

BSW
STUDENT HANDBOOK

BACHELOR OF SOCIAL WORK PROGRAM
SCHOOL OF SOCIAL WORK

UNIVERSITY OF NEVADA
LAS VEGAS

2018-2019

PLEASE NOTE

This handbook is provided to students for reference only and policies herein are subject to change and update on a continual basis. The School strives to provide students with the most timely information, however if there are any questions about anything addressed in the handbook, please contact the BSW Coordinator for the most up-to-date information.

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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 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 (GCUA). The School of Social Work shares with the College 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, GCUA, 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 over 2.0 million people and is home to new residents from throughout the United States and the world. This number includes approximately 23.6% under 18 and 13.7% retirement age. Whereas in 2000, 90.4% of the population was white, the percentage is now about 71.6%; the Hispanic/Latino population in 2000 was 5.5% of the total population and is now 30.6%. Currently, the remainder of the population identifies as 11.8% African American, almost 10.9% as Asian/Pacific Islander, and 1.2% as American Indian (*Clark County QuickFacts* from the U.S. Census Bureau, 2015). 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 24,900+ homeless people (2017 Southern Nevada Homeless Census & Survey). 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 slow recovery from the economic recession, Las Vegas now has an unemployment rate of 4.9% (as of Dec 2017), compared to national rate of 3.9% (Bureau of Labor Statistics). 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, 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 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: Carlton Craig

BSW COORDINATOR: Kathleen Bergquist

FACULTY: Vicky Albert, William Epstein, Mary-Ann Overcamp-Martini, Sandra Owens, Satish Sharma, An-Pyng Sun

FIELD FACULTY: Marde Closson, Delayna Tonogan

LECTURERS: Laurie Lytel, Ivet Santiago,

VISITING LECTURERS: Anne-Marie Abruscato, Cheryl Johnston, Natasha Mosby

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 & 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, organizations, 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. Demonstrate ethical and professional behavior
 - a) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
 - b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
 - c) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communications;
 - d) Use supervision and consultation to guide professional judgment and behavior.
2. Engage diversity and difference in practice
 - a) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

- b) Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
 - c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
3. Advance human rights and social, economic, and environmental justice
 - a) Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
 - b) Engage in practices that advance social, economic, and environmental justice.
 4. Engage in practice-informed research and research-informed practice
 - a) Use practice experience and theory to inform scientific inquiry and research;
 - b) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
 - c) Use and translate research evidence to inform and improve practice, policy, and service delivery.
 5. Engage in policy practice
 - a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
 - b) Access how social welfare and economic policies impact the delivery of and access to social services;
 - c) Apply critical thinking analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
 6. Engage with individual, families, groups, organizations, and communities
 - a) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies, and
 - b) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
 7. Assess individuals, families, groups, organizations, and communities
 - a) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
 - b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from client and constituencies;
 - c) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strength, needs, and challenges within clients and constituencies; and
 - d) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
 8. Intervene with individuals, families, groups, organizations, and communities
 - a) Critically choose and implement interventions to achieve practice goals and enhance

- capacities of clients and constituencies;
 - b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the interventions with clients and constituencies;
 - c) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
 - d) Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
 - e) Facilitate effective transition and endings that advance mutually agreed-on goals.
9. Evaluate practice with individuals, families, groups, organizations, and communities
- a) Select and use appropriate methods for evaluation of outcomes;
 - b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
 - c) Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
 - d) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro level.

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 BSW Coordinator

A faculty member concerned about a student's ability to continue in the social work program will call a meeting with the student and the BSW Coordinator. 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 the BSW Coordinator leading to a possible corrective action to remedy the presenting problem(s). A timeline to meet the criteria is specified. A monitoring process is established, and agreed upon by faculty member, BSW Coordinator, and student.

Procedures are:

1. Meeting with student, faculty member, and BSW Coordinator.
2. Corrective actions are established between student, faculty member, and BSW Coordinator.
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 BSW Coordinator 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 student.

Step 3: School of Social Work Grievance Committee

The chair will notify the Grievance Committee of the time, place, and date of the review. The Committee may invite the student to be present in part to provide relevant information. Documentation will be distributed to all members of the Grievance Committee before the scheduled meeting. Upon conclusion of the hearing, the Grievance Committee will submit its recommendation(s) to the Director in writing.

Step 4: School Director Recommendations

School 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.

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 495).

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 in the program.**

BSW Program Advisor: The BSW Program Advisor, known as the BSW Coordinator, is a full-time social work faculty member who helps students, in cooperation with the College of Urban Affairs Academic Advising Office, to select social work courses and related electives. The BSW Coordinator is the point of contact for information about School and University petitions, appeals, independent study requests, and other BSW paperwork. **The BSW Coordinator is available to all students in the major (pre-SW, SW).**

Urban Affairs Academic Advisor: Urban Affairs Academic Advisors are available to students throughout the course of their entire UNLV enrollment. Urban Affairs Advisors are the primary point of contact in the selection of courses, especially for pre-social work majors. The main advising office maintains all student advising records, and they 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 Student Services Complex (SSC) – Bldg A, Room 143. 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 provide a closer bond among students of social work
- To promote humanitarian goals and ideas
- To foster high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

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 3.25.

DUES

The initiation fee is \$50.00. This is a one-time fee for members, once students become a member they are a member for life. There are no additional yearly dues or fees. There is also no t-shirt included with the membership.

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

Department of Communication Studies

Communication Studies - Bachelor of Arts

Department of Criminal Justice

Criminal Justice - Bachelor of Arts

Hank Greenspun School of Journalism and Media Studies

Journalism and Media Studies - Bachelor of Arts

School of Public Policy & Leadership

Urban Studies – 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 of Arts - Traditional

Doctor of Philosophy – Criminology and Criminal Justice

Journalism and Media Studies – Master of Arts

School of Public Policy and Administration

Master of Science - Executive Crisis and Emergency Management (ECEM)

Doctor of Philosophy – Public Affairs

Master of Public Administration

Doctor of Philosophy - Public Affairs

Master of Arts - Urban Leadership

Social Work – Master of Social Work

Minors

Brookings Public Policy

Communication Studies

Criminal Justice

Environmental 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 and multicultural courses.

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, Journalism and Media Studies, Marriage, Family and Community Counseling, Public Policy and 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; PHIL 102;
Social Sciences Requirement; PSY 101, SOC 101, ANTH 101.

Science Requirement: BIO 100 + Lab
Humanities Requirements: COM 101, 211, or 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;

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: 2.50

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

1. Pre-SW 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, GSC 100, and GSC 300 (12 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 in Fine Arts

Sciences: BIOL 100 + Lab and one three credit non-lab course (6-7 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 must complete Math 124 - College Algebra (C or higher) which is a prerequisite for SW 416 (Research I), and respectively SW 426 (Research II). As a professional degree, the Bachelors in Social Work program requires students to understand and apply data analysis, descriptive and inferential statistics, computer skills and application of SPSS, single-subject design and program evaluation prior to completing the program. Math 124 provides the foundation for success in SW 416 and SW 426. **The BSW Program does not accept Math 121 in lieu of Math 124.****

Students may declare PRE-SW as a major at any time 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-SW requirements as outlined above and have a minimum overall GPA of

2.50. 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 SW 411, be admitted to the full major. SW 419 must be taken concurrently with SW 420. SW 429 must be taken concurrently with SW 421 and SW 495.

Advisement

All students must meet with an academic advisor upon starting their college career at UNLV. As a pre-social work major, students should go the Greenspun College of Urban Affairs Advising Center to learn more about the general education and major requirements. Advisors will refer students to talk to a faculty member in the Social Work department to address specific questions that may arise. Once a student is admitted to the BSW program they may meet with the BSW Coordinator for advise about courses, etc. The Greenspun College of Urban Affairs Advising Center will maintain an updated copy of your advising worksheet so students are encouraged to communicate with both the Advising Center and the of the BSW Coordinator.

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 495).

Courses for Social Work Majors

With the exception of social work electives, and multicultural and international courses, SW 411 through SW 495 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 411	
SW 425	SW 426
SW 416	SW 429
SW 419	SW 495
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 - 495, SW ETS, including outside classes taken to satisfy the SW electives, including outside classes taken to satisfy the SW ETS requirement, SW 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 495.

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 SW
 ETS).....3 credits
 International Requirement (may be used to simultaneously meet major requirements or other core requirements in Fine Arts, or SW 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: SW major or consent of instructor. 3 credits.

SW 315

Human Behavior and the Social Environment I

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 410

Social Work Methods I

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 411

Introduction to Professional Practice

Orientation to professional aspects of beginning social work practice through instruction, role-playing, guest speakers, and guided field visits. Additional focus will be on group work, mediation, conflict management, referrals, and ethical issues in working with the clients. Prerequisites: SW 410. 3 credits.

SW 416

Social Work Research I

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 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. Co-requisite: SW 420. Prerequisites: SW 101; SW 410; SW 401; SW 411, 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. Co-requisites: SW 419. 3 credits.

SW 421

Social Work Practice II

Integration and application of intervention strategies for beginning social work practice with groups, communities, and organizations. Co-requisites: SW 429 and 495. 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 generalist practice. Co-requisites: 421 and 495. Prerequisites: SW 419, 420, and consent of the field director. 6 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 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 474**Grant Writing and Management**

Introduction to the grant-writing process. Designed for administrators, managers, supervisors, students, planners, and fundraisers. 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 495**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 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.

* Course rotations are subject to change *

Course	Course Name	Credits	Prerequisite	Course Rotation
SW 101	Introduction to Social Work	3		ALL
SW 104	Perspective in Aging	3	SW major.	FA ONLY
SW 315	Human Behavior and the Social Environment	3	SW 101, SOC 101, PSY 101, ANTH 101	SP/FA
SW 401	Social Welfare Policy	3	SW 101, SW 315, SW 410* and full major standing only	
SW 402	The Effects of War on Individuals and Communities	3	Junior level status, PSC 101 or SOC 101	SU ONLY
SW 405	Group Practice	3	Consent of instructor. Cross-listed with SW 605	
SW 410*	Social Work Methods I	3	SW 315	
SW 411*	Introduction to Professional Practice	3	SW 410*	
SW 416	Social Work Research I	3	For full social work majors only, MATH 124	SP/FA
SW 419	Field Practicum I	3	Co-requisites SW 420. For SW majors only. SW 101, SW 315, SW 401, SW 410*, SW 411 and consent of Field Dir.	SP/FA
SW 420	Social Work Practice I	6	SW 419	SP/FA
SW 421	Social Work Practice II (Formerly SW 430)	3	Co-requisites SW 429, and SW 495	SP/FA
SW 425	Human Behavior and the Social Environment II	3	SW 315	SP/FA
SW 426	Social Work Research II	3	SW 416	SP/FA
SW 429	Field Practicum II	3	SW 419, 420, and consent of the field director	SP/FA
SW 441	Social Work with the Elderly	3	Consent of instructor	
SW 460	Basic Concepts in Social Work Administration	3	SW 101, SW 401, SW 410*, SW 416	
SW 461	Seminar: Contemporary Issues in Social Welfare	1-3	Consent of instructor. May be repeated to a maximum of six credits. Cross-listed with SW 661	SU ONLY
SW 462	Child Welfare Issues	3	Junior standing.	
SW 470	Community Organization Practice	3	Consent of instructor. Cross-listed with SW 670	
SW 471	Advanced Seminar: Special Problems	3	Consent of instructor. May be repeated to a maximum of six credits. Cross-listed with SW 671	SU ONLY
SW 472	Principles of Family Practice	1-3	Consent of instructor.	
SW 473	Transition: Women and Men in the Middle Years	3	Consent of instructor.	
SW 474	Grant Writing and Management	3	Consent of instructor. Cross-listed with SW 674	SP ONLY
SW 475	Treatment of Addiction (same as CED 450)	3	Consent of instructor. Cross-listed with SW 675	ALL
SW 478	Global Child Welfare	3	SW 315, SW 425. This course is Cross-listed with SW 678	
SW 493	Gandhian Welfare Philosophy and Nonviolent Culture	3	Consent of instructor. Cross-listed with SW 693	
SW 494	Eastern Conceptions and Social Work Practice	3	Senior standing. This course is Cross-listed with SW 694	
SW 495	Capstone Seminar	4	SW 419 and SW 420	
SW 499	Independent Study	1-4	Consent of instructor. May be repeated to a maximum of six credits	ALL

SOCIAL WORK ETHNIC STUDIES /CROSS-CULTURAL COURSES
For Social Work Majors -- 6 credits (two courses) Required

AAS 101 – Afro-American Survey I	Nationality, Gender, and Class	HIST 103 – Global Problems in Historical Perspective	PHIL 210 – World Religion
AAS 102 – Afro-American Survey II	ANTH 458 – Origins of Inequality: A Cross-cultural Perspective	HIST 110 – History of Multicultural America	PHIL 225 – Introduction to Indian Philosophy
AAS 106 – Afro-American Masculinity	ANTH 485 – Language and Culture	HIST 227 – Introduction to Latin American History and Culture I	PHIL 247 – Philosophy and Women
AAS 264 – African American Psychology	ANTH 486 – Language and Gender	HIST 228 – Introduction to Latin American History and Culture II	PSY 263 – Chicano/Latino Psychology
AAS 301 – Ideologies of Intolerance	CED 200 – Multicultural Issues in Counseling	HIST 333 – Comparative Slavery	PSY 264 – African American Psychology
AAS 421 – Afro-American Gender	COM 401 – Rhetoric of Women’s Rights	HIST 349 – From Asia to America	SOC 205 – Ethnic Groups in Contemporary Societies
AAS 432 – Afro-American Social History	COM 412 – Intercultural Communication	HIST 350 – History of Modern Africa	SOC 370 – Sociology of Subcultures
AAS 433 – Contemporary Issues in Afro-American Studies	CRJ 315 – Hate Crimes	HIST 369 – Culture and Technology in America	SOC 415 – World Population Problems
AAS 434 – Constructions of Racial Ambiguity	CRJ 438 – Social Inequality and Crime	HIST 432B – History of American Women, 1870 to the Present	SOC 427 – Comparative Racial and Ethnic Relations
AAS 436 – Politics of Racial Ambiguity	ENG 290 – Introduction to African-American Literature	HIST 433 – African-American History	SOC 428 – Special Topics in Comparative Societies
ANTH 106 – Introduction to Anthropological Linguistics	ENG 291 – Slave Narratives, Literature, and Imagery	HIST 433B – African-American History to 1877	SOC 429 – Globalization: Economics, Political, and Cultural Perspectives
ANTH 301 – Peoples and Cultures of Native North America	ENG 292 – Introduction to Chicano Literature	HIST 433C – African-American History Since 1877	SOC 441 – Social Inequality
ANTH 306 – Contemporary Chinese Society	ENG 485A – Asian Literature	HIST 438A – American Indian History to 1851	SOC 449 – Sex and Social Arrangements
ANTH 330 – Cultures of Exploitation, Slavery, and Terrorism	ENG 494A – Native-American Literature	HIST 438B – American Indian History Since 1851	SOC 453 – Gender and Society
ANTH 400C – Native Americans of the Southwest	ENG 495A – Early African-American Literature	HIST 438C – Topics in American Indian History	SOC 455 – Social Movements and Social Change
ANTH 403 – Anthropology of Women and Men	ENG 485B – Modern African-American Literature	HIST 440 – Regions in American Indian History	SOC 469 – Crossing Borders/Global Migrations
ANTH 409 – Economics Anthropology	ENG 496A – Themes in Modern Chicano Literature	HIST 444 – Latinos in the American West	SOC 471 – Race and Ethnic Relations in America
ANTH 411 – Buddhism and Culture	ENG 496B – Early Latino/a Literature	HIST 448 – Asian American History	SOC 472 – Latina/Latinos in America
ANTH 417 – Evolution & Culture: ‘Darwinian’ models of culture	ENG 496C – Contemporary Latino/a Literature	LAS 100 – Introduction to Latina/o Studies	SOC 474 – Sociology of Religion
ANTH 420 – Magic, Witchcraft, and Religion	Foreign Languages – <u>ALL COURSES</u> (Including: American Sign Language)	LAS 101 – Introduction to Latin American Studies	SOC 478 – Women and Society
ANTH 427 – Cultures and Cognition	HCS 203 – Multicultural Diversity and the US Health Care System	MFT 225 – Multicultural Issues and Families	SW 104 – Perspectives in Aging
ANTH 428 – Signifying Identities: Ethnicity,		NUTR 301 – Nutrition, Health and Ethic Issues	SW 478 – Global Child Welfare
		PHIL 124 – Philosophical Traditions of Asia	SW 493 – Gandhian Welfare Philosophy and Nonviolent Culture

WMST 113 – Gender, Race and Class	WMST 426 – Contemporary Asian American Families	WMST 454B – Gender and Modern American Literature	WMST 474 – Gender, Sexuality, and Consumer Culture
WMST 301 – Feminist Theory	WMST 448 – Genders and Social Interaction	WMST 467 – Psychology of Gender	WMST 475 – Gender, Development, and Globalization
WMST 408 – Making Gender, Sexuality, and Race	WMST 449 – Sex and Social Arrangements	WMST 472 – Controversies in Gender and Race	WMST 476 – Feminism and Activism
WMST 418 – Language and Gender	WMST 453 – Gender and Society	WMST 473 – Chicana Feminism and Experience	WMST 477 – Critical Race Feminism

College of Southern Nevada

BIOL 189 – Fundamentals of Life Science	PSY 233 – Child Psychology
BIOL 223 – Human Anatomy and Physiology	PSY 234 – Psychology of Adolescence
ENG 267 – Intro to Women & Literature (formerly ENG 191 Women in Literature)	PSY 241 – Intro Abnormal Psychology
HIST 107 – Women in American History	SOC 205 – Ethnic Groups in Contemporary Societies (formerly Ethnic Groups)
HIST 210 - Southwest Heritage (formerly HIST 120)	SOC 276 – Aging in Modern American Society
HIST 295 – Black American History	SOC 298 – Special Topics – Making Sense of the ‘60s
HMS 130 – Human Sexuality	
PSY 102 – Psychology of Personal & Social Adjustment	

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 320 - Drugs and Behavior (formerly COU 320)	CRJ 104 - Introduction to Administration of Justice (formerly CRJ 101)	PBH 320 - Public and Community Health
CED 322 - Perspectives on Addictions (formerly COU 322)	CRJ 106 - Introduction to Corrections	PBH 422 - AIDS: An Interdisciplinary Perspective
CED 323 - Prevention I: System Oriented Prevention Strategies and Programs (formerly COU 323)	CRJ 130 - Survey of Criminal Law	PHIL 115 - Philosophy of Death and Dying
CED 325 - Mental Illness and the Human Services Profession (formerly COU 325)	CRJ 155 - The Juvenile Justice System	PHIL 135 - Introduction to Ethics
CED 375 - Ethical and Professional Issues in Human Services	CRJ 164 - Introduction to Criminal Investigation	PHIL 217 - Introduction to the Study of Marxism
CED 408 - Counseling the Older Adult	CRJ 235 - Legal Method and Process	PHIL 245 - Contemporary Moral Issues
CED 410 - Eating Disorders: Etiology and Treatment	CRJ 270 - Introduction to Criminology	PSC 304 - The Legislative Process
CED 420 - Identification, Assessment, and Treatment of the Process Addictions	CRJ 313 - Community Policing and Problem Solving	PSC 312 - Political Parties and Interest Groups
CED 425 - Perspectives in Multicultural Counseling (formerly COU 425)	CRJ 315 - Hate Crimes	PSC 314 - Religion and the Political Process
CED 427 - Identification and Assessment in Addictions or NUTR 322 (formerly COU 427)	CRJ 325 - Serial Killers and Sexual Predators	PSC 316 - Politics of Abortion
CED 430 - Advanced Professional Issues in Addictions (formerly COU 430)	CRJ 400 - Theories of Crime	PSC 330 - Constitutional Law: Governmental Powers
CED 439 - Problem Gambling Counseling I	CRJ 409 - Youth, Crime, and Society	PSC 401C - Money in U.S. Politics
CED 440 - Problem Gambling Counseling II	CRJ 425 - The Correctional Institution	PSC 403C - Environmental Policy
CED 444 - Child Centered Play Therapy in Counseling	CRJ 428 - Women and Crime	PSC 403L - Morality Policy
CED 445 - Trauma and Addiction	CRJ 432 - Criminal Justice Process	PSC 407U - Democratization
CED 446 - Combat Trauma	CRJ 441 - Social Science in Law	PSC 409C - American Political Thought
CED 450 - Treatment of Addictions or SW 475	CRJ 442 - Victims of Sex Crimes	PSY – ALL COURSES
CED 475 - Prevention Strategies and Development Theories in Addictions	CRJ 460 - Public Policy, Crime, and Criminal Justice	PUA – ALL COURSES
COM 302 - Issues in Interpersonal Communication	EDSP 401 - Problems in Special Education	SOC 102 - Contemporary Social Issues
COM 312 - Nonverbal Communication	EDSP 411 - Students with Disabilities in General Education Settings (formerly ESP 444)	SOC 205 - Ethnic Groups in Contemporary Societies
COM 314 - Health Communication	EDSP 431 - Legal Aspects of Special Education	SOC 275 - Introduction to Marriage and Family or WMST 275
COM 315 - Small Group Communication	EDSP 432 - Serving Individuals with Disabilities and Their Families	SOC 370 - Sociology of Subcultures
COM 415 - Communication in Marital and Family Relationships	EPY 303 - Educational Psychology (formerly CEP 303)	SOC 410 - Sociology of Aging
COM 434 - Communication and Conflict Resolution	HCA 175 - U.S. Health Care System	SOC 421 - Classical Social Theory
	HCA 201 - Health Care Law	SOC 431 - Crime and Criminal Behavior
	HCA 452 - Health Politics and Policy	SOC 433 - Juvenile Delinquency
	HCA 480 - Organization and Management of Long-Term Care Services	SOC 447 - Marriage and the Family (formerly Marriage and Family)
		SOC 470 - Sociology of Deviance
		SOC 473 - Sociology of Mental Disorders (formerly Sociology of Mental Illness)
		SOC 495 - Sociology of Substance Use, Abuse, and Addiction
		SOC 484 - Sociology of Death and Dying (formerly SOC 480)
		SPAN 312 - Spanish Phonetics and Phonology
		SW – ALL COURSES

UNLV GENERAL EDUCATION COMMITTEE INTERNATIONAL and MULTICULTURAL COURSES
PLEASE SEE THE FOLLOWING WEBSITE FOR APPROVED COURSES:
<http://facultysenate.unlv.edu/committees/gec>

SCHOOL OF SOCIAL WORK FACULTY

Dr. Carlton Craig Director	GUA 3144	895-0521	carlton.craig@unlv.edu
Dr. Vicky Albert	GUA 3158	895-4289	vicky.albert@unlv.edu
Dr. Kathleen Bergquist	GUA 3136	895-2449	kathleen.bergquist@unlv.edu
Ms. Marde Closson	GUA 3140	895-5848	marde.closson@unlv.edu
Dr. William M. Epstein	GUA 3122	895-4348	william.epstein@unlv.edu
Dr. Esther Jones Langston (Professor Emeritus)		774-4165	esther.langston@unlv.edu
Dr. Margaret Oakes (Professor Emeritus)			
Dr. MaryAnn Overcamp-Martini	GUA 3137	895-4603	mao.martini@unlv.edu
Dr. Sandra Owens	GUA 3134	895-2898	sandra.owens@unlv.edu
Dr. Satish Sharma	GUA 3159	895-1038	satish.sharma@unlv.edu
Dr. An-Pyng Sun	GUA 3160	895-4349	an-pyng.sun@unlv.edu
Ms. Delayna Tonogan	GUA 3142	895-3313	delayna.tonogan@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. 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;
3. Completion of all pre-requisites for the BSW Program (to include earning a C or better in all Social Work courses and Math 124) and;
4. A cumulative GPA of at least 2.5 for all accepted UNLV courses.

NOTE: 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/or volunteer experience (minimum 40 hrs.) relevant to social work
3. Two (2) professional references – one must be from a faculty member. * **Use of BSW reference forms and accompanying letters from referents are mandatory.**

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 reference forms provided in application and accompanying letters from referents are mandatory.** 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 may be obtained from a faculty member.

Students without such experience are encouraged to complete a minimum of **40 hrs. of volunteer and/or work experience** prior to applying for admission.

Application due dates. The deadlines for admission are listed below. The Admissions Committee reserves the right to extend the deadline as deemed appropriate:

- **October 15** for Spring admission
- **February 15** for Fall admission

Notification of admission. A formal decision letter 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 denial 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-SW coursework. Conditional status cannot extend for more than one semester.

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 reference forms and accompanying letters from referents are mandatory.**

___ Current academic worksheet

___ Unofficial transcripts from all schools attended

___ 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

Name (print):	
NSHE#:	Date:
Current address:	Alternate mailing address:
Street:	Street:
City/State/Zip	City/State/Zip
Tel: ()	Tel: ()
Email:	

Section II- PREVIOUS COURSEWORK

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

Name:		
City/State:	To:	From:
Name:		
City/State:	To:	From:
Name:		
City/State:	To:	From:

Section III – CURRENT ACADEMIC INFORMATION

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

Total degree credits completed:	GPA:
Expected attendance: __PT __FT	
First semester attended UNLV:	Anticipated graduation date:

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 (Most recent first):

Position title:	Agency/Org:	
Address:		
City/State:	To:	From:
Supervisor's name:	Number of hours completed:	
Position title:	Agency/Org:	
Address:		
City/State:	To:	From:
Supervisor's name:	Number of hours completed:	

Position title:		Agency/Org:	
Address:			
City/State:		To:	From:
Supervisor's name:		Number of hours completed:	

Employment experiences (most recent first):

Position title:		Agency/Org:	
Address:			
City/State:		To:	From:
Supervisor's name:			
Position title:		Agency/Org:	
Address:			
City/State:		To:	From:
Supervisor's name:			
Position title:		Agency/Org:	
Address:			
City/State:		To:	From:
Supervisor's name:			
Position title:		Agency/Org:	
Address:			
City/State:		To:	From:
Supervisor's name:			

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 Student Services Complex (SSC-A) Bldg. A room 143. The DRC phone number is 895-0866 or (TDD 895-0652).

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, etc. which provided you with information which prompted you to apply for admission to the UNLV School of Social Work BSW Program:

Family member:		Recruitment/Event:	
Advising:	Social work student:	Alumni:	
Friend/family:	Internet:	Newspaper/newsleter:	
Other:			

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.

SIGNATURE

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: _____

We appreciate your willingness to serve as a reference for the above named BSW applicant.

Rating: Please indicate on scale from 1 to 4 (1 = poor, 2= adequate, 3= above average, 4 = outstanding)

Qualities/skills	1	2	3	4	Unk/NA
Innovative					
Knowledge of field					
Intellectual ability					
Communication skills (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					

Narrative: Please provide answers to the following questions on letterhead with your signature: 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) how long and in what capacity (supervisor, faculty member, etc.) you have known the applicant, and any other information you believe would be helpful to the admissions committee.

Signature

Type or print name

Agency/Business

Address

City/State/Zip

Please return this form to the applicant in a sealed envelope or mail the form directly to BSW Admissions, School of Social Work, UNLV, 4505 Maryland Pkwy, Box 455032, Las Vegas, NV 89154.

FIELD PRACTICUM REQUIREMENTS BSW PROGRAM

All students in the BSW program are required to complete 240 hours of field experience for Field Practicum I (SW 419) and 240 hours of field experience for Field Practicum II (SW 429). Students are expected to establish and be accountable for a regular schedule in their practicum, generally 16 hours per week. The practicum experience must be distributed over a minimum of 12 weeks.

It is important to note that the Field Education Program will not, under any circumstances, credit a student for work or volunteer experience acquired prior to enrollment in practicum courses. The rationale for this policy is based on the philosophy that learning is a continuous process. Thus, even an individual with extensive experience in a particular area can still benefit from the learning opportunities available via monitored, supervised fieldwork. Participation in practicum is mandatory for completion of the degree.

A. Assignment to a Practicum Agency Site

A Field Practicum is defined as an experience in one (1) agency/organization that has been contracted with the University and the School of Social Work. Because of liability insurance issues, Field Education is not capable of tracking or allowing students to be placed in multiple Practicum sites during the course of one semester. Students are responsible for selecting their practicum site. The Field Office utilizes CareerLINK which assists the students in identifying and applying for practicum opportunities.

Students may petition to do their practicum at their place of employment. 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 (AFI) 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. A clear delineation between the employee role and student role must be provided in writing (see Field Practicum Manual, section XIV Q).

B. Field Practicum Procedures

In order to be accepted into the field practicum courses, students must secure a practicum site. Once a practicum site has been secured, the student must notify the Field Education Office by submitting the Practicum Selection Form located on the Field Education website. Upon providing this information to the Field Education Office, the student is cleared to begin their practicum the first week of the semester if the agency and agency field instructor have been approved. Once a student enrolls in the field practicum courses they should follow the procedures listed below to secure a practicum site.

Step 1 – The Resume and Cover Letter:

Students entering either Practicum must first create a current Resume and Cover Letter describing their education, experience and objectives for field placement. The prerequisite SW 411 course covers the skills needed for completing this important first step.

Step 2– Sign-up for CareerLINK:

Sign-up for CareerLINK by going to <https://unlv-csm.symplicity.com/students/>. Log in with your NSHE # and password (password is your NSHE number until you change it). If this is your first time on CareerLINK, you will need to upload a current Resume to the system. To do this, click on the “My Resumes” tab near the center of the screen. Click “Add New.” You must create a label for your resume. Click the “Browse” button to locate and upload your Resume from your computer. You can also upload a Cover Letter or other documents. Once you have uploaded your Resume, you can search for and apply to Practicum placements in CareerLINK. Please note: Only agencies that have contracted as approved Field Practicum sites, i.e. have Educational Affiliation Agreements with the University, may be considered for Practicums. If you encounter any problems with setting up an account or logging onto CareerLINK, please contact Career Services at 702-895- 3495.

Step 3- Searching for Placements:

In the search field, type in “Social Work Practicum” (using the quotation marks). This will bring up all of the Practicum placement opportunities that are available. Once you locate an agency you are interested in, just click the “Apply” button. Once you click “Apply” your resume will be sent directly to the AFI. You can check to see which positions you have applied to by clicking on the “Job Postings and On Campus Recruiting OCR Interviews” tab. From this tab you can click on the “Applications tab” which will bring up a window with all positions you have applied to.

Step 4 – The Agency Interview:

The Field Education Program adheres to a “matching” philosophy; that is, Practicum works best when agencies and students “choose” each other. At the agency interview, either party - the student or the agency - may choose to accept or reject the other. Students are advised to interview at multiple agency sites to facilitate an informed choice. Agencies are not obligated to accept any given student solely on the act that he or she has been referred by the University. Similarly, after interviewing, students may not accept agencies to which they have been referred. If there are no matches (based on Practicum position availability, incompatibility of goals or some other reasonable criteria), the student is advised to immediately contact their Field Education Department designated contact person.

Step 5 – Practicum Site Selection:

Once a student has been offered and accepted a practicum at a particular site, she or he is to notify the Field Education Department by submitting the Practicum Selection Form located on the Field Education website. Upon providing this information to the Field Education Department, the student is cleared to begin their practicum the first week of the semester if the agency and agency field instructor have approved. 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 Contract.

In order to begin counting practicum hours, students have to have the Field Practicum Selection Form on file with the Field Education Department.

C. Field Seminar classes

Field seminar classes are a component of the six (6) credit field practicum courses. The seminar classes are conducted as a hybrid class in which both in-person class attendance, as well as online assignments is required. The in person classes meet approximately five times per semester (see class syllabus for in-person class dates). These in-person classes are designed to clarify student responsibilities and requirements for field, to share practicum experiences and discuss concerns, and to relate course concepts with field experiences. Written assignments, readings, case studies, classroom discussion, and interactive exercises will provide students with opportunities to demonstrate the development of analytical 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**