TABLE OF CONTENTS

1.0 Introduction

1.1 General Information and Historical Overview of the Social Work Program
   1.1.1 Mission Statement of the Department of Social Work
   1.1.2 Program's Purpose
   1.1.3 Program's Themes
   1.1.4 Program’s Goals, Objectives & Competencies

1.2 Policies and Procedures Affecting Social Work Students
   1.2.1 Application & Admission to BSSW Program
   1.2.2 Re-application to Major
   1.2.3 Non-discrimination
   1.2.4 Transfer Credit
   1.2.5 Work or Life Experience Credit
   1.2.6 Advising
   1.2.7 Class Attendance
   1.2.8 Grade Scale
   1.2.9 Requirements for Papers: APA Formatting and Style
   1.2.10 Academic Requirements
   1.2.11 Student Conduct
   1.2.12 Social Work Program Code of Ethics
   1.2.13 Counseling Out / Involuntary Termination from Program
   1.2.14 Readmission to Program After Involuntary Termination / “Counseling Out”
   1.2.15 Voluntary Exit from Program
   1.2.16 Sexual Misconduct and/or Harassment
   1.2.17 Criminal Background Checks
   1.2.18 Grievance Procedure
1.3 Social Work Program Curriculum

1.3.1 Content Areas

1.3.2 Course Descriptions

1.3.3 Minors & Concentrations

1.4 Student Social Work Organizations

1.4.1 Student Organization of Social Workers (SOSW)

1.4.2 Phi Alpha: Social Work Honor Society

1.5 Social Work Advisory Council

1.6 Appendices

1.6.1 Counseling Out Process

1.6.2 Degree Plan

1.6.3 Application to Major
1.0 Introduction
This Student Handbook is for Bachelor of Science in Social Work (BSSW) students and has been prepared to give an overview of program, its policies, and procedures. This handbook is supplemented by the Field Education Policy Manual that provides information regarding the field education experience of the BSSW program. In addition, information about Bowling Green State University’s admissions, fees, financial aid and services is provided in the Student Handbook and can be accessed online at https://www.bgsu.edu/student-handbook.html.

This Student Handbook is available to prospective and current students in order to inform and prepare students about the Social Work program at Bowling Green State University.

1.1 General Information and Historical Overview of the Social Work Program at Bowling Green State University

In 1978, the Social Work program at BGSU received accreditation from the Council on Social Work Education to offer a Baccalaureate Program in Social Work. The most recent reaffirmation of accreditation occurred in 2011. Social Work program received full accreditation through 2019.

1.1.1 Mission Statement of the Department of Social Work

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 at BGSU offers a Bachelor of Science in Social Work (BSSW) that provides the academic credentials for graduates to take the Bachelor examination for social work licensure through the Association of Social Work Boards (A.S.W.B.).

BGSU Social Work majors are prepared as entry-level generalist social work practitioners upon graduation. Students that successfully complete the program are eligible for advanced standing in MSW programs that provided graduate social work education.
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 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 Social Work Program’s competencies, goals and objectives:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Goals</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 1: Demonstrate Professional and Ethical Behavior | • 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;  
• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;  
• demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;  
• use technology ethically and appropriately to facilitate practice outcomes; and  
• use supervision and consultation to guide professional judgment and behavior. | - Students will evaluate their professional strengths and weaknesses to prepare for employment or graduate study.  
- Students will critically analyze an ethically ambiguous or conflicted practice situation to develop a persuasive argument applying professional values to create an ethical solution.  
- Students will increase awareness of the impact of their own biases and values on the professional social work process.  
- Students will prepare for the state social work licensure exam. |
| 2: Engage Diversity and Difference in Practice | • apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;  
• present themselves as learners and engage | - 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 |
| 3: Advance Human Rights and Social, Economic, and Environmental Justice | - apply knowledge of social, economic, and environmental justice to advocate for human rights at the individual and system levels  
- engage in practices that advance social, economic, and environmental justice. | - Students will critically analyze social justice concepts within an agency setting. |
| 4: Engage In Practice-Informed Research and Research-Informed Practice | - 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  
- use and translate research evidence to inform and improve practice, policy, and service delivery. | - Students will assess and evaluate an agency program or grant proposal according to evidence-based research.  
- Students will develop a grant proposal or research project that addresses how the practice wisdom learned in field applies to selecting appropriate intervention. |
| 5: Engage in Policy practice to advance well-being and delivery of services | - Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;  
- assess how social welfare and economic policies impact the delivery of and access to social services;  
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. | - Students will critically analyze social justice concepts within an agency setting.  
- Students will assess and evaluate an agency program or grant proposal according to evidence-based research.  
- Students will develop a grant proposal or research project that addresses how the practice wisdom learned in field applies to selecting appropriate intervention. |
| 6: Engage with Individuals, Families, Groups, Organizations, and Communities | - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and  
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. | - 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.  
- Students will assess client behavior by applying human behavior theories and concepts. |
| 7: Assess Individuals, Families, Groups, Organizations, and Communities | - collect and organize data, and apply critical thinking to interpret information from clients and constituencies;  
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary | - Students will assess client behavior by applying human behavior theories and concepts.  
- Students will assess and evaluate an agency program or grant proposal according to evidence-based research. |
| 8: Intervene with Individuals, Families, Groups, Organizations, and Communities | • critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;  
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;  
• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;  
• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and  
• facilitate effective transitions and endings that advance mutually agreed-on goals. | - Students will be describe the process of setting intervention goals, contracting, and choosing intervention strategies utilized with the client.  
- Students will develop a grant proposal or research project that addresses how the practice wisdom learned in field applies to selecting appropriate intervention. |
| 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | • select and use appropriate methods for evaluation of outcomes;  
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;  
• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and  
• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. | - Students will evaluate their professional strengths and weaknesses to prepare for employment or graduate study.  
- Students will assess and evaluate an agency program or grant proposal according to evidence-based research.  
- 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. |
1.2 Policies and Procedures Affecting Social Work 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 Department of Social Work at BGSU and the accreditation standards of CSWE. A complete explanation of policies that apply to all students at BGSU is provided in the University Student Handbook. Included in the University Student Handbook is a full explanation of the Student Code of Conduct, student rights and responsibilities, and disciplinary procedures as consequences of violation of University regulations.

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-social work major. The student needs to apply for admission to gain BSSW major status. There are minimum requirements needed to apply for the major. However, admission to the Social Work 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. Anything less is not acceptable. Please double check your degree audit to make sure that your GPA is OK. If not, then make an appointment with your adviser or the Social Work faculty to make a plan to correct it.

2. Completion of 30 credit hours. Most students apply to the major in their second or third semester, or prior to transfer from a community college or other major. If you are in a semester where you will have 30 credit hours by its end, you may still apply. Your admittance will be dependent on successful completion of your semester hours. For example, you are in the spring semester of your freshmen year. You completed 15 credit hours during the previous fall, and are currently enrolled for 15 hours spring semester. Even though you are just beginning the spring semester, you can apply to the Program. Your admittance will be contingent on successful completion of the spring semester courses.

3. Completion of at least 30 hours of paid or volunteer experience in a social service agency. Social work is a service driven profession. It is important that you have opportunities early in your education to determine if this profession is a good fit for you. Therefore, we ask you to get out in the community and work in areas that are “out of your comfort zone”. It will allow you to see if you can work with people who are different from you in a non-judgmental way.

If you are currently working in a daycare, nursing home, YMCA, as a camp counselor, or other social service agency, your experience in that agency will most likely count toward your
experience requirement. If you are not working in this capacity, you will need to complete some type of volunteer experience in the community.

Typical places to look for volunteer opportunities are nursing homes, soup kitchens, homeless shelters, libraries (to tutor and read to children), summer camps, church outreach ministries (not to encourage a person to join a church but to assist people who are less fortunate), hospitals, and the Salvation Army. This is by no means an exhaustive list but merely a way to give you some ideas. For a list of possible agencies, contact the local United Way. Contact the agency’s website or Volunteer Coordinator for information on how to volunteer. You DO NOT have to work directly with a social worker, although you can if there is one available. Your goal is not necessarily to see what a social worker does. It is more to understand the people that you may be working with someday. If you are not sure if your experience would be acceptable for the major application, please contact the Social Work Coordinator, Dr. Peggy Adams, at 419-372-7608 or padams@bgsu.edu and she will assist you.

Only service completed since high school, or within the past two years, is accepted for this requirement. In addition, church related activities will only count if they are social service directed. For example, if you are working at a soup kitchen that your church supports, that is fine. But if you are working in vacation Bible school or youth group that focuses on education of the faith and proselytizing activities, it will not count.

4. 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.

5. Completion of the application. The application has several sections. Please be sure you have completed all parts thoroughly.

Applications to the major are accepted twice a year. The deadlines are:

- September 30th if the student wishes to take major restricted classes spring semester
- January 30th if the student wishes to take major restricted classes summer or fall semesters
- Late or incomplete applications will not be considered

6. Applications should be submitted in hard copy and mailed/delivered to:

   Social Work Program
   223 Health and Human Services Building
   Bowling Green, Ohio 43403

   If you have questions, please feel free to contact Matt Molnar at mmolnar@bgsu.edu or 419-372-8903.

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 Director 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 Director 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 Social Work 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 Social Work program maintains a comprehensive position on non-discrimination consistent with CSWE standards and the NASW Code of Ethics. The Social Work program at BGSU provides learning content with respect for all persons, promoting the practice of cultural competence and understanding of diversity that is non-discriminatory 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 College’s Advising Office. The 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 Social Work Program recognizes courses that are identified as TAGs (Transfer Assurance Guides) and will accept transfer courses into the major 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”.
5. Students should be prepared to provide course syllabi and/or catalog descriptions of courses taken elsewhere for review by the Program Director for final decision on social work transfer credit equivalencies.

1.2.5 Work or Life Experience Credit
The Social Work program at BGSU does not award experiential learning credit or credit for non-collegiate sponsored learning programs for any required social work courses.

1.2.6 Advising
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 College’s Advising Office. Once admitted to the major, the student will be assigned a faculty member for academic and career advising for the remainder of their time as a student. The student will be informed of their assigned faculty advisor when they receive a letter of admission to the program. The student will be provided the contact information and the faculty member will have posted office hours in which they are available for face-to-face meetings. Students are encouraged to contact their advisor at least once a semester to review their academic and potential career plans.

1.2.7 Class Attendance
Every class meeting is important. Attendance will be taken at the start of class. Students who arrive more than 5 minutes late or leave 5 minutes before class ends lose their attendance and counted as absent. Students can miss 1 week worth of class meetings with no penalty to their final grade. 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 yours. 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. Missing more than the 1 week worth of classes will result in a 25 point penalty off your total point score for each class missed. 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:

\[
\begin{align*}
A & = 90-100 \\
B & = 89-80 \\
C & = 79-70
\end{align*}
\]
D = 69-60
F = 59-0

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

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

1.2.9: Requirements for Papers: APA Formatting and Style

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, 6th Edition*.

1.2.10 Academic Requirements

Academic standards a students 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 Social Work major.

1.2.11 Student Conduct

In the Social Work 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

1.2.12 Social Work Program 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,


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 consult with the Social Work Program Director (SWPD) and may consult with other faculty familiar with the student's performance during this process.

4. The BPC will call a faculty meeting and review his or her findings. A majority vote of the faculty initiates the counseling out process.

5. 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.
1. Submit a plan or learning contract to prevent reason(s) for initial removal from occurring again (where you pick up from here).
2. Decision of faculty committee.
3. 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-advising-center/appeals.html

1.2.15 Voluntary Exit from Program
A student can chose 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

1.2.17 Criminal Background Checks
The Department of Social Work does not require that 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](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](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 social work 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 is included in the Appendix of this Handbook.

### 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. Includes an off-campus experience in social work setting which integrates theory with practice assignments.

**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-and-classes/class-course-information.html](https://www.bgsu.edu/registration-records/courses-and-classes/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 3120.

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 with emphasis on direct (micro) practice, evaluation. Includes an off-campus experience in social work setting which integrates theory with practice assignments. 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 3250. Can be taken concurrently with SOWK 4060.

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 taught by field instructor and monitored by faculty liaison. Minimum of 448 hours. Field practice assignments are made via coordination with prospective social service agency, the field coordinator and the faculty. Prerequisites: all core courses completed prior to field instruction, 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. Taken concurrently with SOWK 4230.

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)

1.4.1 **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.

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.
1.6 Appendix

1.6.1- Counseling Out Process

**Level 1**
- One-on-one meeting between faculty and student to identify and discuss issue, desired change, and a timeframe for change.
- If issue is appropriately addressed and resolved, no further follow up is needed.
- If issue continues or intensifies, move to Level 2 Review, initiated by student or faculty sending documentation of issue and lack of resolution to the BSSW Program Coordinator (BPC).

**Level 2**
- (BPC) meets with both student and faculty to review issue and lack of resolution. Student can chose bring a support person to the meeting or not to attend meeting in-person and provide a written statement.
- PC makes recommendations for change and completes a corrective plan of action. Documentation of meeting will be placed in the student’s file.
- If issues are resolved, no further follow up is needed.
- If issues continue or intensify, move to a Level 3 Review, initiated by student being removed from the course or major activity.

**Level 3**
- PC works with Program Director (PD) to organize a panel of program faculty to review issue. The panel should, at a minimum, include the PD and the BSSW & MSW Program Coordinators.
- The student comes to the panel meeting and provides a written or verbal statement explaining their interpretation of the issue. Student may also bring a support person to the meeting.
- Faculty panel renders a decision regarding the student's status in the course/major activity and the program overall.
- Student has the right to appeal the program faculty panel's decision to the Chair of the Department of Human Services, then to the Dean of the College, and then the University, per program policy.
### 1.6.2 Degree Plan

**BACHELOR OF SCIENCE – SOCIAL WORK DEGREE CHECK SHEET**

**Start Term: Fall 2018**

---

**Spring 2019 | Bachelor of Science in Social Work**

**Total Hours Needed for Graduation:** 122

#### BG PERSPECTIVE (BGP) REQUIREMENTS:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition and Oral Communication</td>
<td></td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td></td>
</tr>
</tbody>
</table>

**Must complete at least 1 course in each of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and the Arts</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td></td>
</tr>
</tbody>
</table>

**Must complete at least 2 courses in each of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Behavioral Sciences</td>
<td></td>
</tr>
</tbody>
</table>

**Complete total required BGP credit hours by selecting courses from any of the above categories:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>University requirements:</td>
<td></td>
</tr>
</tbody>
</table>

#### SUPPORTIVE REQUIREMENTS (32 hours)

All Core Requirements MUST be taken for a letter grade. Students must obtain a “C” or better in all Core Courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1040: Introduction to Biology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1010: Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1100: American Government</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1010: General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1150: Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 2200: Diversity, Oppression &amp; Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 1930: Lifespan Human Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 4050: Abnormal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3170: Wealth, Power, &amp; Inequality</td>
<td>3</td>
</tr>
</tbody>
</table>

#### DEGREE PROGRAM CORE COURSES (48 hours)

All Core Requirements MUST be taken for a letter grade. (Only SOWK 4230 is graded S/U). Students must obtain a “C” or better in all Core Courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHS 3000: Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>DHS 3300: Interview &amp; Observation</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 2320: Social Welfare Inst</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 3220: Social Policy</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 3500: SOWK Practice I</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 3600: SOWK Practice II</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 3700: SOWK Practice III</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 4100: Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4200: Social Work Practice w/ Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4400 Topics in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4500: Field Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4550: Integrative Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**ELECTIVES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 3600 &amp; SOWK 3700 can be taken concurrently</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4500 &amp; 4550 must be taken concurrently</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 1100 required or permission of instructor</td>
<td>3</td>
</tr>
</tbody>
</table>

**UNIVERSITY REQUIREMENTS**

Note: Designated courses in the Humanities and the Arts, and the Social and Behavioral Sciences domains may be used to fulfill both a BGP requirement and one of the following

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Diversity in the U.S.</td>
<td></td>
</tr>
<tr>
<td>International Perspective</td>
<td></td>
</tr>
</tbody>
</table>

**Composition Requirement:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSW 1120 Academic Writing</td>
<td></td>
</tr>
</tbody>
</table>

**Total BGP Credits:** Must be at least 36

**UNIVERSITY REQUIREMENTS**

Note: Designated courses in the Humanities and the Arts, and the Social and Behavioral Sciences domains may be used to fulfill both a BGP requirement and one of the following

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Diversity in the U.S.</td>
<td></td>
</tr>
<tr>
<td>International Perspective</td>
<td></td>
</tr>
</tbody>
</table>

**Composition Requirement:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSW 1120 Academic Writing</td>
<td></td>
</tr>
</tbody>
</table>

**Total BGP Credits:** Must be at least 36

**ELECTIVES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
</table>

**Cognates in GERONTOLOGY & CRIMINAL JUSTICE may be completed. See the Social Work Department for requirements.**
The application for admission to the Social Work Major has several specific components and must be typewritten. The following information sheet highlights each section of the application, along with specific details on how to complete the section. Please read through the entire application, and then follow the directions given.

There are **minimum requirements** needed to apply for the major. The requirements are:

1. **A minimum GPA of 2.5.** Anything less is not acceptable. Please double check your degree audit to make sure that your GPA is OK. If not, then make an appointment with your adviser or the Social Work faculty to make a plan to correct it.

2. **Completion of 30 credit hours.** Most students apply to the major in their second or third semester, or prior to transfer from a community college or other major. If you are in a semester where you will have 30 credit hours by its end, you may still apply. Your admittance will be dependent on successful completion of your semester hours. For example, you are in the spring semester of your freshmen year. You completed 15 credit hours during the previous fall, and are currently enrolled for 15 hours spring semester. Even though you are just beginning the spring semester, you can apply to the Program. Your admittance will be contingent on successful completion of the spring semester courses.

3. **Completion of at least 30 hours of paid or volunteer experience in a social service agency.** Social work is a service driven profession. It is important that you have opportunities early in your education to determine if this profession is a good fit for you. Therefore, we ask you to get out in the community and work in areas that are “out of your comfort zone”. It will allow you to see if you can work with people who are different from you in a non-judgmental way.
If you are currently working in a daycare, nursing home, YMCA, as a camp counselor, or other social service agency, your experience in that agency will most likely count toward your experience requirement. If you are not working in this capacity, you will need to complete some type of volunteer experience in the community. Typical places to look for volunteer opportunities are nursing homes, soup kitchens, homeless shelters, libraries (to tutor and read to children), summer camps, church outreach ministries (not to encourage a person to join a church but to assist people who are less fortunate), hospitals, and the Salvation Army. This is by no means an exhaustive list but merely a way to give you some ideas. For a list of possible agencies, contact the local United Way. Contact the agency’s website or Volunteer Coordinator for information on how to how to volunteer. You DO NOT have to work directly with a social worker, although you can if there is one available. Your goal is not necessarily to see what a social worker does. It is more to understand the people that you may be working with someday. If you are not sure if your experience would be acceptable for the major application, please contact the Social Work Coordinator, Dr. Peggy Adams, at 419-372-7608 or padams@bgsu.edu and she will assist you.

Only service completed since high school, or within the past two years, is accepted for this requirement. In addition, church related activities will only count if they are social service directed. For example, if you are working at a soup kitchen that your church supports, that is fine. But if you are working in vacation Bible school or youth group that focuses on education of the faith and proselytizing activities, it will not count.

4. 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.

5. Completion of the application. The application has several sections. Please be sure you have completed all parts thoroughly.
Applications to the major are accepted twice a year. The deadlines are:
• September 30th if the student wishes to take major restricted classes spring semester
• January 30th if the student wishes to take major restricted classes summer or fall semesters
• Late or incomplete applications will not be considered

6. Applications should be submitted in hard copy and mailed/delivered to:
Social Work Program
223 Health and Human Services Building
Bowling Green, Ohio 43403
If you have questions, please feel free to contact Matt Molnar at mmolnar@bgsu.edu or 419-372-8903.

Admission to the Social Work major is a competitive process, and meeting minimum requirements does not entitle nor guarantee admission.

BOWLING GREEN STATE UNIVERSITY SOCIAL WORK PROGRAM
APPLICATION FOR MAJOR STATUS

(Type in highlighted spaces and print off parts 1-3 when completed)

Part 1 – Demographic Information

Please complete the following information. You may type the information in the spaces provided, then print off the pages to be included with the materials for your completed application.

1. Student Name: ____________________________________________

2. Student ID#: ____________________________________________

3. Campus Attending:_____ Main Campus ______ Firelands Campus

4. If attending Firelands, will you complete an Associate Degree? ____yes  ____ no

5. Mailing Address (this can be a campus address or permanent home address, whichever you check often):

<table>
<thead>
<tr>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>ZIP</th>
</tr>
</thead>
</table>

6. Phone Number: _______________________ (cell) ______________________ (alternate contact)

7. BGSU email address: ________________________________

8. Emergency Contact Information:

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Relationship to Student</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>City</th>
<th>State</th>
<th>ZIP</th>
</tr>
</thead>
</table>

Page | 28
Part 2 – Academic Information

1. Please provide information for each higher education institution attended:

<table>
<thead>
<tr>
<th>University/College</th>
<th>Dates Attended</th>
<th>Overall GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Please provide an *unofficial* (copy that is given to a student) *transcript* for *EACH* institution attended including *BGSU*.

3. Credit hours: Completed (received grade) ___ In progress ___

4. What is your overall GPA? _______________

   a. Grade from SOWK 1100 ___ In progress ___ (mark with X)
   b. Grade from SOC 1010 ___ In progress ___ (mark with X)

Part 3 – Verification of Service Hours

Please identify where you completed your volunteer/paid experience you wish to use for the application requirement.

1. Name of Agency: ______________________________________________________
   
   Agency Address: ______________________________________________________
   
   Supervisor and his/her credentials ______________________________________
   
   Number of Hours completed _________ When Completed __________________

2. Name of Agency: ______________________________________________________
   
   Agency Address: ______________________________________________________
Part 4 – Social Work Principles and Diversity Statement

This page is for instructional purposes only. Please do not submit it with your application.

Ethics and diversity are key concepts in social work practice. The Practice Principles guide every aspect of practice, and provide the fundamental difference between social work and other helping professions. As part of your application to the major, you are being asked to write a statement regarding your understanding, values, and attitudes regarding diversity and ethical practice principles. Please respond to the following questions in a 3-5 page typewritten document using 12 point font, double spacing, and one inch margins. Be sure your paper is free from grammatical and spelling errors. Address each question individually, and be sure your name is on each page of the paper. Be sure that your pages are STAPLED together. Paper clipped or folded edges are not acceptable as they may become separated.

1. What experiences (paid, volunteer, or extracurricular) have you had in helping people, especially those with backgrounds or cultures different than your own? How has this made an impact on your decision to major in social work?

2. Development of personal and professional values is seen as an ongoing process which pre-major students are just beginning to explore. Select three social work principles and discuss why you think they are important to social workers. Use examples and discuss in detail. The principles are located on the following page for your review.

3. Please discuss any social work principle(s) you believe to be in conflict with your own personal values. How do you think this conflict may cause you to experience an ethical dilemma?

4. Describe your short and long term learning and career goals. List three different fields (areas) of social work practice. Rank your list according to the type of the service that interests you most at this time. Describe how your choices relate to your personal values.

5. The social work profession values diversity (differences in race, ethnicity, gender, sexual orientation, religion, economic status, and physical ability) among its members and the people it serves. Please elaborate on the contributions you feel you can bring to the diversity of the profession.

SOCIAL WORK PRINCIPLES

The Social Work Principles pages are for instructional purposes only. Please do not submit them with your application.

The social work profession is guided by a distinct set of abstract values and a Code of...
Ethics. These values are transformed into accepted Practice Principles for the purpose of informing our intervention with clients. What follows is a listing of nine Social Work Principles and a brief description of each.

*Acceptance*  
Acceptance is a fundamental social work principle that implies a sincere understanding of clients. Acceptance is conveyed in the professional relationship through the expression of genuine concern, receptive listening, intentional responses that acknowledge the other person's point of view, and the creation of a climate of mutual respect.

*Affirming Individuality*  
To affirm a client's individuality is to recognize and appreciate the unique qualities of that client. It means to "begin where the client is." Clients expect personalized understanding and undivided attention from professionals. Individualization requires freedom from bias and prejudice, an avoidance of labeling and stereotyping, a recognition and appreciation of diversity, and knowledge of human behavior.

*Purposeful Expression of Feelings*  
Clients need to have opportunities to express their feelings freely to the social worker. As social workers, we must go beyond "just the facts" to uncover the underlying feelings.

*Non-judgmental*  
Communicating in a non-judgmental fashion is essential to developing a relationship with the client. It does not imply that social workers do not make decisions; rather it implies a non-blaming attitude and behavior. Social workers do not judge others as either good or bad, neither as worthy nor unworthy.

*Objectivity*  
Objectivity is the principle of examining situations without bias. To be objective in their observations and understanding, social workers must avoid injecting personal feelings and prejudices in relationships with clients.

*Controlled Emotional Involvement*  
There are three components to a controlled emotional response to a client's situation: sensitivity to expressed or unexpressed feelings, understanding based on knowledge of human behavior, and a response guided by knowledge and purpose. The social worker should not respond in a way that conveys coldness or lack or interest while at the same time cannot over identify with the client.

*Self-determination*  
The principle of self-determination is based on the recognition of the right and need of clients to freedom in making their own choices and decisions. Social workers have a responsibility to create a working relationship in which choice can be exercised.

*Access to Resources*  
Social workers are implored to assure that everyone has the necessary resources, services, and opportunities; to pay attention to expanding choices and opportunities for the oppressed and disadvantaged; and to advocate for policy and legislative changes that improve social conditions and promote social justice.
Confidentiality- Confidentiality or the right to privacy implies that clients must give expressed consent before information such as their identity, the consent of discussions held with them, one's professional opinion about them, or their record is disclosed.


Part 5 – Professional References

Do not submit this page with your application. It is for instructional purposes only.

You are asked to provide two people as references. These people should be members of a helping profession which includes social workers, counselors, marriage and family therapists, physicians, nurses, dentists, EMTs, teachers, guidance counselors, clergy, recreational therapists, activity therapists, day care providers, and other social service personnel. You may NOT use members of your family as a reference. You may use people who knew you in high school, or people you work with as long as they fall into the categories of people listed above. You may not use BGSU Social Work faculty as references. Your references should be people who have known you at least a year so they can speak adequately about you.

At least one of the references should come from a place in which you volunteered or worked (if you work in a social service agency). Of course, both references can come from there if you wish. Additionally, at least one of the references should be someone who has gone to college and received at least a bachelor degree in a human service field (those mentioned in paragraph above). The reason is simple: the references are going to be asked about your ability to be a social worker and successful college student. If the person did not attend college, how would they be able to answer that question?

The reference form has five parts:

Section 1 - Student Permission: The cover page that gives the person permission to provide the reference for you. Sign this form in the appropriate place.

Section 2 - Recommender Information: The page that provides basic demographic information about the reference and the nature of the relationship with you.

Section 3 - Evaluation of Student Skills/Characteristics/Qualities: The grid that the reference needs to complete rating some of your skills and attributes.

Section 4 - Letter of Recommendation: The letter the reference needs to provide answering specific questions regarding your ability to be a social worker and successful college student. This letter needs to be on company letterhead.

Section 5 - Recommender Validation: The recommender rates the recommendation and signs the form.
The reference person will place all 4 pages and the letter in an envelope, seal it, and write his/her signature across the seal.

The reference person will give the sealed envelope back to the student to place in the packet of information for the completed application.

**BOWLING GREEN STATE UNIVERSITY SOCIAL WORK PROGRAM**
**MAJOR APPLICATION**
**REFERENCE FORM**

This form should be copied and given to each person from whom the student is requesting a reference. The pages should be completed, printed, stapled together, and provided to the reference by the student.

**Section 1: Student Permission**

Students must complete this section prior to giving the forms to the recommender. Failure to complete this section constitutes an incomplete application. The Family Education Rights and Privacy Act of 1974 (FERPA), and its amendments, guarantee students access to their educational records. Students may, however, waive their right of access to recommendations. The choice of the applicant regarding this recommendation is to be indicated below. Failure to sign will constitute acceptance of limited access.

I do waive my right to inspect the contents of the following recommendation.

I do not waive my right to inspect the contents of the following recommendation.

Student Signature; 

Date:

**Section 2: Recommender Information**

The following student, ________________________, is completing an application to become a social work major at Bowling Green State University. Please follow the directions in completing the reference for him/her. We appreciate a frank assessment of this student’s
potential for professional social work practice.

Recommender Name: 

Title and Organization: 

Street Address: 

City. State and ZIP: 

Recommender Phone: 

Recommender Email: 

1. How long and in what capacity have you known the applicant?

2. Have you supervised or worked with the student in a paid or volunteer capacity?
   Yes   No

3. If you answered yes to question #2, how long and/or how many hours did the student complete under your supervision?

Section 3: Evaluation of Student skills/Characteristics/Qualities

Please rate your experience with the student in the following areas:

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Unable to Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuality/Dependability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page | 34
Section 4: Letter of Recommendation

Please attach a separate recommendation letter written on your official academic or business letterhead and signed with your professional credential.

Your letter should answer the following questions:

1. What do you consider the student's major areas of strength in working with people?
2. What do you consider the student's weakness or challenge is working with people?
3. Please speak to the student’s academic strengths and weaknesses if you can.
4. Please describe the student’s potential as a future social worker.
5. Any additional comments you have to assist the faculty in making the decision to admit the student to the social work major.

Section 5: Recommender Validation

I certify that the above information is correct and accurately represents my appraisal of the above named student for admission to the social work major at Bowling Green State University.

Please indicate the strength of the student endorsement by placing an X on the line below.
Recommend with
Recommend
Reservation
Recommend

Highly
Recommend

Recommender Signature: 

Date: 

To ensure the integrity of the reference, we request that you place your reference (all four pages and the letter) in an envelope, seal it, and write your signature across the seal.

Return the sealed envelope to the student. The student will submit it with the application.

Part 6 – Student Acknowledgment of Policies

It is important that you understand the policies of the program to which you are making application. The policies are there to assist students in developing the skills and work habits necessary for professional practice. They are also in place to help students decide whether or not they want to continue in the Program, and to regulate behavior that is inconsistent with the social work profession’s values and ethics. The specific policies or links to them are listed at the end of this application, after the Application Checklist Page.

STUDENT POLICY STATEMENT OF ACKNOWLEDGEMENT FORM

I, ____________________________________________________________________________, acknowledge that I have read the policies listed below and agree to follow them throughout my tenure in the Social Work Program. I understand the failure to abide by the policies may constitute disciplinary action and possible expulsion from the Program.

Please initial the following:

_____ I have read the NASW Code of Ethics and agree to follow its directives.

_____ I have read the Counseling Out policy for the Social Work Program.

_____ I have read the BGSU Social Work Program Code of Ethics.

_____ I have read the expectations for student conduct in the classroom.
By signing below, you acknowledge reading and understanding all materials and information in the Social Program application packet, including all material regarding program policies and procedures.

1. The Social Work program has the right to reject my application if it is not complete.

2. I will retain a copy of this application and related materials for my own records.

3. Place a check mark next to each item enclosed with your application:

   _____ Application for admission to the Social Work Program

   _____ Unofficial transcripts from each college/university attended

   _____ Social Work Principles/Diversity Statement

   _____ Two (2) letters of reference, sealed and signed across the seal

   _____ Signed Student Policy Statement of Acknowledgement Form

   _____ Completed and signed Application Checklist

By signing below, I acknowledge that I have read and understand all application materials for admission to the Social Work major. I agree to abide by the policies and procedures contained in the application packet, and the NASW and Social Work Program Codes of Ethics. I further understand that not having read this information is not an excuse for failure to follow program policies and procedures.

Student Signature: ____________________________ Date: ________________
PROGRAM POLICIES
(Read but do not submit with application)

NASW Code of Ethics:

Social Work practitioners abide by the NASW Code of Ethics, which establishes the profession’s core values and standards for practice. Please read the NASW Code of Ethics,


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.

Student Conduct

In the Social Work 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.

SOCIAL WORK PROGRAM 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.

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 Policy

1 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.

2 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.

3 Students must demonstrate professional conduct in the classroom.
   a. The following are examples of behavior that fail to demonstrate professional conduct in the classroom:
      i. lack of attendance, preparation and participation in classes;
      ii. 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;
      iii. behaving in a hostile, aggressive fashion, verbally or physically, to faculty, staff and other students, disrespectful demeanor, excessive argumentativeness, rudeness, and verbal abuse.

4. Students who consistently behave in an unprofessional manner will be counseled out of the Social Work Program (see Counseling Out Policy).

COUNSELING OUT POLICY

"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 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 of the Social Work Major**

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 Social Work Program Coordinator. The letter 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 Program Coordinator initiating the counseling out process.

c. In their letter to the Coordinator, 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.

d. The Social Work Program Coordinator will notify the student in writing of its receipt within three working days and provide them a copy of it.
   
i. The program Coordinator 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.
   
ii. Students may submit their own letter contesting the faculty member’s claims.

e. The Coordinator may consult with other faculty familiar with the student's performance.

2. The Coordinator will call a faculty meeting and review his or her findings. A majority vote of the faculty initiates the counseling out process.

3. If the faculty vote to counsel out, the Coordinator will counsel and advise the student on expectations and provide one warning. Continuation of the behavior will result in being counseled out of the program. The Coordinator will help the student identify other options for a major. However, the Coordinator will withdraw the student’s Social Work Major standing.

Students have the right to appeal counseling out through the identified grievance procedures of the Social Work Program and the University.

**GRIEVANCE PROCEDURE**

Any student who is dissatisfied with being counseled out may grieve the decision to the Head of Department of Human Services.