



Bachelor of Science in Social Work (BSSW) Program  
Student Handbook

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## **1.0 Introduction**

This Student Handbook is for Bachelor of Science in Social Work (BSSW) students. The document has been prepared to give an overview of the program, its policies and procedures. This handbook is supplemented by the BSSW Program Field Education Policy Manual that provides information regarding the field education component of the program. This handbook is available to prospective and current students in order to inform and prepare them about the BSSW Program at Bowling Green State University.

Additional information about Bowling Green State University's admissions, fees, financial aid, services, Student Code of Conduct, student rights and responsibilities, and disciplinary procedures as consequences of violation of University regulations are provided in the University's Student Handbook. The BGSU Student Handbook can be accessed online at <https://www.bgsu.edu/studenthandbook.html>.

## **1.1 General Information and Historical Overview of the Program at Bowling Green State University**

In 1978, the Social Work program at BGSU received accreditation from the Council on Social Work Education (CSWE) to offer a Baccalaureate Program in Social Work. The most recent reaffirmation of accreditation occurred in 2019. The program received full- accreditation through 2027.

### **1.1.1 Mission Statement of the BSSW Program**

The BSSW Program at Bowling Green State University educates students to be responsive, competent, and ethical social workers. The program prepares graduates to become generalist practitioners who utilize person-and-environment and strengths-based frameworks to build collaborative relationships that promote social well-being, utilize critical thinking and scientific inquiry, and advocate for social, economic and environmental justice - particularly for those who identify with vulnerable populations. Grounded in a liberal arts education, we are committed to promoting leadership development through character, scholarship, cultural awareness and service to humanity. Our emphasis on teaching, research, service and community engagement seeks to promote positive change and social justice for diverse communities, organizations, groups, families, and individuals.

### **1.1.2 Program's Purpose**

The program offers a Bachelor of Science in Social Work (BSSW) degree that provides the academic credentials for graduates to take the Bachelor examination for social work licensure through the Association of Social Work Boards (ASWB).

Graduates of the program are prepared to be entry-level generalist social work practitioners. Graduates are also eligible to apply for advanced standing in Master of Social Work (MSW) or equivalent programs throughout the United States.

### **1.1.3 Program's Themes**

The program's goals, objectives, competencies and curriculum are organized around six themes that emerge in the implementation of the program and are seen in course syllabi and various learning activities. These themes include the generalist model as the framework for professional social work education and practice, a strengths perspective, empowerment, social justice, diversity, and the development of social workers that embrace the core values and ethics of the profession and regularly reflect on how these are to me manifested in their work.

#### **1. The generalist practice model.**

Generalist social workers have knowledge of and are capable of utilizing a broad range of evidence-based social work interventions. In addition, the generalist has an increased awareness and knowledge of individuals and collectives, which help to link various client systems with both internal and external resources. An important concept related to this is the person-in-environment context of professional social work practice. Yet another important concept related to the generalist is his or her ability to use their professional-self in working with others. Finally, the generalist has a broad knowledge perspective and utilizes practice skills and principles that are guided by the values of the profession.

#### **2. The strengths perspective.**

This perspective offers a view of clients suggesting that the human condition exists from a strengths-based position rather than deficits. Further, the strengths perspective originates from a range of theories that helps to inform the social worker's understanding of people and institutions both subjectively and objectively. This view takes into account the idea that people and institutions are capable of utilizing resources, supports present in the environment, and previous coping strategies to improve current functioning.

#### **3. Client system empowerment.**

This concept suggests that social workers are an important link in understanding oppression, poverty, and disenfranchisement. This link is beneficial in aiding social workers to help alleviate these conditions. Of particular importance in the empowerment concept is the understanding of groups of people who are frequently defined as oppressed and therefore at-risk. Included here are women, children, people that identify as part of the LGBTQ+ community, people of color, older adults, and persons who may be mentally and physically challenged.

#### **4. Social Justice**

This concept emerges based on understanding the nature of collectives and an understanding of community and equity. Further, the program curriculum teaches the importance of social workers striving toward equity for those defined as at-risk in society.

#### **5. Diversity**

Social workers must be prepared to practice in a diverse environment. In order to prepare for practice with diverse client systems, knowledge of other cultures, and mechanisms of cultural derisiveness is crucial. Thus, the curriculum is designed to teach an understanding of

constructive theories in order to reach shared understanding and meanings for all cultures present in society.

## 6. Values & Ethics

Entry-level social workers need to embrace the core values of the profession and regularly reflect on how these values are to be expressed through their ethical responsibilities to clients, colleagues, practice settings, the social work profession, and the broader society. Such social workers will develop a habit of self-examination and will continually strive to increase their professional knowledge and skills and apply them in practice. They will also contribute to the knowledge base of the profession and the enhancement of human well-being.

### 1.1.4 Program’s Goals, Objectives & Competencies

Having reviewed what we consider the organizing themes of our curriculum and program, we have developed program goals, which represent our overall efforts, and objectives intended to lead us toward the accomplishment of these goals. These goals and objectives are guided by the competencies set forth by the Council on Social Work Education (CSWE). The competencies, goals and objectives are implemented in the curriculum. We offer syllabi as evidence to demonstrate this process. Finally, we identify acceptable mechanisms for measuring outcomes and describe a feedback process based on the results from outcomes. The following table specifies the program’s competencies, goals and objectives:

Competency	Goals	Objectives
1: Demonstrate Professional and Ethical Behavior	<p>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;</p> <p>use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</p> <p>demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p> <p>use technology ethically and appropriately to facilitate practice outcomes; and</p> <p>use supervision and consultation to guide professional judgment and behavior.</p>	<p>Students will evaluate their professional strengths and weaknesses to prepare for employment or graduate study.</p> <p>Students will critically analyze an ethically ambiguous or conflicted practice situation to develop a persuasive argument applying professional values to create an ethical solution.</p> <p>Students will increase awareness of the impact of their own biases and values on the professional social work process.</p> <p>Students will prepare for the state social work licensure exam.</p>

2: Engage Diversity and Difference in Practice	<p>apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> <p>present themselves as learners and engage</p>	<p>Students will increase awareness of the impact of their own biases and values on the professional social work process.</p> <p>Students will effectively engage with diverse populations and oppressed</p>
	<p>clients and constituencies as experts of their own experiences; and</p> <p>apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>groups.</p>
3: Advance Human Rights and Social, Economic, and Environmental Justice	<ul style="list-style-type: none"> <li>- apply knowledge of social, economic, and environmental justice to advocate for human rights at the individual and system levels</li> <li>- engage in practices that advance social, economic, and environmental justice.</li> </ul>	<p>Students will critically analyze social justice concepts within an agency setting.</p>
4: Engage in Practice Informed Research and Research Informed Practice	<ul style="list-style-type: none"> <li>• use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</li> <li>• use and translate research evidence to inform and improve practice, policy, and service delivery.</li> </ul>	<p>Students will assess and evaluate an agency program or grant proposal according to evidence-based research.</p> <p>Students will develop a grant proposal or research project that addresses how the practice wisdom learned in field applies to selecting appropriate intervention.</p>
5: Engage in Policy Practice to Advance Well-being and Delivery of Services	<ul style="list-style-type: none"> <li>• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</li> <li>• assess how social welfare and economic policies impact the delivery of and access to social services;</li> <li>• apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ul>	<p>Students will critically analyze social justice concepts within an agency setting.</p> <p>Students will assess and evaluate an agency program or grant proposal according to evidence-based research.</p> <p>Students will develop a grant proposal or research project that addresses how the practice wisdom learned in field applies to selecting appropriate intervention.</p>

<p>6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</li> <li>• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul>	<p>Students will increase awareness of the impact of their own biases and values on the professional social work process. - Students will effectively engage with diverse populations and oppressed groups.</p> <p>Students will assess client behavior by applying human behavior theories and concepts.</p>
<p>7: Assess Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> <li>• collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary</li> </ul>	<p>Students will assess client behavior by applying human behavior theories and concepts.</p> <p>Students will assess and evaluate an agency program or grant proposal according to evidence-based research.</p>

	<p>theoretical frameworks in the analysis of assessment data from clients and constituencies;</p> <ul style="list-style-type: none"> <li>• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</li> <li>• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul>	
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<p>8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> <li>• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</li> <li>• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</li> <li>• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</li> <li>• facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul>	<p>Students will describe the process of setting intervention goals, contracting, and choosing intervention strategies utilized with the client.</p> <p>Students will develop a grant proposal or research project that addresses how the practice wisdom learned in field applies to selecting appropriate intervention.</p>
<p>9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> <li>• select and use appropriate methods for evaluation of outcomes;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</li> <li>• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</li> <li>• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</li> </ul>	<p>Students will evaluate their professional strengths and weaknesses to prepare for employment or graduate study.</p> <p>Students will assess and evaluate an agency program or grant proposal according to evidence-based research.</p> <p>Students will develop a grant proposal or research project that addresses how the practice wisdom learned in field applies to selecting appropriate intervention and evaluate practice.</p>

## 1.2 Policies and Procedures Affecting Students

The policies that appear in this handbook apply to students who plan to major in social work and are consistent with the mission, goals and objectives of the program, BGSU and the accreditation standards of CSWE.

### 1.2.1 Application & Admission to BSSW Program

When a student first enrolls at BGSU with the goal of completing the BSSW program, the student is classified as a Pre-BSSW major. The student needs to apply for admission to gain BSSW major status. There are minimum requirements that need to be met by all students who

want to be admitted to the BSSW program. Also, admission to the BSSW major is a competitive process, and meeting minimum requirements does not entitle nor guarantee admission.

The minimum requirements for admission into the BSSW program are:

1. **A minimum GPA of 2.5.**

Students can access their GPA at any time using the Degree Audit system through the Student Center portal on myBGSU. Students should meet with an academic advisor to plan for how to improve GPA if their current GPA is below a 2.5.

2. **Completion of 30 credit hours.**

Students that will have 30 or more credits hours at the end of the semester in-progress should still apply. If a student is applying during the semester in which they will achieve the 30 credit hours standard, admittance will be contingent on successful completion of the semester courses.

3. **Earn a grade of ‘C’ or better in SOWK 1100 – Introduction to Social Work and SOC 1010 – Introduction to Sociology, or their equivalent at another college or university.**

If you do not obtain a C or higher, the course will need to be repeated until an appropriate grade is obtained.

4. **Completion of at least 30 hours of service experience in a social service agency setting.**

Social work is a service driven profession. It is important that students have opportunities early in their education to determine if this profession is a good fit for them. Therefore, the program requires you to gain experience serving the community. This service hours requirement can be met through employment or volunteerism.

Examples of entities where students can serve to earn service hours are: schools, hospitals, nursing facilities, food pantries, non-profit organizations, public agencies, etc. Serving the community as part of a faith-based organization is acceptable to meet this requirement, if the activities are social service orientated. If the activities you completed as part of a faith-based organization are primarily proselytizing or religious education, this would not be acceptable. These service hours must have been earned while you are enrolled in college, (If you were enrolled in high school and college at the same time, you can count service hours you earned before graduating high school.) and within the past 2 years.

If a student is unsure if their experience is acceptable to meet this requirement, they can contact the BSSW Program Coordinator, Matt Molnar by phone at 419-372-8903 or email [mmolnar@bgsu.edu](mailto:mmolnar@bgsu.edu) to receive clarification.

5. **Two professional and/or academic references.**

The program prefers at least one reference to be from someone that can attest to your professionalism, and one reference be from someone who can testify to your academic ability.

Both references may come from volunteer and/or employment experiences, preferably from people that supervised/led you during those experiences. Helping professionals that did not formally supervise you, but that know you well personally may also be suitable references. However, your personal counselor or therapist would not be an appropriate reference due to unethical boundary concerns.

The program prefers your second reference be from someone that can attest to your academic ability. The one limitation is you may not request references from faculty in the Social Work program at BGSU. However, faculty from any other program at BGSU would be acceptable. University staff such as academic advisors, life coaches, tutors, teaching assistants, lab assistants, etc. would also be examples of good sources for references. You may utilize faculty or staff from high school or other colleges or universities as well.

Family and your personal friends are not suitable references.

## 6. **Completing and submitting all application documents.**

Applications to the major are accepted and reviewed twice a year. Late applications will not be accepted. Deadlines for submitting applications are:

- Fall Semester Deadline - September 30th.
- Spring Semester Deadline - January 30th.

If a student has not completed their service hours or gathered both of the required references by the application deadline, they may still be admitted to the major with a “provisional” status. Provisional means the student will be accepted to the major, but there will be a final deadline when they need to submit the documentation to verify their service hours and reference documents have to be submitted. If the student does not submit the required documentation to fully complete your application by the deadline listed in their provisional acceptance letter, their admission to the major could be rescinded.

If students, reference providers, or services hour supervisors have questions related to any of these requirements, please contact the BSSW Program Coordinator, Matt Molnar by phone at 419-372-8903 or email at [mmolnar@bgsu.edu](mailto:mmolnar@bgsu.edu).

Click the following link to access the Application for Admission to BSSW Program Major, [https://bgsu.az1.qualtrics.com/jfe/form/SV\\_eeBx9vvauSv32qG](https://bgsu.az1.qualtrics.com/jfe/form/SV_eeBx9vvauSv32qG)

### **1.2.2 Re-application to Major**

If a student applies for major and their application is denied, the student will be notified in writing through a letter from the Program Coordinator outlining why admission was denied. The student has the right to re-apply for major. In the student’s re-application, the student needs to address how they have resolved the academic, ethical, etc. issues that resulted in their initial application being denied.

The student does not need to complete an entirely new application. The student applicant only needs to address and amend any areas of concern on their initial application. The Program

Coordinator will review any re-applications, and make an admission decision in collaboration with program faculty if needed, based on the admission criteria previously outlined in this handbook.

### **1.2.3 Non-discrimination**

The program supports the University's position on discrimination as stated in the University Student Handbook: "Bowling Green State University is committed to providing equal educational opportunity. The University provides access to educational programs and activities without regard to race, sex, sexual orientation, gender identity, gender expression, color, national origin, ancestry, genetic information, pregnancy, religion, age, disability, or status as a veteran. Any grievance regarding alleged discrimination due to race, sex, sexual orientation, gender identity, gender expression, color, national origin, ancestry, genetic information, pregnancy, religion, age, disability, or status as a veteran shall be reported to the Office of Human Resources, 1851 N. Research Drive, 419-372-8421. If both parties are students, complaints should be reported to the Office of the Dean of Students, 301 Bowen-Thompson Student Union, 419-372-2843."

As advocates for fair treatment and just services, the program maintains a comprehensive position on non-discrimination consistent with CSWE standards and the NASW *Code of Ethics*. The program provides learning content with respect for all persons, promoting the practice of cultural competence and understanding of diversity that is nondiscriminatory on the basis of age, class, race, ethnicity, color, sex, religion, national origin, gender, sexual orientation or differing mental or physical abilities.

### **1.2.4 Transfer Credit**

The program utilizes the University's transfer credit policy and procedures.

"Bowling Green State University awards transfer credit for formal coursework of baccalaureate level from an acceptable collegiate source as described in the "Acceptable collegiate sources for credit transfer" section of this catalog. All courses with passing grades, including grades of "D" that carry quality points of 1.0 or greater (on a 4.0 scale) will transfer. Individual degree or program requirements may demand a higher grade than "D" in selected courses. Those standards will apply equally to transfer courses and to courses taken at BGSU." The process is as follows:

1. An initial review of transfer courses will be completed by the Admissions Department of the University and the Central Advising Department. Student will need to submit a transcript from each previous College or University as part of the admissions process to the University for this step to occur.
2. The program recognizes courses that are identified as TAGs (Transfer Assurance Guides) and will accept transfer courses into the major that that meet those requirements.
3. No transfer credit is accepted for Field Education courses.
4. No transfer credit will be awarded for courses identified as major requirements with grades less than a "C" on BGSU's grading scale.

5. Students should be prepared to provide course syllabi and/or catalog descriptions of courses taken elsewhere for review by the Program Coordinator for final decision on social work transfer credit equivalencies.

### **1.2.5 Work or Life Experience Credit**

CSWE does not allow any accredited program to award experiential learning credit or credit for noncollegiate sponsored learning programs for any required social work courses.

### **1.2.6 Academic Advising/Faculty Mentoring**

From the time a student enters the University until the time they are officially admitted to the BSSW program, the student will receive advising services through the Central Advising Department. Once admitted to the major, the student will be assigned a “Faculty Mentor” for academic and career advising for the remainder of their time as a student. The student will be informed of their assigned Faculty Mentor when they receive a letter of admission to the program. The student will be provided the contact information and the Faculty Mentor will have posted office hours in which they are available for individual meetings. Students are encouraged to contact their Faculty Mentor at least once a semester to review their academic and potential career plans.

### **1.2.7 Class Attendance**

In the BSSW Program, the classroom serves as a professional learning environment where every class meeting is valuable. Consequently, consistent attendance and timeliness are important. Attendance will be taken at the start of each class session. BSSW students are expected to attend 85% of scheduled classes. After this, students will receive a minimum of a 5% penalty on their final grade. Individual faculty may increase the penalty amount. There are no excused absences outside of University policy. An absence due to a medical condition must have an excuse from a doctor’s office. The excuse must provide the date(s) you missed or will miss class. The excuse must say you were physically unable to attend class. Misses due to medical reasons excuse only class attendance, not assignments. Faculty reserves the right to accept or reject medical excuses. The decision to miss a class is the student’s. Do not ask for exceptions or explain special circumstances. Please do not come to faculty with explanations. If some event or circumstance arises that interferes in your attending class, it is your choice to attend or not. Absences not discussed with the professor prior to or within a week of the absence will be considered unexcused. If an exceptional circumstance necessitates leaving early or arriving late, please notify the professor before the start time for class via email.

### **1.2.8 Grade Scale**

The Department of Social Work uses the following grade scale to evaluate the academic performance of students in social work courses:

A = 90-100

B	=	89-80
C	=	79-70
D	=	69-60
F	=	59-0

Quality points for each semester of credit are assigned by BGSU according to the following scale of scholarship:

<u>Grade Achievement</u>	<u>Quality Points Per Hour</u>
A: Superior Quality	4.00
B: High Quality	3.00
C: Average	2.00
D: Passing, but below average quality	1.00
F: Failing, no credit earned	0.00
S: Satisfactory (credit earned but no effect on GPA)	
U: Unsatisfactory (no credit earned, no effect on GPA)	
I: Incomplete (no credit earned)	

### 1.2.9: Requirements for Papers

Papers that are written by students for social work courses must adhere to the format created by the American Psychological Association (APA). Instructors may provide other guidance for assignments that are not research based. Students are strongly encouraged to become familiar with the APA format and should consult the most recent edition of the *Publication Manual of the American Psychological Association, 7<sup>th</sup> Edition*.

### 1.2.10 Academic Requirements

Academic standards a student must meet in order to remain a Social Work major, including entering field education (internship):

- a 2.5 G.P.A. (overall) on a 4-point scale;
- a 2.5 G.P.A. in the required courses within the BSSW program.
- a final grade of 'C' or better in all core BSSW program courses.

### **1.2.11 Student Conduct**

In the BSSW Program, the classroom serves as a professional learning environment. Students should act accordingly and not in a manner that interferes with the class learning environment or shows disrespect for the instructor or fellow classmates. Repeatedly arriving at class more than a couple of minutes late, carrying on side conversations, or leaving early are examples of disruptive behavior. In addition, laptops, cell phones and any other personal communication devices should be off. Texting tells the instructor you are not participating in class. It disrupts the instructor's efforts to engage the class. Instructors have the right to dismiss or downgrade a student for disruptive behavior. BGSU has policies governing student conduct in the classroom, <http://www.bgsu.edu/student-handbook/code-of-conduct.html>.

### **1.2.12 Program's Code of Ethics**

#### **I. Rational**

Social Workers are professionals guided by the values and ethical principles embodied in the NASW's Code of Ethics. The Code of Ethics establishes the standards of acceptable practice. Practitioners must abide by the conduct dictated by the Code of Ethics. Many of these standards also appear in state laws governing the conduct of social workers and other professional helpers. Failure to abide by the Code of Ethics may result in professional sanctions, loss of licensure, criminal prosecution or civil litigation. Please read the NASW Code of Ethics,

- English version, <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>
- Spanish version, <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-ofEthics-Spanish.aspx>

In preparation for practice, we expect students to abide by the NASW Code of Ethics. Failure to do so will result in a review of your major standing and the possibility of dismissal from the major.

The Social Work Program's goal is to graduate professionally competent practitioners. Achieving this goal requires the program to maintain an environment that assists student's learning professional behavior. Our explicit curriculum, which refers to the courses in the major, provides the knowledge, skills and values for professional social work. Supporting this is an implicit curriculum. The implicit curriculum involves maintaining a program atmosphere that enables students to enact and experience the professional atmosphere that exists in actual practice. The CSWE mandates that social work programs maintain a professional program environment- an implicit curriculum that assists in professional socialization.

#### **II. Policies**

- a. Students must abide by the NASW Code of Ethics not only in their service and field placements but in the program environment. Failure to abide by the NASW Code of Ethics may result in dismissal from the major.
- b. Students are to treat fellow students and all departmental staff and faculty with civility, respect and dignity in interactions including electronic communications. The principles of collaboration and cooperation should guide all interactions. The Social Work program requires students to resolve interpersonal problems in a direct, problem-solving fashion following program policies related to conflict resolution.
- c. Students must demonstrate professional conduct in the classroom.
  - i. The following are examples of behavior that fail to demonstrate professional conduct in the classroom:
    1. lack of attendance, preparation and participation in classes;
    2. creating a disturbance or distraction by arriving late to class, texting, ringing cell phones, carrying on side conversations with peers, packing up prior to the end of class and leaving early;
    3. behaving in a hostile, aggressive fashion, verbally or physically, to faculty, staff and other students, disrespectful demeanor, excessive argumentativeness, rudeness, and verbal abuse.
- d. Students who consistently behave in an unprofessional manner will be counseled out of the Social Work Program (see Counseling Out Policy).

### **1.2.13 “Counseling-Out”/Involuntary Termination from Program**

"Counseling out" refers to the process of discontinuing a student's enrollment in the social work program. The decision to discontinue a student as a social work major is typically a permanent one. In certain circumstances, counseling out may involve specific remedial steps for a student to complete before they may re-apply to the program. Counseling out does not affect the student's standing as a BGSU student.

Counseling out of the major occurs when students fail to meet the program's expectations or abide by the NASW Code of Ethics and the Social Work Program's Code of Ethics.

#### **Expectations of Social Work Majors:**

1. Academic Performance: Students must maintain grade requirements and academic honesty.
2. Attendance & Participation: Students must meet the requirements of class and practicum. Generally, the program's policy is that students must prepare, attend and positively participate in all classes.
3. Professional Behavior: Students must behave professionally with peers, faculty, agency personnel, and clients. They must abide by the NASW Code of Ethics. Doing so includes behaving towards others with respect, genuineness and honesty. Students must demonstrate respect for diversity and act with integrity. They must demonstrate respect



for the learning process and refrain from behavior that disrupts, undermines, and degrades it. They must do this in the classroom, practicum, volunteer service, and service learning projects.

4. Assaultive or Threatening Behavior: Students must not behave in ways that intimidate, terrorize, menace, harass, physically harm or injure clients, colleagues, or instructors.

5. Competent Practice: Student must demonstrate practice competencies as described in our CSWE accreditation and course syllabi. They must demonstrate these competencies in classroom assignments, service learning and practicum.

Counseling out is a process aimed at facilitating the removal of a student from the social work major who fails to meet program expectations. The steps in the process are as follows:

1. A faculty member who wishes to initiate the counseling out of a student makes his or her recommendation in writing to the BSSW Program Coordinator (BPC). The document must provide specific information that describes the student's failure to behave according to the program's expectations as stated above.
  - a. Prior to writing the letter, faculty must have met with the student to discuss the behavior(s) that fails to meet expectations and describe specific steps to improve.
  - b. If the student fails to improve, the faculty member must meet with the student and inform him or her that they will write a letter to the BPC initiating the counseling out process.
  - c. In their letter to the BPC, the faculty member provides documentation of the expectations the student failed to meet, the steps formulated to successfully meet expectations and the student's failure to satisfactorily complete the success plan.
2. The BPC will review the letter and supporting documentation, and will notify the student, in writing, of its receipt within three working days and provide them a copy of it.
  - a. The BPC shall setup an appointment with the student as soon as schedules allow. The meeting's purpose is to review the letter and hear the student's perspective on the information contained in the letter.
  - b. Students may submit their own document contesting the faculty member's claims.
3. The BPC will call a faculty meeting and review their findings. A majority vote of the faculty initiates the counseling out process.
4. If the faculty vote to counsel out, the BPC will counsel and advise the student on expectations and provide one warning. Continuation of the behavior will result in being counseled out/dismissed of the program. The BPC will help the student identify other options for a major. However, the BPC will withdraw the student's BSSW major standing.

If the decision of the faculty panel is to remove the student from the course, major activity, or program, the student will receive a written notice of their termination. The student may appeal the decision utilizing the Academic Grievance Procedure as outlined by the College of Health & Human Services. Refer to the College's website for further information about appeals, <https://www.bgsu.edu/health-and-human-services/academic-advising-center/appeals.html>

#### **1.2.14 Readmission to Program After Involuntary Termination / “Counseling-Out”**

A student who wants to be considered for readmission must meet the following criteria:

1. Submit a completed “Request for Readmission” form including an explanation of the concerns that resulted in termination from the program including an acknowledgement of previous performance issues and plan(s) for improvement or prevention to the Social Work Program Director. The “Request for Readmission” form will include the following information:
  - Reason for initial removal from the program.
  - Corrective action student has taken to address the reasons for initial removal.  
(Please provide documentation of action(s) if available.)
  - Plan or learning contract to prevent reason(s) for initial removal from occurring again (where you pick up from here).
  - Decision of faculty committee.
  - Rationale for faculty committee decision.
2. Submit transcripts of continued academic efforts that indicate ability to maintain a G.P.A. as required by the program;
3. Participate in an interview with the faculty of the BSSW program and actively engage in dialogue regarding reasons for readmission to program and degree completion.

The Social Work faculty will consider all of the above when making a decision regarding readmission to the program. The student will be notified in writing of the decision. If he/she is not satisfied with the outcome, the student may appeal the decision through the Academic Grievance Procedure as outlined by the College of Health & Human Services. The website for filing academic grievance is, <https://www.bgsu.edu/health-and-human-services/academic-advisingcenter/appeals.html>

#### **1.2.15 Voluntary Exit from Program**

A student can choose to leave the BSSW program at any time. The student should submit a change of major form in the College's Advising Office if they decide to no longer pursue the BSSW degree, but remain a student at BGSU.

Also, if a student disenrolls from the University and is no longer admitted to the institution, the student will have to go through the University's process for being re-admitted to BGSU. Once a student is re-admitted to the University, the student will have to meet with the BSSW Program Coordinator to resolve any academic or ethical issues before being re-admitted to the major. If a student never had major status and was in pre-major status before exiting the University, the

student will remain in pre-major status upon their return to the University. The student can apply for major status once they meet the minimum eligibility criteria for consideration into the major.

### **1.2.16 Sexual Misconduct and/or Harassment**

The sexual harassment policy of BGSU is found in the Student Handbook, available at the University web site, <https://www.bgsu.edu/student-handbook/policies-and-procedures.html>. The Department of Social Work supports and enforces this institutional policy.

### **1.2.17 Criminal Background Checks**

The BSSW Program does not require students undergo a criminal background check in order to be admitted and complete the undergraduate degree program. However, criminal background can be a limiting factor in securing a field placement (internship) and gaining professional licensure post-graduation. Many agencies that host students for internship require a student pass a State of Ohio Bureau of Criminal Investigation (BCI) and/or Federal Bureau of Investigations (FBI) background check in order to be placed at the agency. Individual agencies have a right to refuse students field education opportunities based on criminal background. Also, social work licensing boards in each state have specific requirements regarding disclosure and limitations on licensure due to criminal history. Students who have a felony conviction are urged to contact the state licensing board for clarification in this area.

### **1.2.18 Grievance Procedure**

The general grievance and appeal procedures for both academic and nonacademic issues and other institutional policies that are applicable to all students are outlined on the University's website, <https://www.bgsu.edu/student-handbook/policies-and-procedures.html>.

Academic grievances are processed through the College of Health and Human Services. Please go to the following website for more information about academic grievances, <https://www.bgsu.edu/health-and-human-services/academic-advising-center/appeals.html>

## 1.3 Social Work Program Curriculum

The outcomes of the Social Work program are demonstrated through a curriculum of 122 credits, 36 Bowling Green Perspective (BGP) which fulfill the general education requirements of BGSU, and 78 credits of specific credits (SOWK prefix) that fulfill the requirement of the BSSW major. The remainder of the credits remaining to complete the degree are general electives. The degree plan adopted by the Social Work program in fall 2018 can be reviewed through the following link, <https://www.bgsu.edu/content/dam/BGSU/catalog/check-sheets/Social-Work.pdf>

### 1.3.1 Content Areas

The social work curriculum is grounded in the liberal arts and provides education specific to the knowledge, values and skills of professional social work. The liberal arts component and the coursework and training of the Social Work program support a foundation for generalist social work practice, graduate education and lifelong learning.

This generalist practice includes content areas of social work practice, policy and services, social, economic & environmental justice, populations at-risk, multiculturalism and diversity, human behavior in the social environment, values and ethics, research and field education. It is expected that students study all content areas in order to prepare for a role as a professional social worker. The Social Work program at BGSU offers courses in each of the following content area:

Introduction to Social Work Profession: Origins of the profession and its relationship to social welfare. Generalist knowledge base of social work and professional values which guide social work practice.

Diversity, Oppression and Social Justice: Examines the influence of diversity on identity development and human experience. Central to the course is an analysis of how human differences serve as a basis for inequality and injustice. Informed by this analysis, we explore the methods that social workers use to achieve social justice.

Social Welfare Institutions: The institutions of social welfare; basic concepts of social welfare as a response to unmet human need. Issues of diversity, growth of the profession and related values.

Research Methods: Includes content specific to the needs of the generalist social worker. Topics include single subject design, program evaluation, quantitative and qualitative methodologies, ethics and critical evaluation of existing research.

Human Behavior in the Social Environment: Theories and research on various systems (family, groups, organizations) which influence human growth and development.

Social Welfare Policy: Social problems, social policy and social services as interrelated areas. Basic models for evaluating and influencing social policy.

Social Work Practice I: Emphasis on direct (micro) practice skills including: needs and strengths identification, assessment, intervention strategies and evaluation.

Social Work Practice II: Examination of the various types of groups (mezzo) encountered in practice and the conceptual frameworks needed for understanding group process. Special emphasis is placed on working with groups from disenfranchised and vulnerable populations.

Social Work Practice III: Content from organizational and community (macro) practice skills including: leadership, advocacy, fundraising, education and lobbying.

Mental Health: An introduction to the knowledge essential for generalist practice in the mental health field. Various theories and models of mental illness are presented, with an emphasis on a holistic, strengths model as a foundation for social work practice. Services offered for the prevention and treatments of mental illness are examined, especially case management within a community mental health context.

Field Instruction & Field Seminar: Includes training and skill development in an agency setting as an experience that promotes the integration of classroom knowledge with professional competence.

Courses specific to a major in social work are outlined in sequence in the Degree Plan (Appendix: forms). Course descriptions are available in the course catalog and course outlines are available through the University website, <https://www.bgsu.edu/registration-records/courses-andclasses/class-course-information.html>

### **1.3.2 Course Descriptions**

#### SOWK 1100- Introduction to Social Work Profession

Origins of the profession and its relationship to social welfare. Generalist knowledge base of social work and professional values which guide social work practice.

#### SOWK 2200- Diversity, Oppression, and Social Justice

Examines the influence of diversity on identity development and human experience. Central to the course is an analysis of how human differences serve as a basis for inequality and injustice. Informed by this analysis, we explore the methods that social workers use to achieve social justice.

Prerequisites: SOWK 1100, SOWK major standing, or Firelands Human Services major.

#### SOWK 2320- Social Welfare Institutions

The institutions of social welfare; basic concepts of social welfare as a response to unmet human need. Issues of diversity, growth of the profession and related values. Prerequisites: social work major, POLS 1100 or consent of instructor.

#### DHS 3000- Research Methods for Human Services

Includes content specific to the needs of the generalist social worker. Topics include single subject design, program evaluation, quantitative and qualitative methodologies, ethics and critical evaluation of existing research. Prerequisite: SOC 3690, MATH 1150 or PSYC 2700.

### SOWK 3200- Human Behavior and Social Environment

Examination of theories and conceptual frameworks needed for generalist practice. Prerequisites: social work major, SOC 1010, PSYC 1010.

### SOWK 3220- Social Policy

Social problems, social policy and social services as interrelated areas. Basic models for evaluating and influencing social policy. Prerequisites: social work major and SOWK 2320.

### DHS 3300- Interviewing & Observation

Development of interviewing and observational skills used in working with diverse populations in human service fields. Examine interviewing from various perspectives for different purposes: clinical, forensic, organizational, and social.

### SOWK 3500- Social Work Practice I

Components of generalist social work practice; needs and strengths identification, assessment, intervention strategies, and evaluation with emphasis on direct (micro) practice. Prerequisites: junior standing, social work major and DHS 3300.

### SOWK 3600- Social Work Practice II

Builds competencies for generalist practice with small groups. Examination of the various types of groups encountered in practice and the conceptual frameworks needed for understanding group process. Special emphasis is placed on working with groups from disenfranchised and vulnerable populations. Prerequisites: social work major, DHS 3300, SOWK 3500. Can be taken concurrently with SOWK 3700.

### SOWK 3700- Social Work Practice III

Course builds on previous practice courses covering material from mezzo through macro practice. Content includes social work treatment and task group, organizational and community practice. Community practice skills include: advocacy, fundraising, education, lobbying. Prerequisite or corequisite: Social Work major and SOWK 3500.

### SOWK 4000- Topics in Social Work

On demand. Courses being considered for offering on regular basis. May be repeated.

### SOWK 4100- Mental Health

The course presents students with an introduction to the knowledge essential for generalist practice in the mental health field. Various theories and models of mental illness are presented, with an emphasis on a holistic, strengths model as a foundation for social work practice. Services offered for the prevention and treatments of mental illness are examined, especially case management within a community mental health context. Prerequisites: major standing or permission of instructor.

### SOWK 4200- Social Work with Older Adults

Focus on the interactive nature of physical, social, psychological, cultural, and spiritual aspects of aging and the effects on the total well-being of older adults. Prerequisites: major standing or instructor permission. Approved for distance education.

### SOWK 4400- Introduction to Addictions and Substance Abuse Treatment

An introduction to substance abuse. Provides specific information regarding the use, abuse, and dependency issues related to chemical substances and an overview of the policy and practice issues related to working with substance abusers and their families. Approved for distance education.

### SOWK 4500- Field Instruction

Required social work capstone course, practice experience in selected social agency and monitored by faculty liaison. Minimum of 420 hours. Field practice assignments are made via coordination with prospective social service agency, the program's Field Coordinator and the faculty liaison. Prerequisites: all core courses completed prior to enrollment, senior standing, social work major and 2.50 GPA in core and accumulative. Graded S/U.

### SOWK 4550- Integrative Seminar

Faculty and field instructors conjointly teach this course. Conceptual frameworks, precise techniques and practitioner styles are considered as they underlie the student's problem solving in field instruction.

## **1.3.3 Minors and Concentrations**

Although students do not need to declare a minor, many students often choose minors to augment their education. The general rule is that you need at least 20-21 hours to complete a minor, and a true minor has to be identified at the University. Minors that are typical for Social Work majors include: Gerontology, Sociology, Psychology, and Human Development and Family Studies. Sometimes students will want to minor in a language, art, music, political science, or business. Some minors, like GERO and PSYC, require specific coursework for completion to get credit with having a minor. Many others just tell them they need 20 hours of credit.

Students are only allowed to count up to 5 credit hours of **major core classes** toward their minor. So for example, a student who wants a PSYC minor can count the PSYC 1010 **OR** PSYC 4050 but they cannot count both classes.

Students can put together a concentration of study if they want. Some common concentrations are:

- Criminal Justice: CRJU 2100 (introduction to criminal justice); SOC 4410 (criminology); SOC 3400 (deviance and social control); SOC 3410 (juvenile delinquency); SOC 4420 (crime and punishment)

- Addictions: SOWK 4400 (substance abuse); SOC 3190 (alcohol, drugs and society); HP 3400 (drug use and abuse); PSYC 3300 (introduction to neuroscience); PSYC 3310 (psychopharmacology and neuroscience); CHEM 1770 (introduction to forensic science), PSYC 4160 (addictions)
- Youth: SOC 3410 (juvenile delinquency); PSYC 3030 (child development); PSYC 3040 (adolescent development); HDFS 2200 (infant and toddler development); HDFS 2210 (child development); HDFS 3250 (children and families under stress---need to meet additional prerequisites for this course)

## 1.4 Student Organizations

### 1.4.1 Student Organization of Social Workers (SOSW)

Students play an integral part in acting on the mission of BGSU and the BSSW program. In demonstrating a commitment to serve, students can choose to join the many service opportunities that are available through the Office of Campus Activities and the Center for Community and Civic Engagement. SOSW is one student organization that is inclusive of social work and the other related disciplines. SOSW is a student lead organization open to students of any major who have a passion for professional development and volunteering in their community and on campus. SOSW strives to provide connection among our members and provide a support system through their school career.

### 1.4.1 Social Work Honor Society

#### *Phi Alpha Delta Alpha Chapter*



*"Through knowledge - the challenge to serve"*

The purposes of Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

An undergraduate student is eligible for membership after achieving the following requirements:



- Received acceptance into the social work major
- Achieved sophomore status
- Completed 9 semester hours of required social work courses
- Achieved an overall grade point average of 3.0 and
- Achieved a 3.25 grade point average in major courses

All social work students will be notified in spring semester of application process. Information about Phi Alpha can be found at [www.phialpha.org](http://www.phialpha.org).

### **1.5 Social Work Advisory Council**

The Social Work Advisory Council provides consultation and support to the program by evaluating curricula and policies, and recommending strategies or plans. Council members share community interests and needs, discuss current trends in social work practice, and assist in interpreting academic requirements to best fit the current expectations of the profession. The Council plays a significant role for the program in promoting and maintaining ongoing and reciprocal relationships with the practice community. The Council meets on campus at twice each academic year.