page reference forms provided in application** **mandatory.** **Letters are optional.**

4. Suitability for the responsibilities and requirements of the social work profession as evidenced by the personal statement. The personal statement is a gauge for assessing compatibility of the student’s personal value base with that of the social work profession. The applicant’s values and ethics must be conducive to the social work cardinal values and the NASW Code of Ethics.

5. Writing skills demonstrated on the personal statement.

**PART III - ADMISSION PROCESS**

**Submission of application.** Applicants must submit the following materials to the Social Work Office:

1. **Completed application form** (attached).

2. **A written personal statement** addressing the questions posed on the application form.

3. **Copy of most recent Academic Advising Worksheet.**

4. **Two (2) references - \*use of BSW two-page reference forms provided in application mandatory. Letters are optional.** It is suggested that students who have had a volunteer experience or who have been employed in a social service organization use that source as a reference. Students who do not have such experience should select a reference source who can speak to the student’s suitability for a social work career. Only one reference can be obtained from a professor.

Because BSW Admissions Committee considers volunteer or employment experience when making decisions about admission, students without such experience are encouraged to initiate a volunteer experience prior to admission. A social work faculty advisor can assist students in arranging for a volunteer experience.

**Application review schedule.** The Social Work faculty will review applications from eligible students as they are received. However, fall applicants are encouraged to submit their application by the first week in November. Likewise, spring applicants should submit their material the first week in April.

**Notification of admission.** A formal letter of acceptance or rejection will be sent to the applicant prior to registration for the upcoming semester. Applicants may be called to interview with members of the BSW Admissions Committee. Interviewed applicants will receive a formal letter of acceptance or rejection shortly after the conclusion of the interview process.

**Academic plan.** Students accepted in the program must complete an academic plan with an advisor in the Greenspun Student Advising Center. The academic plan must be completed within three weeks of notification of acceptance to the program. Failure to do so may result in forfeiting your acceptance to the Social Work Major. This forfeiture does not preclude you from submitting a subsequent application to the School of Social Work.

**PART IV - OTHER CONSIDERATIONS:**

**Affirmative Action.** The Social Work Program subscribes to and supports the University’s affirmative action policy.

**Conditional admission.** The BSW Admissions Committee reserves the right to conditionally admit students who do not meet the cumulative GPA requirement of 2.00 or those who have not completed the required PRE-SWK coursework. Additionally, conditional status can be granted to those students who are in need of remedial course work or academic training. Conditional status cannot extend for more than one year.

**Criminal Background Checks.** The program reserves the right to require a criminal background check for any applicant or participant in the Social Work Major. The conviction of a crime does not automatically disqualify an applicant from the social work program. The issue to be determined is whether the conviction is substantially related to the purposes of the profession. Reviews will be on a case-by-case basis. Some criminal convictions may limit your practicum options and/or may prohibit your taking the Social Work Licensing Exam. The Nevada State Board of Social Work Examiners makes the determination concerning licensure.

**PART V - RECOURSE FOR THOSE NOT ACCEPTED INTO THE SOCIAL WORK PROGRAM**

**Explore options:** Any applicant who is not admitted is encouraged to meet with the BSW Program Coordinator to discuss options that might include:

1. Re-submission of the application with an explanation that clarifies the areas questioned during the review process;
2. Selection of an alternative course of study consistent with a student’s career goals; or

3. Development of strategies for improving the cumulative GPA or other unmet admission criteria (e.g. a series of tutorials from the UNLV Writing Center).

**The right for reconsideration.** Any student who is not admitted to the Social Work Major has the right to seek reconsideration. The reconsideration process begins by meeting with the BSW Program Coordinator. The BSW Program Coordinator is available to discuss the guidelines and procedures you would need to pursue the reconsideration process.

**Submit a personal statement on a separate paper with this application.**

Respond to each of the questions below. This statement will be reviewed for the thoughtful reflection given each question as well as writing skills. (Typed, double-spaced, maximum of 2 pages).

1. What is your understanding of social work as a profession? Include social work values and ethics in your discussion.
2. What life experiences and personal values led you to select a major in social work?
3. What strengths and limitations do you have and how might these influence your suitability as a social worker?
4. What are your plans once you complete your undergraduate degree (short term and long term)?

**CHECKLIST OF SUPPLEMENTARY MATERIAL TO ATTACH TO THE APPLICATION**

\_\_\_ Two (2) references - **\*use of BSW two-page reference forms provided in application**

 **mandatory. Letters are optional.**

\_\_\_ Current academic worksheet

\_\_\_ Personal statement

**Please return application and supplementary material to:**

**BSW Admissions Committee**

**School of Social Work**

**University of Nevada, Las Vegas**

**4505 S Maryland Pkwy**

**Box 455032**

**Las Vegas NV 89154-5032**

**Section I – DEMOGRAPHIC INFORMATION**

**Your Name (print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**L# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CURRENT ADDRESS: ALTERNATE MAILING ADDRESS:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **(Street) (Street)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **(City) (Zip) (City) (Zip)**

**Telephone: (\_\_\_\_) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Telephone: (\_\_\_\_) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**E-Mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Section II- PREVIOUS COURSEWORK**

**Other Colleges or Universities attended** with dates of attendance. Please attach a copy of the transcript(s) from your prior academic institution(s).

**Section III – CURRENT ACADEMIC INFORMATION**

**Please attach a copy of your most recent Academic Advising Worksheet with this application.**

Total degree credits completed: \_\_\_\_\_\_\_\_\_\_\_\_ Grade point average: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Expected attendance: Full-time \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Part-time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

First Semester attended UNLV: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In what semester did you declare your Social Work major: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anticipated date of graduation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section IV – EMPLOYMENT AND VOLUNTEER SOCIAL WORK EXPERIENCES**

Have you been convicted of a crime? Yes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This statement must explain the status of the conviction(s) and it must also contain your acknowledgment of the fact that some criminal convictions limit your practicum options as well as your ability to become licensed in the State of Nevada.

**Section V – EMPLOYMENT AND VOLUNTEER SOCIAL WORK EXPERIENCES**

You can attach a resume to supplement your application, however you must specify below your most recent and relevant employment experience.

**Volunteer experiences** (Include dates):

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

**Armed service experience** (Include duties relevant to your career plans):

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

**Employment experiences** (Include dates):

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

**Section VI – DISABILITY STATEMENT**

If you have a documented disability that may require assistance, you will need to contact Disability Resource Center (DRC) for coordination of your academic accommodations. The DRC is located in the Reynolds Student Services Complex, Room 137. The DRC phone number is 895-0866 or (TDD 895-0652).

Are there any special considerations that you would like us to be sensitive to as we plan for your academic and practicum experiences (e.g.; physical handicap)?

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

**Section VII – ADDITIONAL INFORMATION**

We are enhancing our recruitment efforts and ask that you answer the following questions:

1. Why have you selected this school of social work? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Please provide the name of any person, agency, radio station, etc. which provided you with information which prompted you to apply for admission to the UNLV School of Social Work BSW Program:

Faculty Member \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Recruitment/Event \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advising Center at UNLV or another college \_\_\_\_\_\_\_\_\_\_\_\_ Social Work Student \_\_\_\_\_\_\_\_\_\_\_

Radio or Television station \_\_\_\_\_\_\_\_\_\_\_\_\_ Web Page \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Friend \_\_\_\_\_\_\_\_\_\_\_\_

Alumni Member \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Newspaper/newsletter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section VIII – REQUIRED SIGNATURES**

If I am admitted to the School of Social Work at the University of Nevada, Las Vegas I agree to abide by the Code of Ethics established by the National Association of Social Workers.

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

 NAME DATE

I waive the right to view any references submitted with this application to the UNLV School of Social Work.

 ( ) Yes ( ) No

RECOMMENDATION

IN SUPPORT OF AN

APPLICATION TO THE BACHELOR OF SOCIAL WORK PROGRAM

Name of Applicant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Typed or printed name of applicant

We will appreciate a recommendation from you concerning the person named above who is an applicant to the UNLV School of Social Work. Information is particularly desired concerning your knowledge of 1) the candidate’s proficiency and promise as a scholar, 2) his or her ability to work with others and gain from experience, and 3) the candidate’s rating, compared with other potential social work students you have known, as indicated in the table below.

Please put an “X” in the appropriate space

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Outstanding | Above Average | Adequate | Poor | N/A |
| Innovative |  |  |  |  |  |
| KnowledgeOf field |  |  |  |  |  |
| IntellectualAbility |  |  |  |  |  |
| CommunicationSkills (written) |  |  |  |  |  |
| Communication Skills (oral) |  |  |  |  |  |
| Social Skills |  |  |  |  |  |
| Perseverance |  |  |  |  |  |
| Social Work Values and Ethics |  |  |  |  |  |
| Self-awareness |  |  |  |  |  |
| Ability to work Well with vulnerable Populations |  |  |  |  |  |
| Ability to work well With diverse populations |  |  |  |  |  |

Name of applicant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 please print

***To the Recommender:*** Comments are solicited for the applicant. Please write or type them in the space provided below or you may attach a personal letter. Please specify in your comments exactly **how long** and in **what capacity** (professional, personal, etc.).

Signature of recommender: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please sign in black or dark ink

Name of recommender: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type or print full name

Position and title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency/Business: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City/State/Zip: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you for the time you have spent for this applicant. Please return this form to the applicant or mail the form directly to the department or program.

 BSW Admissions Commitee

 School of Social Work UNLV

4505 S Maryland Pkwy

 Box 455032

 Las Vegas, NV 89154-5032

RECOMMENDATION

IN SUPPORT OF AN

APPLICATION TO THE BACHELOR OF SOCIAL WORK PROGRAM

Name of Applicant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Typed or printed name of applicant

We will appreciate a recommendation from you concerning the person named above who is an applicant to the UNLV School of Social Work. Information is particularly desired concerning your knowledge of 1) the candidate’s proficiency and promise as a scholar, 2) his or her ability to work with others and gain from experience, and 3) the candidate’s rating, compared with other potential social work students you have known, as indicated in the table below.

Please put an “X” in the appropriate space

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Outstanding | Above Average | Adequate | Poor | N/A |
| Innovative |  |  |  |  |  |
| KnowledgeOf field |  |  |  |  |  |
| IntellectualAbility |  |  |  |  |  |
| CommunicationSkills (written) |  |  |  |  |  |
| Communication Skills (oral) |  |  |  |  |  |
| Social Skills |  |  |  |  |  |
| Perseverance |  |  |  |  |  |
| Social Work Values and Ethics |  |  |  |  |  |
| Self-awareness |  |  |  |  |  |
| Ability to work Well with vulnerable Populations |  |  |  |  |  |
| Ability to work well With diverse populations |  |  |  |  |  |

Name of applicant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 please print

***To the Recommender:*** Comments are solicited for the applicant. Please write or type them in the space provided below or you may attach a personal letter. Please specify in your comments exactly **how long** and in **what capacity** (professional, personal, etc.).

Signature of recommender: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please sign in black or dark ink

Name of recommender: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type or print full name

Position and title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency/Business: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City/State/Zip: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you for the time you have spent for this applicant. Please return this form to the applicant or mail the form directly to the department or program.

 BSW Admissions Committee

 School of Social Work

 UNLV

4505 S Maryland Pkwy

 Box 455032

 Las Vegas, NV 89154-5032

 PETITION FORMS

Use the School of Social Work petition form for substitution of all Social Work major and elective courses.

Use the University petition form for substitution of required general education courses, credit overload, deletion of an "F" grade from transcript etc.

**School of Social Work**

**University of Nevada, Las Vegas**

**BACHELOR OF SOCIAL WORK**

# Petition Form

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone \_\_\_\_\_\_\_\_\_\_\_\_\_ L# \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Last First Middle**

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-Mail\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

First UNLV enrollment: Sem\_\_\_\_\_\_\_ Yr. \_\_\_\_\_\_\_ Current GPA \_\_\_\_\_\_\_ Total Hrs Cmpltd\_\_\_

Sem hrs in Progress \_\_\_\_\_\_\_\_ Expected date of graduation \_\_\_\_\_\_\_\_ Information Verified \_\_\_\_

Semester for which you are requesting: Fall \_\_\_\_ Sp \_\_\_\_ 1st Sum \_\_\_ 2nd Sum \_\_\_ 3rd Sum \_\_\_

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Request:

Justification:

**(Please complete this section if your petition concerns the acceptance of a course. You must attach a copy of the course description)**

1. Grade earned \_\_\_\_\_\_ 2. Name of Institution\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Semester or Quarter system? \_\_\_\_\_\_ 4. Four-year or two-year institution?\_\_\_\_\_\_\_\_\_\_\_

5. Accredited BSW School? \_\_\_\_\_\_\_\_\_ 6. Course description attached? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Petition will be returned if the Course Description is not attached).

I hereby authorize the Registrar’s Office to Release my academic records to the appropriate faculty committee.

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

 Student Signature Date

|  |
| --- |
| Comment:  |

### SIGNATURE VERIFYING ACTION TAKEN

Referred to Approved Disapproved Date

BSW Field Coordinator \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

BSW Coordinator \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Director \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Practicum Requirements

BSW PROGRAM

All students in the BSW program are required to complete 240 hours of field experience per semester. Students are expected to establish and be accountable for a regular schedule during their practicum, generally 16 hours per week in the practicum each semester.

It is important to note that work or volunteer experience obtained by the student prior to entering the BSW program or obtained during the program but outside of the practicum experience will not be considered in place of or as a substitute for the practicum requirement. Participation in practicum is mandatory for completion of the degree.

A. Assignment to a Practicum Agency

Field program personnel will be available to provide students with current information about potential field placements, discuss individual student interests, describe procedures, or help with other concerns about the field practicum. Students are instructed to obtain and complete the appropriate application form, meet with an Urban Affairs academic advisor to receive a completed worksheet and then schedule a practicum planning session with a member of the field program prior to contacting agencies. These are critical first steps in the agency assignment process. Pre-planning will help assure an appropriate and agreeable assignment for the field practicum, and assist in preparation of the placement agency for student training.

Assignment of a student to an agency is the responsibility of the Field Director(or Field Associate as designated by the Field Director). Such placement is based on an evaluation of the student's past work experiences, life experiences, academic experiences, and achievements, preferences, professional goals, and the learning opportunities available in specific agencies. The goal of the Field Education Program (as per CSWE standards) to provide a generalist social work experience will also be taken into account for practicum assignments. However, the Field Director reserves the right to make reasonable agency assignment substitutions or replacements deemed appropriate for optimizing the field experience.

Placement of a student in a setting where he/she is employed will be considered only if the educational objectives of the field practicum are assured. The agency field instructor must be different from the student's work supervisor, practicum activities must be different from the current work experience, and the schedule of field practicum hours/days must differ from the student’s work schedule. Students must petition AND be approved for placement in their place of employment and must document that these requirements are met (see Field Practicum Manual, Appendix D).

B. Field Practicum Entrance Procedures

In order to be accepted into the field practicum courses, students must complete the Student Application form (see Field Practicum Manual, Appendix A). No student will be approved to enter a field practicum until an application has been submitted and reviewed by the Field Director or Associate. The student preparing to enroll in the field practicum courses should follow the general procedures listed below.

1. Submit a Student Application form to the Field Director or Associate for review, and schedule an individual conference with a member of the field program. This allows the matching of student interests and goals with appropriate placements and agency field instructors.
2. With School approval, the student will then arrange an interview with a potential agency field instructor to ensure that the match is appropriate for both student and agency.
3. Once placed, the student will meet with the assigned agency field instructor at the onset of the semester to begin orientation to the agency and to initiate the process of contracting the objectives and learning tasks that will constitute the Learning Agreement.

C. Field Seminar Classes

Field seminar classes are a component of the 6 credit field practicum courses. Students meet weekly for 50 minutes to clarify student responsibilities and requirements for field, to process practicum experiences and discuss concerns, and to relate course concepts with field experiences. Written assignments, readings, case studies, and classroom discussion will provide students with opportunities to demonstrate the development of analytical, critical thinking, and practice skills. Students do not receive additional credit, nor do they register separately for the field seminar classes.

D. Field Practicum I and II

The field practicum experiences are designed to enable application of human behavior, social policy, research, and practice knowledge at the generalist level. Based on the notion that problems of living are multiply determined by social as well as economic and material factors, the generalist approach utilizes problem-solving skills and the strengths perspective within a systems framework for intervention at micro through macro levels.

The field practicum are geared to familiarize the student with the basic roles and responsibilities of both the social worker and agency, and to provide a broad range of generalist experiences. Students should be provided a comprehensive orientation to the agency. Experiences should include opportunities to work with clients and staff from diverse backgrounds, to observe and eventually participate in the direct delivery of client services, and to attend staff development and other administrative and collaborative meetings. Students should also review program evaluation procedures, become familiar with social policies that impact on the agency and its client systems, and participate in planning and interventions targeted at multiple system levels.

E. Personal and Professional Development

Students in the field practicum must aim to achieve a level of maturity and ethical behavior that are in accord with their professional responsibilities. Self-understanding, self-acceptance, and acceptance of others are required in the helping professions. These qualities can be demonstrated by the students’ awareness of how they are perceived by others; the ability to cooperate with clients and staff; and through the productive use of supervision. Students must also demonstrate respect for the individual’s right to self-determination and the ability to work with people, not for people; the ability to see each person as an individual; willingness to recognize their own personal limitations; and openness to new ideas.

Professionalism requires taking the responsibility for one’s own learning as demonstrated by the ability to carry out one’s own workload effectively. Students must work collaboratively with others, and participate appropriately in conferences and staff meetings. Preparation of written reports and appropriate case recordings, along with dependability and punctuality, are also expected professional responsibilities.

Students develop an understanding of the helping relationship through experience, as well as skills and self-discipline in its use. In the practicum, students develop the skills to initiate contact with client systems; to maintain rapport without sacrificing focus or limits; to handle relationships with persons from a variety of age, gender, ethnic, and socio-economic backgrounds; to assist client systems in making plans and to modify those plans when necessary; to implement effective interventions at multiple client system levels; and to terminate the relationship with an evaluation of one’s actions and those of the client system.

Practicum students are expected to abide by the NASW Code of Ethics. Ethical behavior includes maintaining appropriate professional boundaries and identifying personal issues that may interfere with the student's ability to perform up to the expected standards. Field personnel may initiate the non-academic counseling out procedure (Refer to Non-Academic Counseling-Out Policy) if field performance or other indicators reveal a need to do so in the best interest of client populations, the student and the Field Education Program. Students may contact field personnel for consultation, feedback, referrals and advising regarding factors and events that impact the field educational experience.

**NASW CODE OF ETHICS\***

**Preamble**

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

**\*For a full copy of the Code of Ethics, please go to www.dcnasw.org**